



**BUILDING  
A SAFER  
& BRIGHTER  
FUTURE FOR  
OUR CHILDREN**  
*Resources Pack*

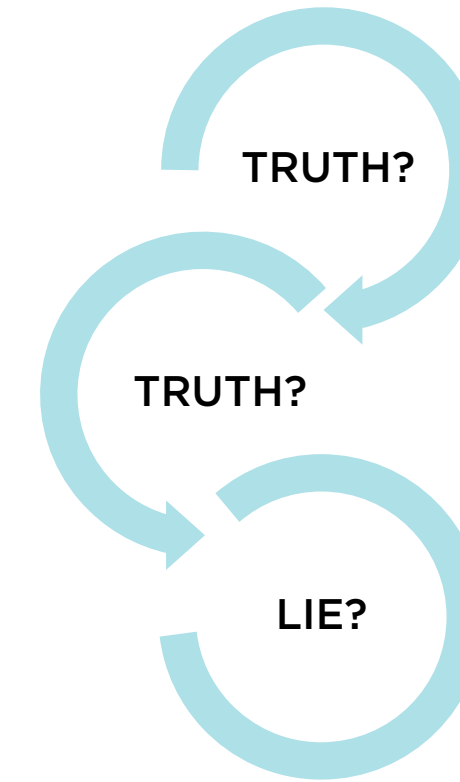


**BUILDING  
A SAFER  
& BRIGHTER  
FUTURE FOR  
OUR CHILDREN**

*Perceptions and perspectives*

# Module 1

## Ice-breaker - “2 truths, 1 lie”

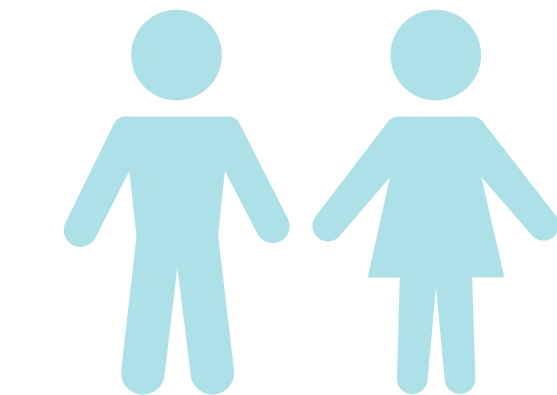


You will tell 3 things about yourself to the rest of the group: two of them are true, one is a lie.

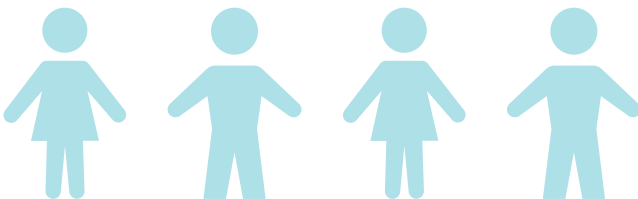
The others will have to guess which ones are true and which one is a lie.

Try to surprise the others!! And reflect with the group about first impression and prejudices ;)

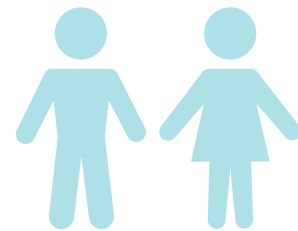
# Parents are responsible for...



As a parent,  
I am responsible for my child's...?



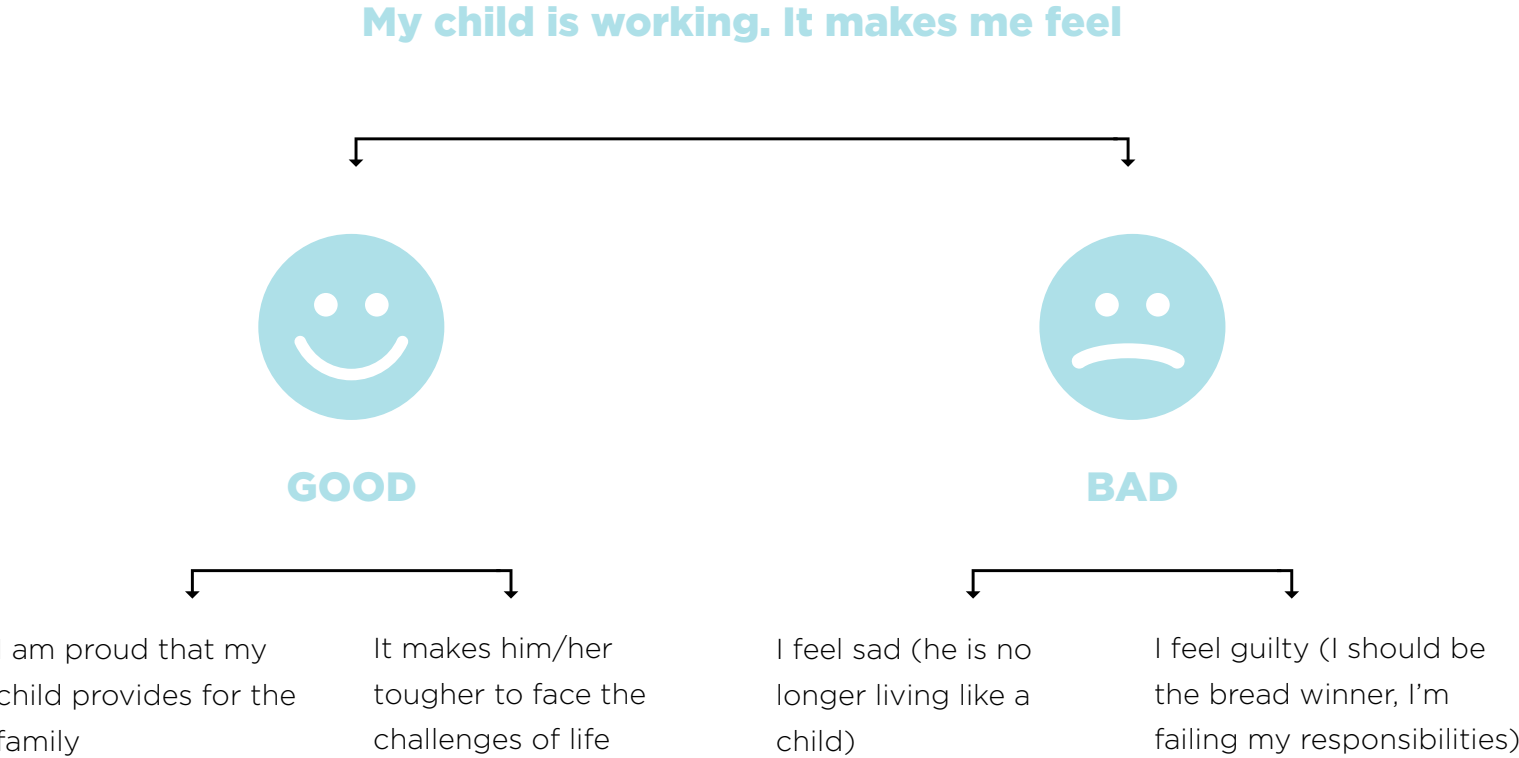
# Parent's responsibilities



As a parent, I am responsible for my child's...



# My feelings regarding my working child



# “Authority and feelings

As a parent, I think that my responsibilities toward my child are...

I am/I feel .... (write the feelings) that my child has to work

When my child is not respecting my authority, I feel...

# The tree of life



## Draw your Tree of Life

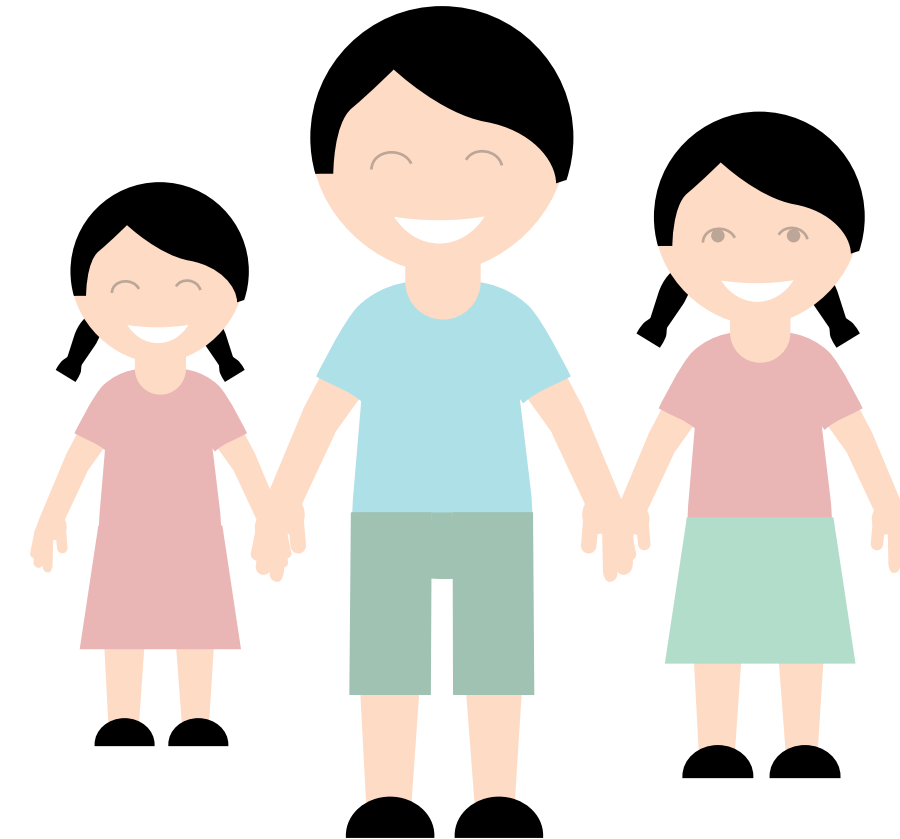
The roots represent where you are from and who you were as a child: what were your duties, your dreams, the values that you believed in?

The trunk is your reality today as an adult and a parent: what does your daily life look like?

The branches, the leaves and the fruits are your future: some branches and fruits might not be good (they are your fears) , but some others are beautiful and you want them to grow bigger (they are your hopes and your dreams)

<http://www.repssi.org/tree-of-life/>

# Older sibling taking care of younger ones



## Young Pregnant Girl



## Child Working



# Child Playing with his friends



# Cultural expectations Role-plays scripts

## Role play 1

- 1 woman acting a man’s role
- 1 man acting a woman’s role
- 1 adult acting a child’s role

## Scenario

You all are home, you’re a family (parents and their child). The father (played by a woman) is complaining because the mother (played by a man) hasn’t done what she was supposed to (clean, cook...). The mother is complaining because they don’t have enough money to buy food and cleaning products. Parents argue over what the child should do: be a child (going to school, living his child’s life) or contributing to the financial situation of the family.



# Social expectations

## Role play 2

1 woman acting a man’s role

1 man acting a woman’s role

1 adult acting a child’s role

## Scenario

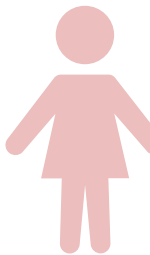
You all are home, you’re a family (parents and their child). The child has to work to contribute to the household. He is tired and complaining to his parents: he thinks it is not fair that he has to work while they don’t. The parents are saying that it is ok to do this type of works because he is a child, but that it would be degrading for them as adults to do the same. They also tell him that he should be proud to contribute and that this experience will make him tougher.

# Social Expectations



## Man Should:

- Be the providers?
- Be respected by women and children?
- Be strong?
- ...



## Woman Should:

- Take care of the household (cook, clean, raise children)?
- Not discuss the authority of the father?
- Be respected by their children?
- ...



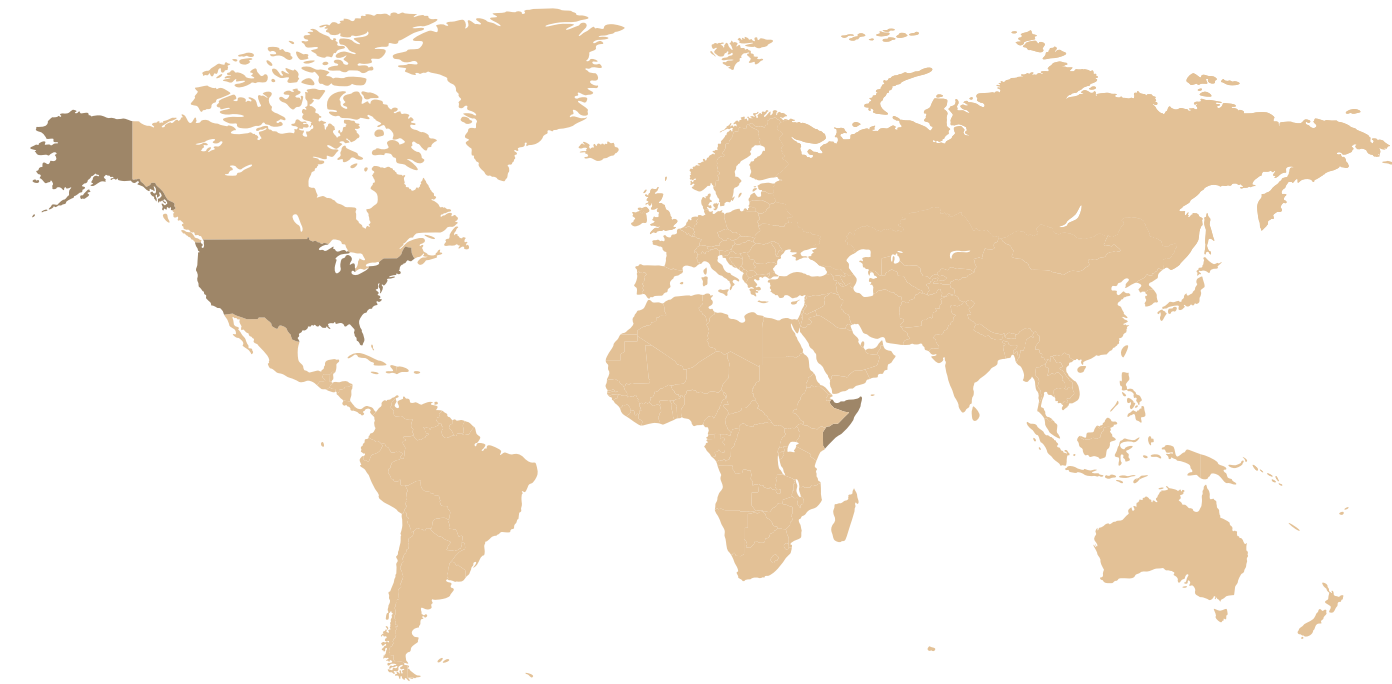
## Children Should:

- Respect the authority of their parents?
- Do what they are told to?
- Play, enjoy their childhood, learn go to school?
- Contribute to the household by doing any jobs?

*What is child labor and its different forms*

# Module 2

## Countries parties of the convention of the Rights of the Child



“The child is recognized, universally, as a human being who must be able to develop physically, mentally, socially, morally, and spiritually, with freedom and dignity.”

# The Declaration of the Rights of the Child

- 1. The right to equality, without distinction on account of race, religion or national origin.
- 2. The right to special protection for the child’s physical, mental and social development.
- 3. The right to a name and a nationality.
- 4. The right to adequate nutrition, housing and medical services.
- 5. The right to special education and treatment when a child is physically or mentally handicapped.
- 6. The right to understanding and love by parents and society.
- 7. The right to recreational activities and free education.
- 8. The right to be among the first to receive relief in all circumstances.
- 9. The right to protection against all forms of neglect, cruelty and exploitation.
- 10. The right to be brought up in a spirit of understanding, tolerance, friendship among peoples, and universal brotherhood.

# The Red Line



**Acceptable  
jobs for a child**



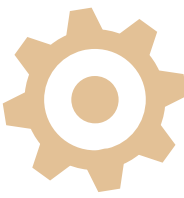
**Unacceptable  
jobs for a child**

# What is child labor?

**Child labor involves at least one of the following characteristics:**

- Violates a nation’s minimum age laws (they are too young to work legally)
- Threatens children’s physical, mental, or emotional well-being
- Involves intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labor, or illicit activities
- Prevents children from going to school
- Uses children to undermine labor standards

# Working Age (under Lebanese law)



AGE	FORM OF WORK	LAW
NO	Worst Forms of Child Labour	Decree 2012 8987
16	Specific Forms of Work with protection & instruction / training	Decree 2012 8987
14	Minimum Age	
13	Light Work (not defined)	Labour Law 1946

# Working hour exercise

1 am	2 am	3 am
4 am	5 am	6 am
7 am	8 am	9 am
10 am	11 am	12 am

# Working hour exercise

1 pm	2 pm	3 pm
4 pm	5 pm	6 pm
7 pm	8 pm	9 pm
10 pm	11 pm	12 pm

# Working Hours (under Lebanese law)

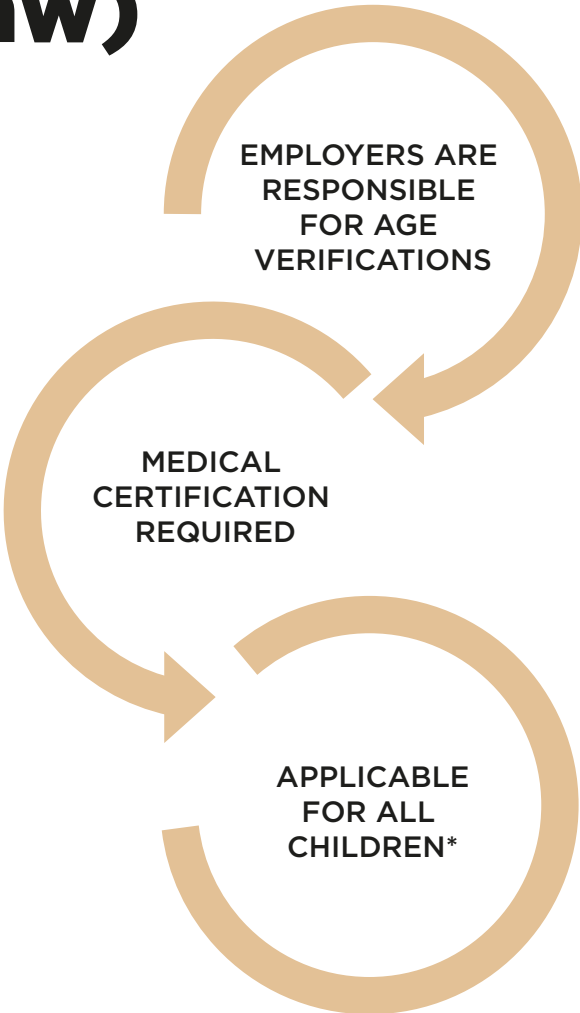


No work between **7pm and 7am**

**Maximum 6 hours in a row**  
with 1 hour rest after 4 hours

**13 hours rest between**  
2 work periods

\*Labour Code 1946



# Form of work by age

- PROHIBITED:**
- **Domestic** work, **street / road** work, **sleeping/residing outside home**
  - **Mines** (coal), **gambling**/betting, **funerals / burial**
  - Activities needing **personal protective equipment**
  - Exposure to **carcinogens**, substances that may cause infertility/birth defect

- AGE 16:**
- **Agriculture** (inc. family farms) requiring: operating tractors/machines; using pesticides, contact with poisonous plants, heights, sharp tools, > 4 hours work
  - **Building:** Any work in building and the supply of electricity, gas and water.
  - **Mechanics** and blacksmiths
  - **Factories** manufacturing tiles, rocks etc.
  - **Production industries** with +20 staff
  - **Hotels, restaurants**, internet cafés and trade (exchange of currency)
  - **Transportation**
  - **Cleaning and working with waste** / sewage
  - Night shifts between 7 pm and 7 am
  - Working more than 6 hours a day

**AGE 13: Light work** (not defined)

# What rights are children across the world entitled to?

## UN Convention on the Rights of the Child

### In Child Friendly Language



**Article 1**  
Everyone under 18 has these rights.

**Article 2**  
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3**  
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

**Article 4**  
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

**Article 5**  
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

**Article 6**  
You have the right to be alive.

**Article 7**  
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

**Article 8**  
You have the right to an identity – an official record of who you are. No one should take this away from you.

**Article 9**  
You have the right to live with your parents, unless it is best for you. You have the right to live with a family who cares for you.

**Article 10**  
If you live in a different country than your parents, you have the right to be together in the same place.

**Article 11**  
You have the right to be protected from kidnapping.

**Article 12**  
You have the right to give your opinion, and for adults to listen and take it seriously.

**Article 13**  
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 14**  
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

**Article 15**  
You have the right to choose your own friends and join or set up groups, as long as it's not harmful to others.

**Article 16**  
You have the right to privacy.

**Article 17**  
You have the right to get information that is important to your well-being, from radio, news, paper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

**Article 18**  
You have the right to be raised by your parents if possible.

**Article 19**  
You have the right to be protected from being hurt and mistreated, in body or mind.

**Article 20**  
You have the right to special care and help if you cannot live with your parents.

**Article 21**  
You have the right to care and protection if you are adopted or in foster care.

**Article 22**  
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

**Article 24**  
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

**Article 25**  
If you live in care or in other situations away from home, you have the right to have those living arrangements looked at regularly to see if they are the most appropriate.

**Article 26**  
You have the right to help from the government if you are poor or in need.

**Article 27**  
You have the right to food, clothing, a safe place to live, and to have your basic needs met. No child should be disadvantaged so that you can't do many of the things other kids can do.

**Article 28**  
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29**  
Your education should help you use and develop your talents and abilities. It should also help you learn to be peacefully, protect the environment and respect other people.

**Article 30**  
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

**Article 31**  
You have the right to play and rest.

**Article 32**  
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

**Article 33**  
You have the right to protection from harmful drugs and from the drug trade.

**Article 34**  
You have the right to be free from sexual abuse. Article 35 (No one is allowed to kidnap or sell you).

**Article 35**  
You have the right to protection from any kind of exploitation (being taken advantage of).

**Article 37**  
No one is allowed to punish you in a cruel or harmful way.

**Article 38**  
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

**Article 39**  
You have the right to help if you've been hurt, neglected or badly treated.

**Article 40**  
You have the right to legal help and fair treatment in the justice system that respects your rights.

**Article 41**  
If the best of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

**Article 42**  
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

**Articles 43 to 54**  
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

Canadian Heritage    Patrimoine canadien



# Children's Rights

## What are children's rights?

All children, all over the world are entitled to be protected from harm, listened to by their parents and government and provided with education, good health a safe home and time to play.

These rights are all written in the United Nations Convention on the Rights of the Child (UNCRC) and each right is called an 'article'. These are some of the articles in the UNCRC.

## 1. To be alive





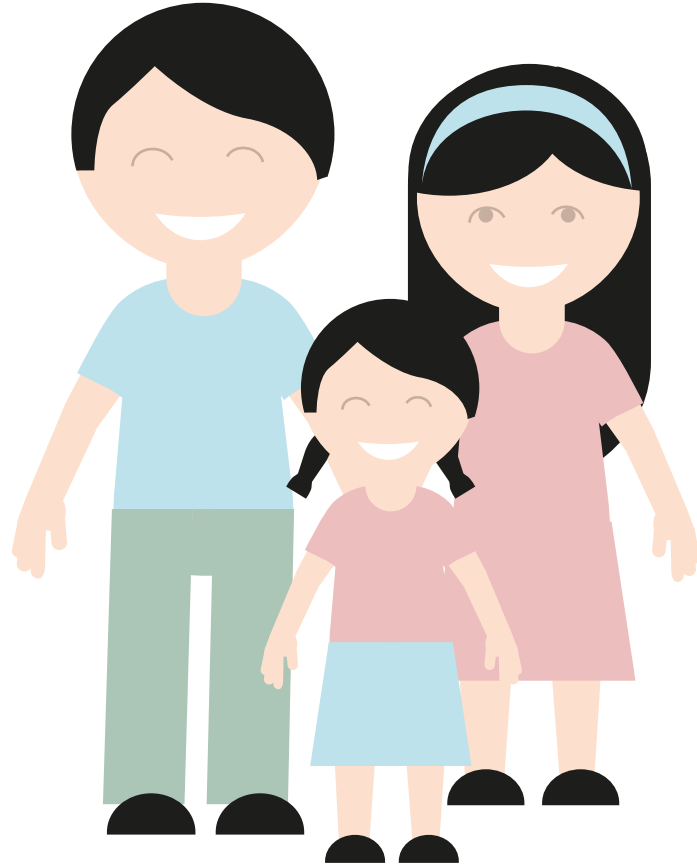
## 2. A name and a nationality



## 3. An identity – an official record of who I am (birth certificate)



## 4. To live with my parents



## 5. To choose my own friends



## 6. To be protected from abuse



## 7. Clean water, healthy food, health care and a clean safe environment



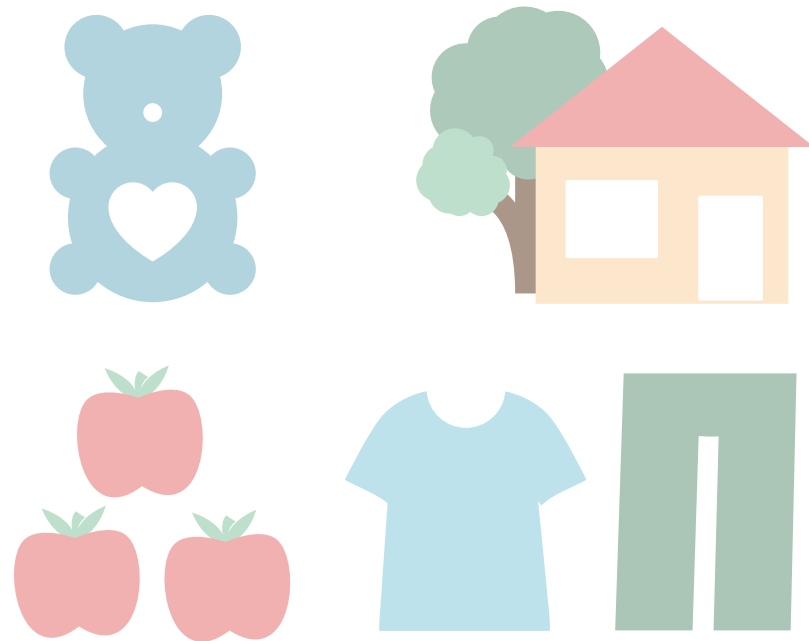
**8. Someone checking  
to see if where I live is safe  
if I don't live at home**



**9. Help from the  
government if I am poor**



## 10. Food, clothes and a safe place to live



## 11. A good education



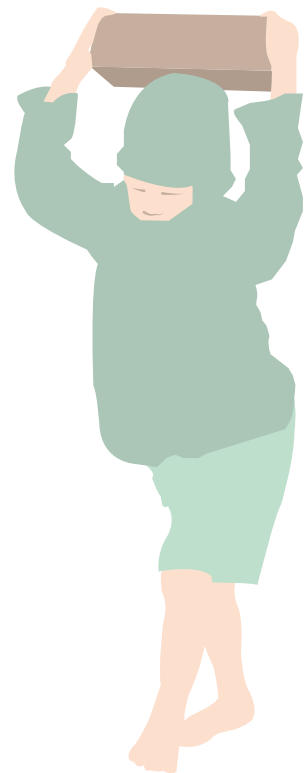
## 12. To practice my own culture, language and religion



## 13. To rest and play



**14. To be protected from harmful work which can affect my health or education**



**15. Protection from anyone trying to take advantage of me**



## **16. Protection from cruel and harmful punishment**



## **Child labor images for print out**



## Child working in mines



## Child carrying heavy load



**Child  
working  
in an  
industry**



**Child working on the street**



**Child  
working  
in agriculture**



**Child  
working  
in mechanics**



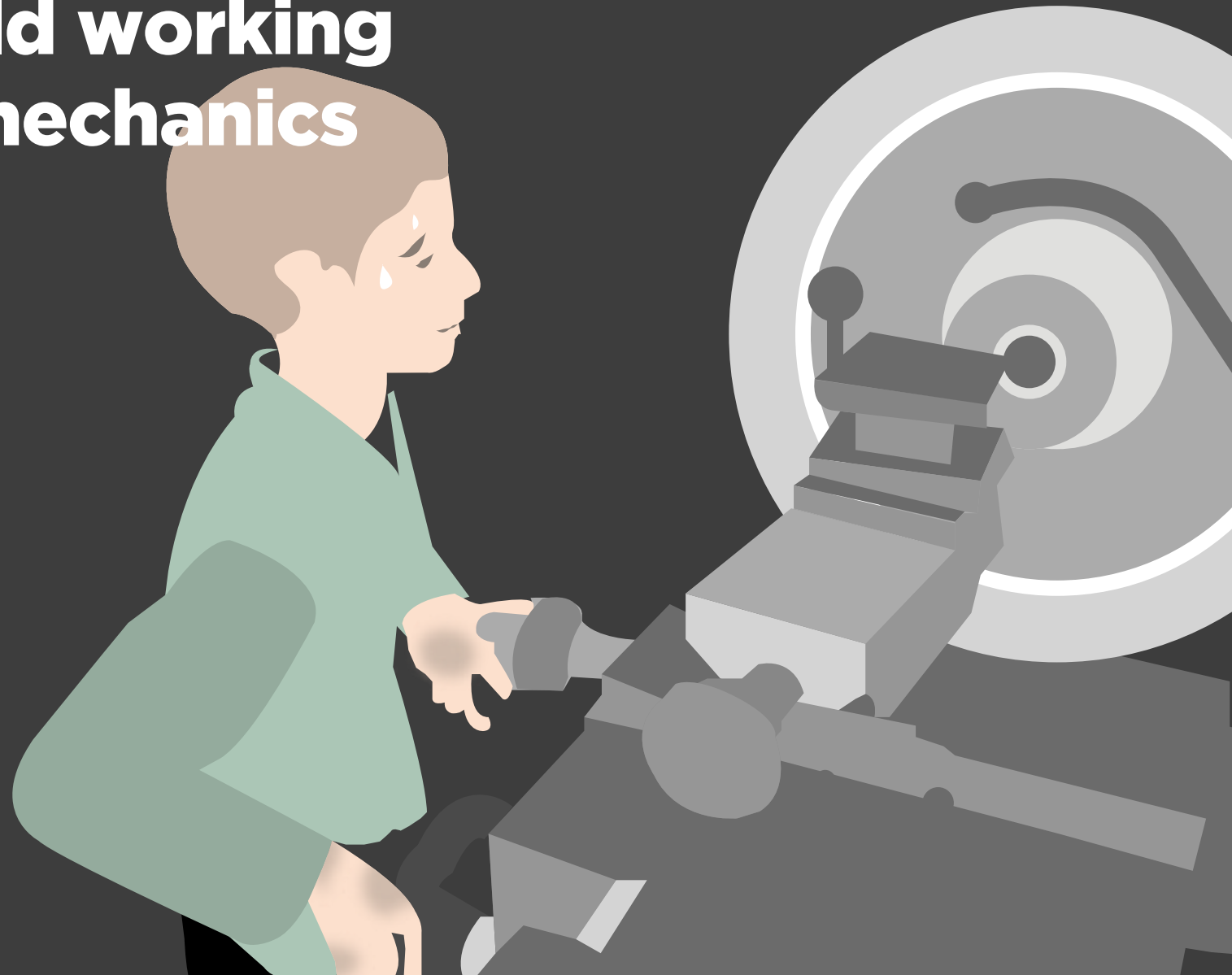
## Child working in agriculture



## Child working in mechanics



## Child working in mechanics



## Child working in construction



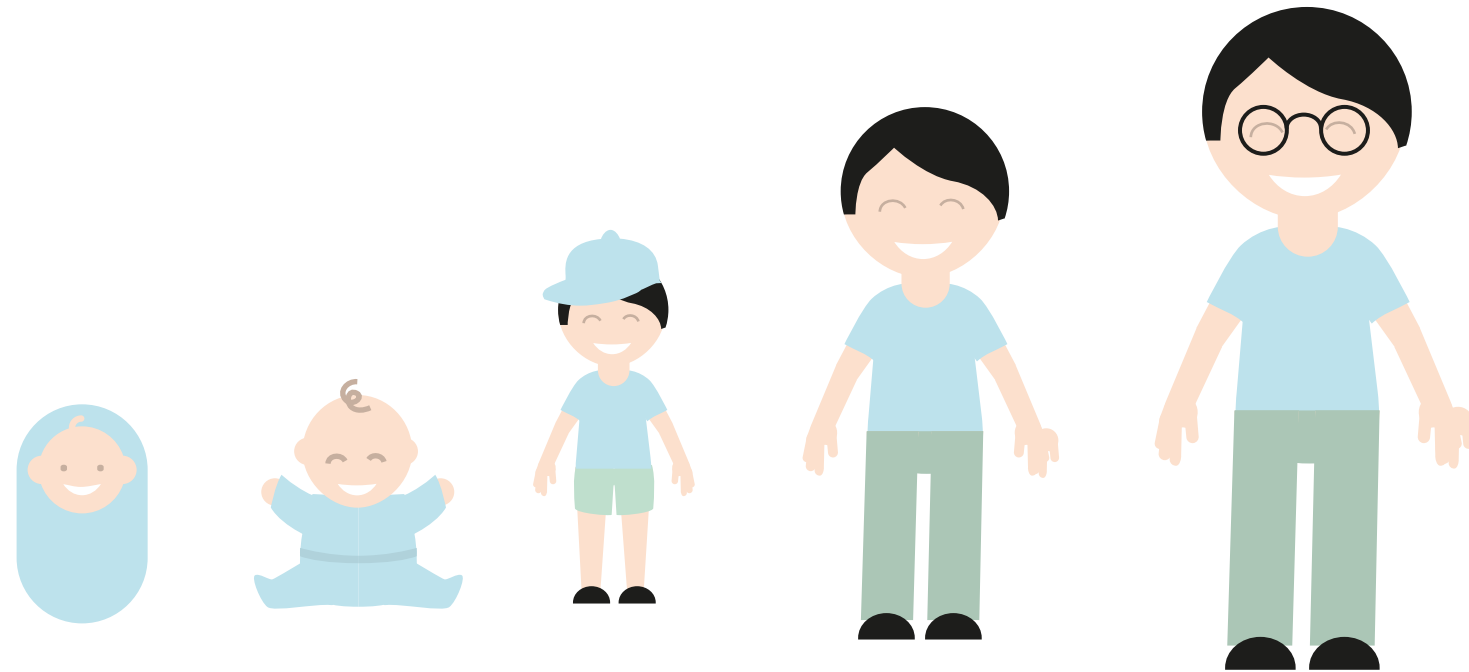
## Child working in domestic work



*Impact and consequences of child labor on  
children's lives*

# Module 3

## Physical differences between children and adults



## Physical differences between children and adults

**Greater need  
for food and  
rest**

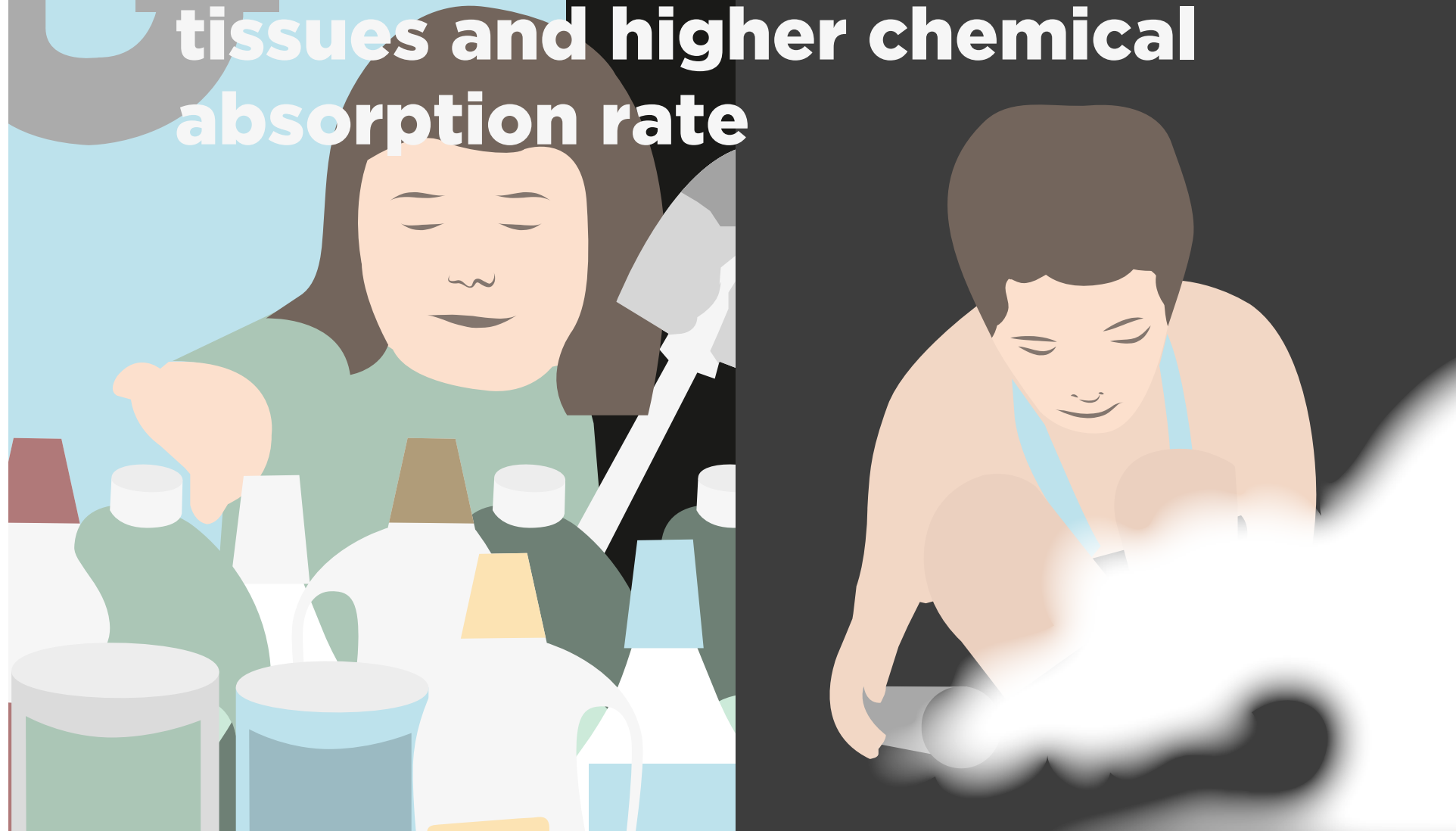


**Rapid skeletal  
growth**





**Development of organs and tissues and higher chemical absorption rate**



**Greater risk of hearing loss**



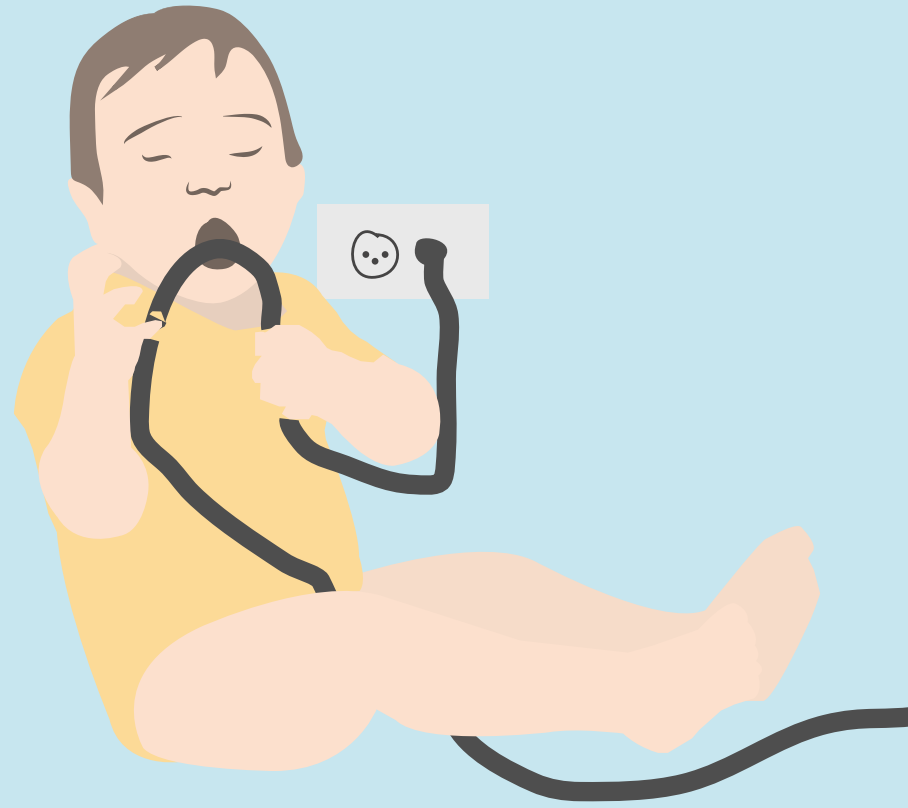
## Lower heat tolerance



## Child's size vs. work equipment



## Developing ability to assess risks



## Why do Young Workers Have More Accidents than Adults?

- Surveys in 26 countries, by the International Labor Organization (ILO), found that almost one in four economically active children suffered injuries or illnesses while working.
- Studies in the United States find that working youth appear to have injury rates almost twice as high as adult workers. Among injured young workers in the U.S., 17-16 year old and adolescent males appear to suffer the highest number of work-related injuries.

*Source: University of Iowa – Child Labor initiative project*

## Why do Young Workers Have More Accidents than Adults?

Intensive work, tiredness

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Inadequate training and supervision

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Exposition to chemicals

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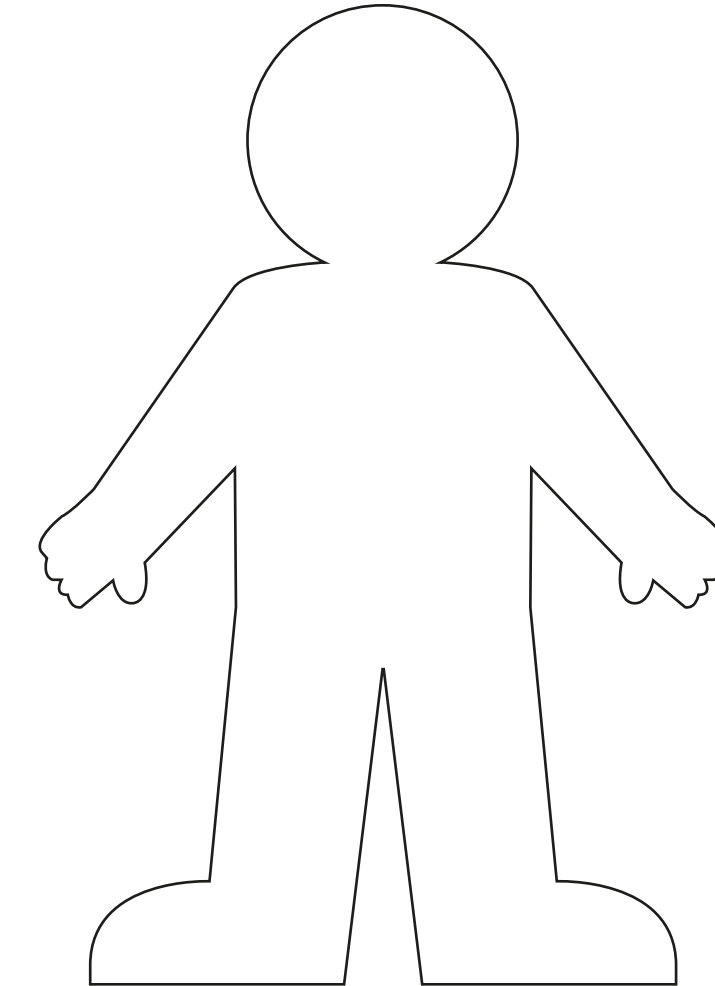
Inexperience

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Poverty

## Physical risks of child labor

Tasks a child is asked to do while working in... (the street, agriculture, mechanics or construction)



# Physical risks of child labor (answers)

	TYPE OF TASKS	DANGERS
AGRICULTURE	<ul style="list-style-type: none"><li>• Harvesting</li><li>• Preparing the ground for planting</li><li>• Cultivate</li><li>• Store/package merchandise</li><li>• Driving tractors /operating machines</li></ul>	<ul style="list-style-type: none"><li>• Use of pesticides and fertilizers containing high level of toxic chemicals (mixing, spraying)</li><li>• Handling poisonous plants (tobacco)</li><li>• Climbing tree or ladders</li><li>• Bending</li><li>• No safety precautions (masks, gloves)</li><li>• Heavy charges to lift</li><li>• Work in the heat</li></ul> <p>• <b>Recall: “Agriculture is among the most hazardous occupations in the world (50% of fatal workplace accidents)”</b></p>
CONSTRUCTION /MECHANICS	<ul style="list-style-type: none"><li>• Repair, mechanical work</li><li>• Car painting</li><li>• Metal work (aluminum, iron)</li><li>• Sanitary installation</li></ul>	<ul style="list-style-type: none"><li>• Industrial sites lacking adequate infrastructures</li><li>• Obsolete technology</li><li>• Unsafe tools</li><li>• Machineries</li><li>• Use of hazardous substances or material (inflammable, explosive)</li><li>• Long days of work leading to fatigue and increase mistakes, no appropriate training or protection equipment</li><li>• Lack of clean water, sanitary</li></ul>
STREET WORK	<ul style="list-style-type: none"><li>• Begging</li><li>• Selling items</li><li>• Shoe shining</li><li>• Garbage collection</li><li>• Pulling carts</li></ul>	<ul style="list-style-type: none"><li>• Aggressions - physical assaults</li><li>• Traffic accidents</li><li>• Rapt/forced enrolment</li><li>• Sexual violence</li></ul>

# Fayrouz 1

FAYROUZ IS 13 YEARS OLD AND LIVES AT HOME WITH HER MOTHER, THREE YOUNGER SISTERS, AND TWO BROTHERS AGED THREE AND TWO. HER MOTHER LOVES HER, BUT SHE IS UNDER A LOT OF STRESS. FAYROUZ OFTEN FEELS A LOT OF PRESSURE TO MAKE MONEY FOR HER FAMILY BY WORKING ON THE STREET. FAYROUZ'S MOTHER IS VERY ANXIOUS TODAY BECAUSE THE FAMILY HASN'T PAID THE RENT. HER MOTHER TELLS HER, "YOUR BROTHERS AND SISTERS NEED TO EAT! WE HAVE TO PAY THE RENT! GO TO WORK!"



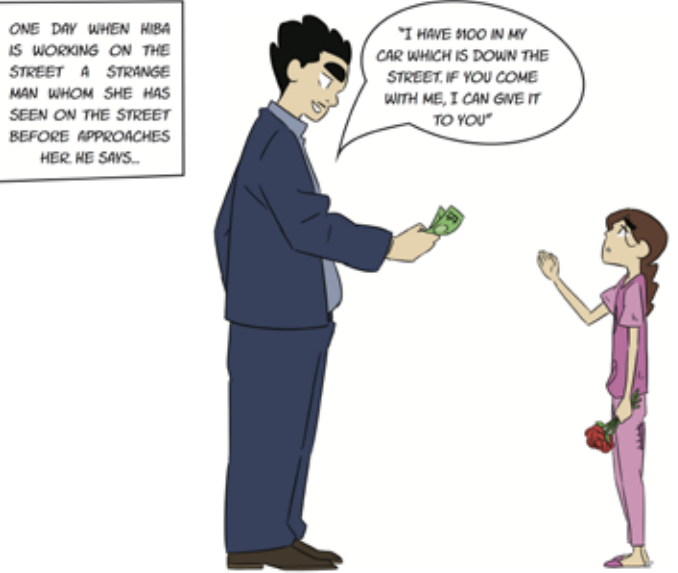


# Fayrouz 2



# Hiba 1

HIBA IS TWELVE YEARS OLD AND HAS BEEN WORKING ON THE STREET FOR TWO YEARS. HIBA LIVES AT HOME WITH HER MOTHER, A YOUNGER BROTHER AND AN EXTENDED FAMILY INCLUDING HER AUNT, UNCLES AND SEVEN COUSINS. HIBA GOES TO WORK EVERY DAY AT 19:00 PM IN THE EVENING EVERY DAY EXCEPT FOR SUNDAY. HIBA NORMALLY FINISHES WORK VERY LATE AND RETURNS HOME AFTER DARK. SOMETIMES HIBA ARRIVES HOME AT 02:00 AM IN THE MORNING WHEN EVERYONE IS ALREADY ASLEEP. ON SUNDAYS SHE STAYS AT HOME TO REST OR PLAYS IN FRONT OF HER HOUSE WITH HER COUSINS AND FRIENDS. HIBA TRIES TO BE CAREFUL ON THE STREET AND PROTECT HERSELF BUT SOMETIMES SHE FEELS SCARED OF THE STRANGE REQUESTS THAT ARE MADE TO HER AND IS UNSURE OF WHAT TO DO. SOMETIMES PEOPLE OFFER HER MONEY BUT ASK HER TO DO THINGS SHE'S NOT SURE WHETHER SHE SHOULD AGREE TO DO AND EARN MORE MONEY OR WHETHER SHE SHOULD SAY NO. SHE FINDS IT HARD TO TALK TO HER MOTHER ABOUT THESE THINGS BECAUSE HER MOTHER TELLS HIBA TO PROTECT HERSELF AND BE CAREFUL BUT AT THE SAME TIME TELLS HIBA TO WORK HARD TO EARN MONEY TO SUPPORT HER FAMILY. HIBA DOES NOT WANT TO UPSET HER MOTHER.



# Hiba 2

ONE DAY WHEN HIBA IS ALONE, THE MAN WHO MAKES HER FEEL UNCOMFORTABLE AND UNSAFE APPROACHES HER. HE PUTS HIS HAND ON HER FACE AND TELLS HER... "YOU DON'T NEED TO BE SCARED OF ME. I WANT ONLY WHAT IS BEST FOR YOU. I SEE YOU WORKING HERE EVERY DAY AND KNOW THAT I CAN HELP YOU. IF YOU COME TO LIVE WITH ME AS MY WIFE, I CAN PUT A ROOF OVER YOUR HEAD, GIVE YOU FOOD, AND MAKE SURE YOU ARE VERY WELL TAKEN CARE OF"



ONE DAY WHEN HIBA IS ALONE ON THE STREET WORKING, THE SAME MAN APPROACHES HER. HIBA FEELS UNCOMFORTABLE AND SCARED. SHE HAS NOTICED THE MAN SEVERAL TIMES ON THE STREET AND FEELS LIKE HE IS SOMETIMES FOLLOWING HER. HE TELLS HER...



# Sabah 1

SABAH IS 8 YEARS OLD AND LIVES WITH HER PARENTS. SHE DREAMS OF GOING TO SCHOOL AND PLAYING WITH FRIENDS, BUT WORKS 6 DAYS A WEEK, 11 HOURS A DAY TO SUPPORT HER FAMILY. SABAH DOESN'T LIKE WORKING ON THE STREET, SHE DOESN'T FEEL SAFE. SABAH HAS TRIED TO EXPLAIN THIS TO HER PARENTS BUT FEELS THAT THEY DON'T UNDERSTAND. WHEN SHE TALKS ABOUT THIS THEY TELL HER TO STOP COMPLAINING. ON SUNDAYS, SABAH PLAYS WITH HER FRIENDS OUTSIDE HER HOUSE; THEY JOKE AND LAUGH - SUNDAY IS HER FAVOURITE DAY OF THE WEEK.



IT'S TUESDAY AFTERNOON AND SABAH HAS FINISHED HAVING LUNCH WITH HER PARENTS. SABAH'S FATHER TELLS HER...



UPSET, SABAH LEAVES TO GO TO WORK AT 2:00PM.

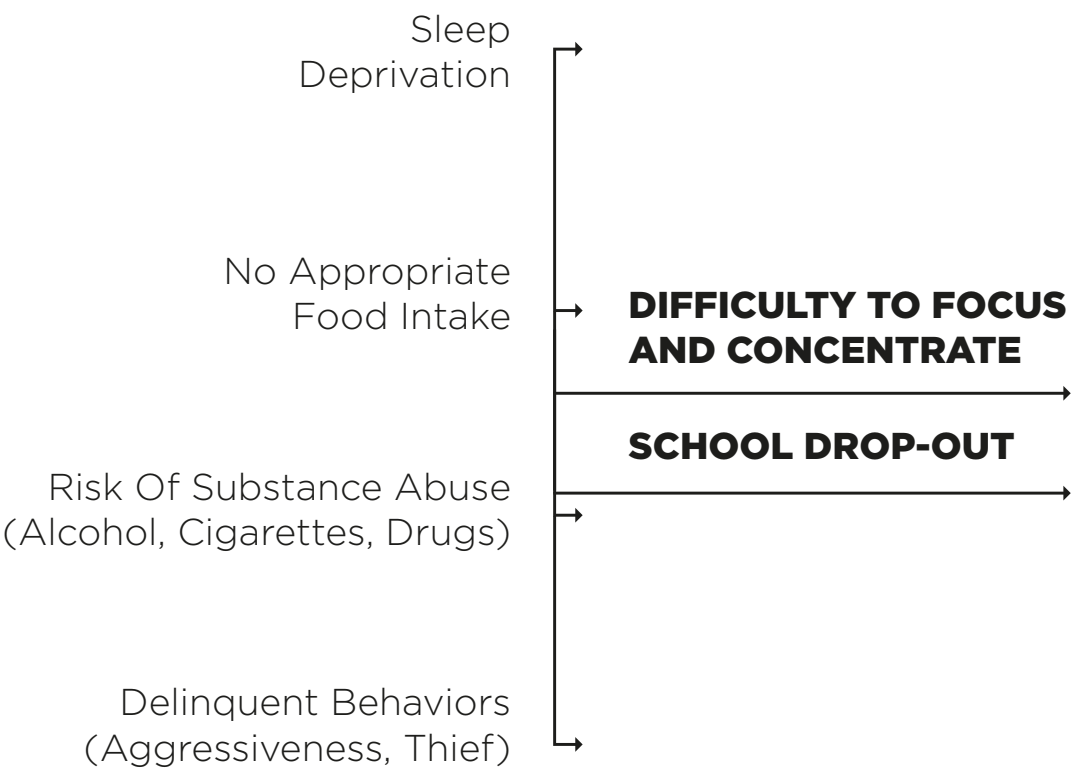




# Sabah 2



# Consequences of high intensity work Over 20h/week





*Prevent, mitigate and decrease risks of  
child labor*

# Module 4

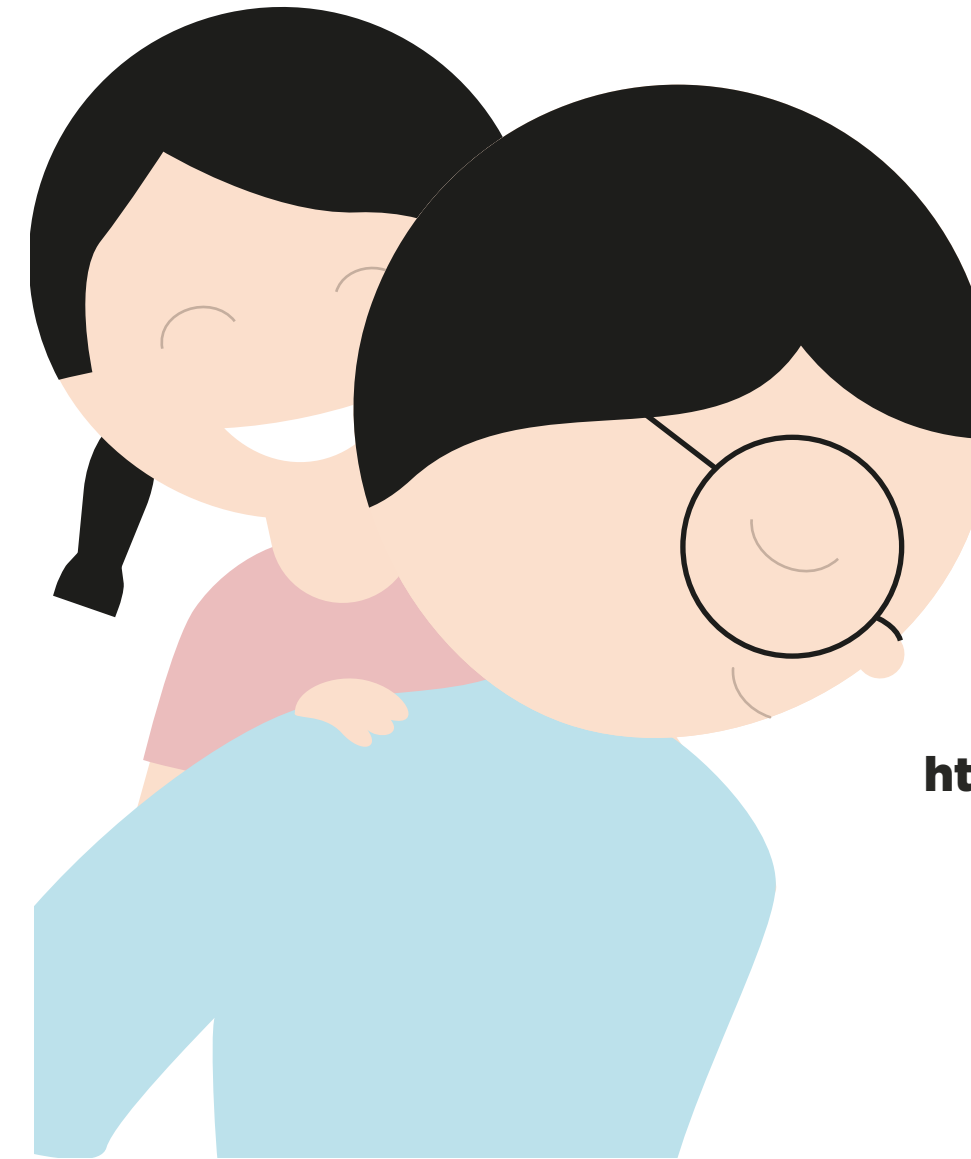
## The vicious circle of interpersonal relationship



## The virtuous cycle of interpersonal relationships



## The power of positive thinking

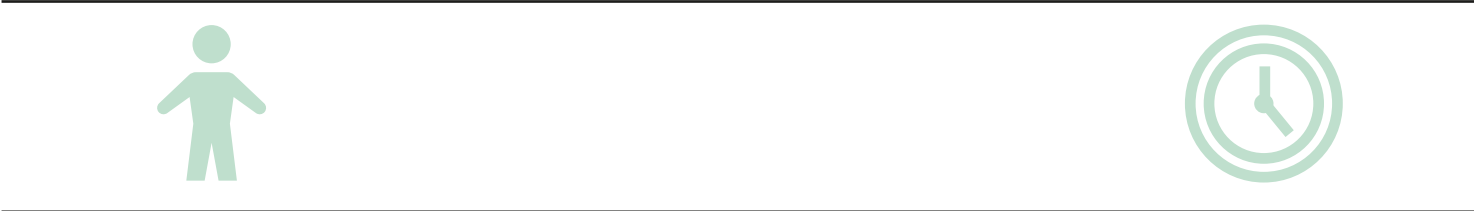


<https://youtu.be/pC4WTc3CT5w>

# Matching game

## - sleeping needs

According to you, how many hours do children need to sleep, depending on their age? Link the appropriate answers

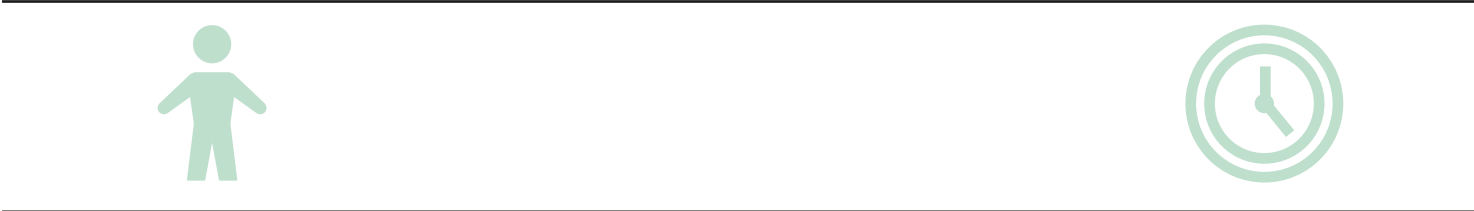


- |                             |                          |
|-----------------------------|--------------------------|
| From 9 to 15 years old •    | • 12 to 15 hours a night |
| From 3 to 8 years old •     | • 7 to 8 hours a night   |
| Between 0 and 3 years old • | • 9 to 10 hours a night  |
| Above 15 years old •        | • 10 to 12 hours a night |

# Matching game

## - sleeping needs

According to you, how many hours do children need to sleep, depending on their age? Link the appropriate answers

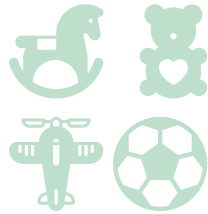

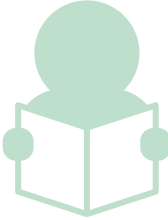



- |                             |                          |
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| Above 15 years old •        | • 10 to 12 hours a night |

# My child's sleeping habits

What are my child's habits before bed?	At what time is my child going to bed?	How does he sleep?	At what time does he wake up?	Average numbers of hours of sleep per night

# My child's sleeping habits

 <p>Playing with toys, playing with siblings</p>	 <p>Quiet time, cuddle time with parents or siblings</p>	 <p>Reading books, magazines</p>	 <p>Playing with phone, watching TV, using computer</p>
19:00	20:00 21:00	22:00 23:00	23:00 +










# My child's sleeping habits

			
Sleeping tight and all night	Can't sleep, hardtime falling asleep	Nightmares, bad dreams, waking up in the middle of the night	Can't sleep alone, cosleeping with parents or siblings
4:00 5:00	5:00 6:00	6:00 7:00	7:00 9:00






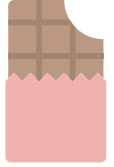



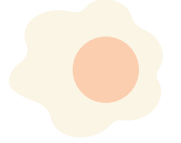
# My child's sleeping habits

			
MORE THAN 12 HOURS	8 TO 10 HOURS	7 TO 9 HOURS	LESS THAN 7 HOURS








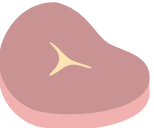


# What is in my child's plate?

 <p>Water</p>	 <p>Milk</p>	 <p>Soft drink</p>	 <p>Orange juice</p>	
 <p>Sandwich</p>	 <p>Potato chips</p>	 <p>Salad</p>	 <p>Chicken</p>	 <p>Fish</p>

# What is in my child's plate?

 <p>Rice</p>	 <p>Bread</p>	 <p>Spaguetti</p>	 <p>Falafel</p>	 <p>Candy</p>
 <p>Chocolate</p>	 <p>Homemade food</p>	 <p>Grains</p>	 <p>Yogurt</p>	 <p>Eggs</p>

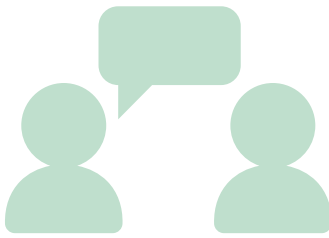
# What is in my child's plate?

 Fruits	 Vegetables	 Biscuits	 French fries	 Pizza
 Sandwich	 Burger	 Meat	 Beans	 Cheese

# What your child needs



Connection



Communication  
Asking & Sharing



Time and  
Patience

# My resolutions

I would like to improve my relationship with my child(ren), my family by...

I would like to spend more quality time with my child(ren) by...

I would like to contribute to my child(ren)'s well-being by changing the following habits...

# My resolutions

I would like to improve my relationship with my child(ren), my family by...

- Arguing less at home
- Not being aggressive verbally or physically
- Being more patient
- Being empathic and compassionate
- Listen to him/her more
- Be more curious about his/her life
- Showing more affection
- Talk more with them
- Laugh more with them

I would like to spend more quality time with my child(ren) by...

- Playing more with my younger kids
- Share the history of the family
- Ask more questions to know how he/she feels
- Try to involve them in the daily life of the house
- Read with them, tell them stories
- Reducing time on screens
- Doing more things together

I would like to contribute to my child(ren)'s well-being by changing the following habits...

- Helping them restoring bed time routine
- Reducing time on screens and replace it by quality time with them
- Reducing sugar in their diet and trying to offer balance diet



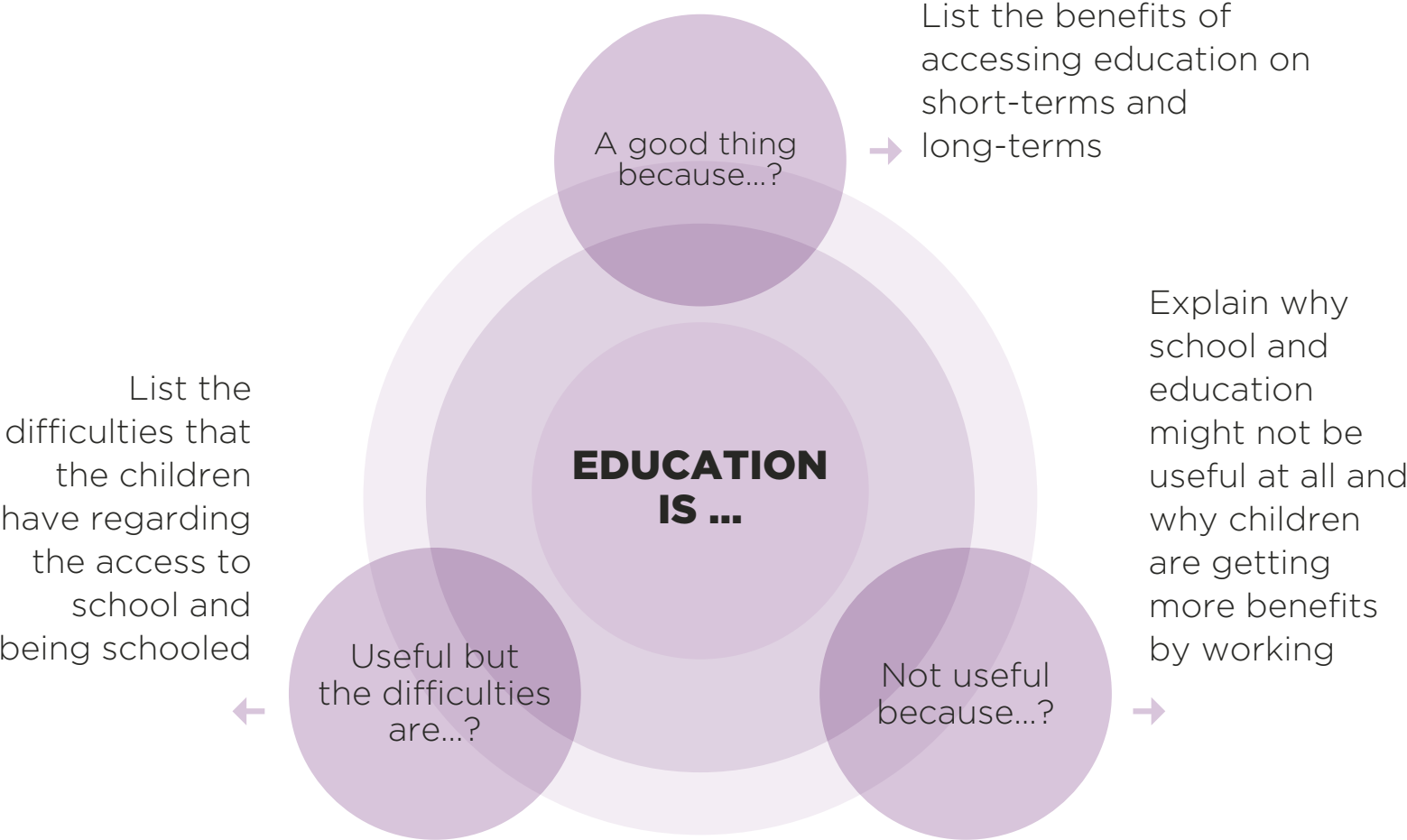
# My child’s sleeping habits

BED TIME ROUTINE	BED TIME	QUALITY OF SLEEP	WAKE UP TIME	TOTAL HOURS OF SLEEP
<p>A lot of cards showing “playing with phones/computers/tvs”</p> <p>Explain that the lights of the screens, called blue lights have a very negative impact on the quality of sleep. They prevent the secretion of sleep hormones and “trick” our brain (the blue lights are saying to the brain that it’s not night time, and we feel less sleepy). The longer children stay on screens, the less they sleep.</p> <p>Advice: try to limit as much as possible time on screens.</p>	<p>A lot of cards showing “after 22.00”</p> <p>Recall the “matching game” and explain that before the age of 15, children need at least 9 hours of sleep or more. Getting to bed early is the best way to get a sufficient amount of sleep. If parents say that children refuse to go to bed early, explain that it is often a sign of anxiety and that they are the decision makers. We will review together how to make bed time a nice and enjoyable moment for a child.</p>	<p>A lot of cards showing nightmares</p> <p>Explain that nightmares are often a sign of anxiety or can be the residue of difficult/traumatic experiences. It is important that parents can reassure a child before going to bed, and are present to help the child falling asleep again (“it’s ok; you are in a safe place, I am here”). Teach the visualization exercise (see. handout module 4)</p>	<p>A lot of cards showing “before 6 am”</p> <p>Ask why the children are waking up so early. Do they have to go to work or do they wake up on their own? Is it the habit of the family? Say that it is ok to wake up early as long as they go to bed early. Otherwise they simply don’t rest long enough. If they have no other choice, try to put them to bed earlier</p>	<p>A lot of cards showing “Less than 9 hours”</p> <p>Recall that before the age of 9,15 hours is not enough for a child to grow harmoniously. Try to make them reflect on how they feel as adults when they are physically tired (less patient, cranky mood, lack of motivation) and ask them to reflect on the effects on a developing child. Insist on the importance of sleeping enough.</p>
<p>Encourage parents who offer quiet time/cuddle time, let their kids read or read for their children</p> <p>Those are the best things to help children reduce anxiety and have a good night sleep.</p>	<p>Praise parents who encourage their children to go to bed before 9pm. It is essential.</p>	<p>A lot of cards showing “co-sleeping”</p> <p>Explain that a child who can’t sleep alone is most likely anxious about not seeing you the day after. It is however important that he/she can learn how to feel safe enough on his own. Reassure them; tell them that you’re not going anywhere; accompany him to his bed and stay for a while.</p>		
		<p>A lot of cards showing “co-sleeping”</p> <p>Explain that healthy bed routines/rituals can help the child fall asleep. Telling a story, reading together, telling him memories about home or family (familiar and warm thoughts). Children need to feel presence of their parents and trusting adults close by. The more regular those rituals are, the easier it gets to go to bed.</p>		

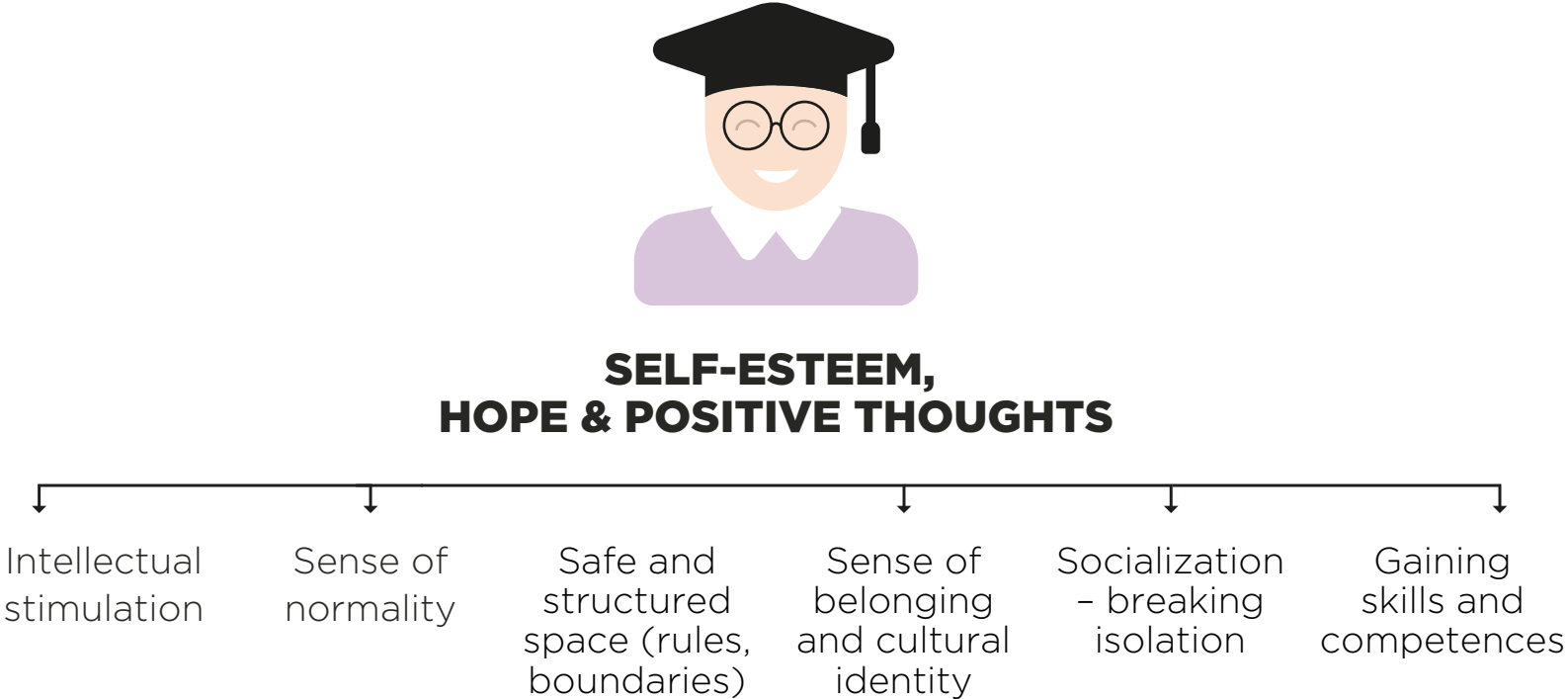
Protecting children within the community

# Module 5

# Education: confronting opinions and reflecting...



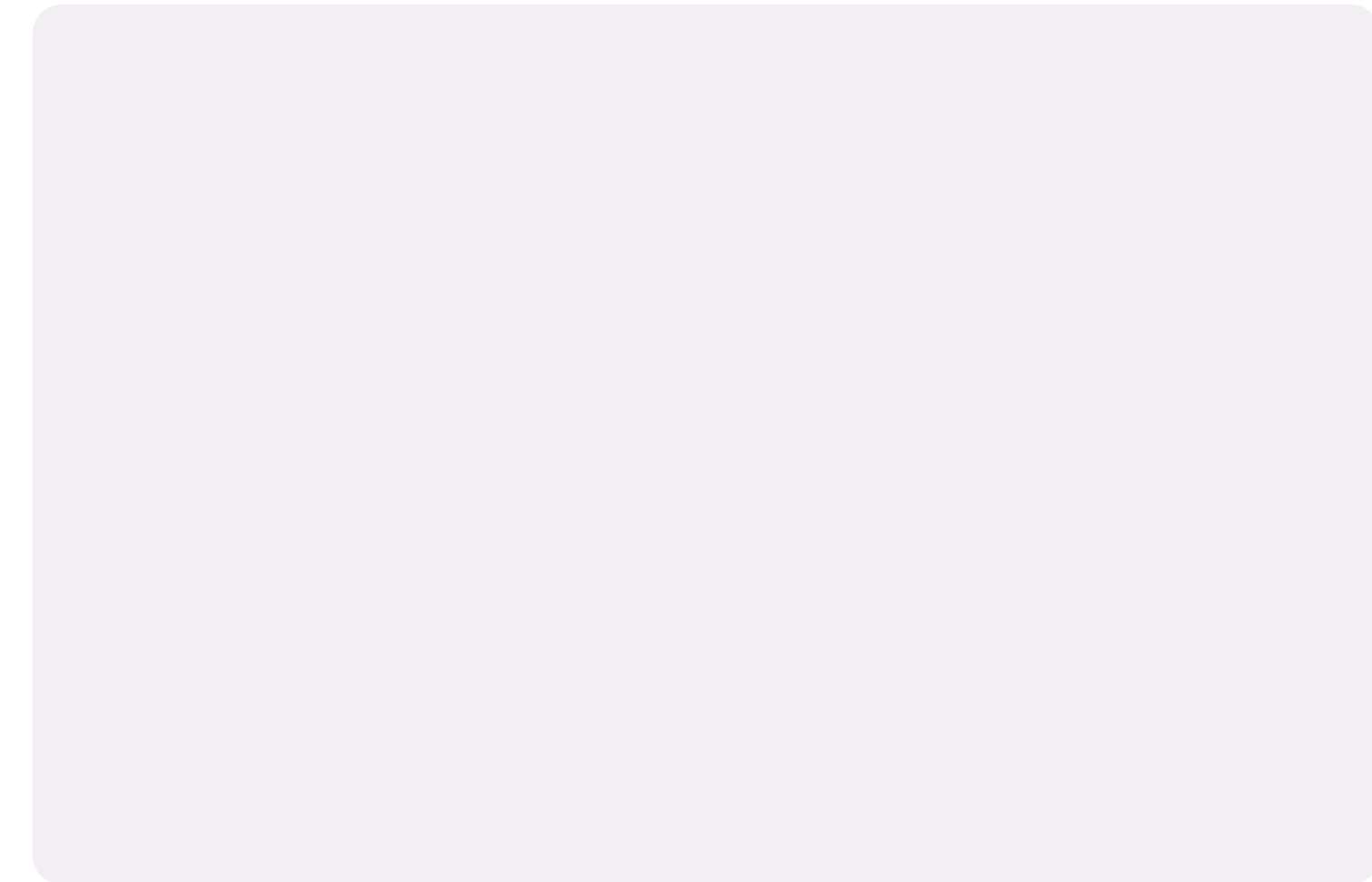
# What does education provide in crisis contexts?



## Education is the most powerful weapon against...


- Physical Harm
- Separation From Families
- Alcohol And Drug Use
- Gender Based-violence
- Military Recruitment
- Child Labor - Exploitation

## Meet Malala...




<https://www.youtube.com/watch?v=C3IlymTRVKw&feature=youtu.be>


# Cards: difficulties in accessing education




School fee




Lack of materials




Difficut Schedule



Enrollement difficulties



Transportation



Individual resistances

# Cards: difficulties in accessing education



Language and cultural barriers



Bullying



Attitude of teachers



Difficulty to attend regularly



Difficulty to concentrate

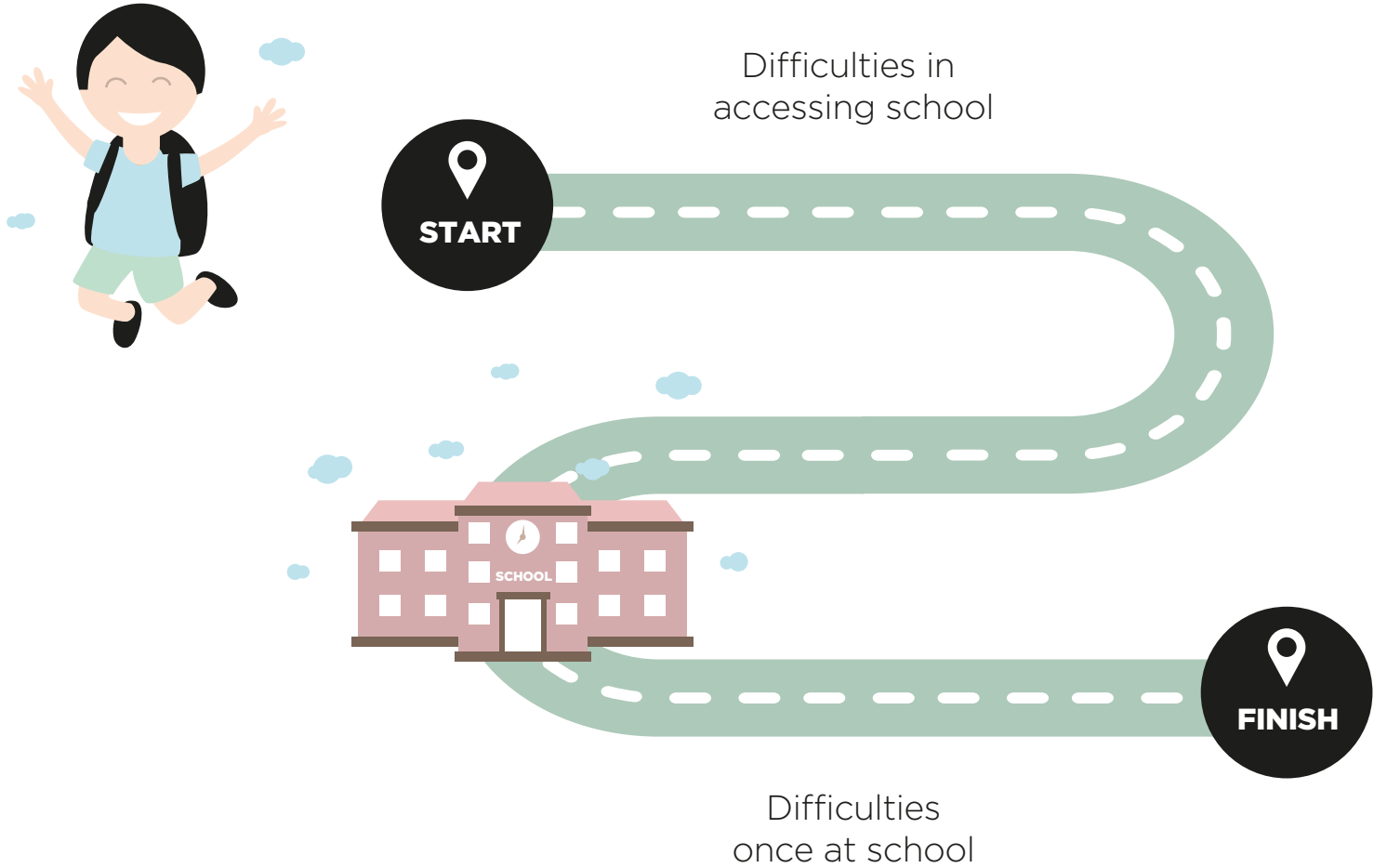


Drop out, giving up

# The Way to school

CHALLENGES	EXPLANATIONS
School fees	Difficulty to pay for registration fees
Lack of material	Can't afford or don't have books, notebooks, pens, bags, or appropriate clothing
Difficult schedule	The school schedule doesn't math with the working hours. The child can't do both: working and going to school and privileges an income-generating activity.
Transportation	Can't afford paying for transportation to go to school, no transportation available
Individual resistances	The child doesn't show any interest/refuses to go to school, prefers being independent, fears failure or rejection from other children. Parents refuse to send the child to school because they want him/her to work, they don't see the interest of education
Language and cultural barriers	The child doesn't understand well the language spoken at school, there are cultural differences between the child and the classmates that are preventing or slowing down social integration
Bullying	The child is bullied at school by other children or often engages in aggressive behaviors, fights with others
Attitudes of teachers	The teachers are not making any efforts to integrate and help the child. They can be mean or can humiliate, segregate the child. Teachers are physically or verbally aggressive toward the child
Difficulty to attend regularly	The child has hard time going to school everyday (because of work or resistances from the family), slowing down his/her academic progression and social integration
Difficulty to concentrate	The child is too tired/too stress and has hard time focusing, memorizing and concentrating during class. It makes the acquisitions difficult and difficulties to stick with the rest of the class.
Drop-out, give up	The challenges are too high, too big, resulting in the child giving up and dropping out of school

# Going to school: a way full of pitfalls



# Community mapping



My home  
my family



Education  
school



Neighbors



Close relatives  
good friends

3WS  
WHO  
WHAT  
WHERE

3WS  
WHO  
WHAT  
WHERE


3WS  
WHO  
WHAT  
WHERE

3WS  
WHO  
WHAT  
WHERE


# Community mapping




Legal  
support



Organizations  
supporting health  
& mental health/PSS



Organizations  
supporting basic  
needs (material,  
clothing,food)



Religious/  
community  
leaders

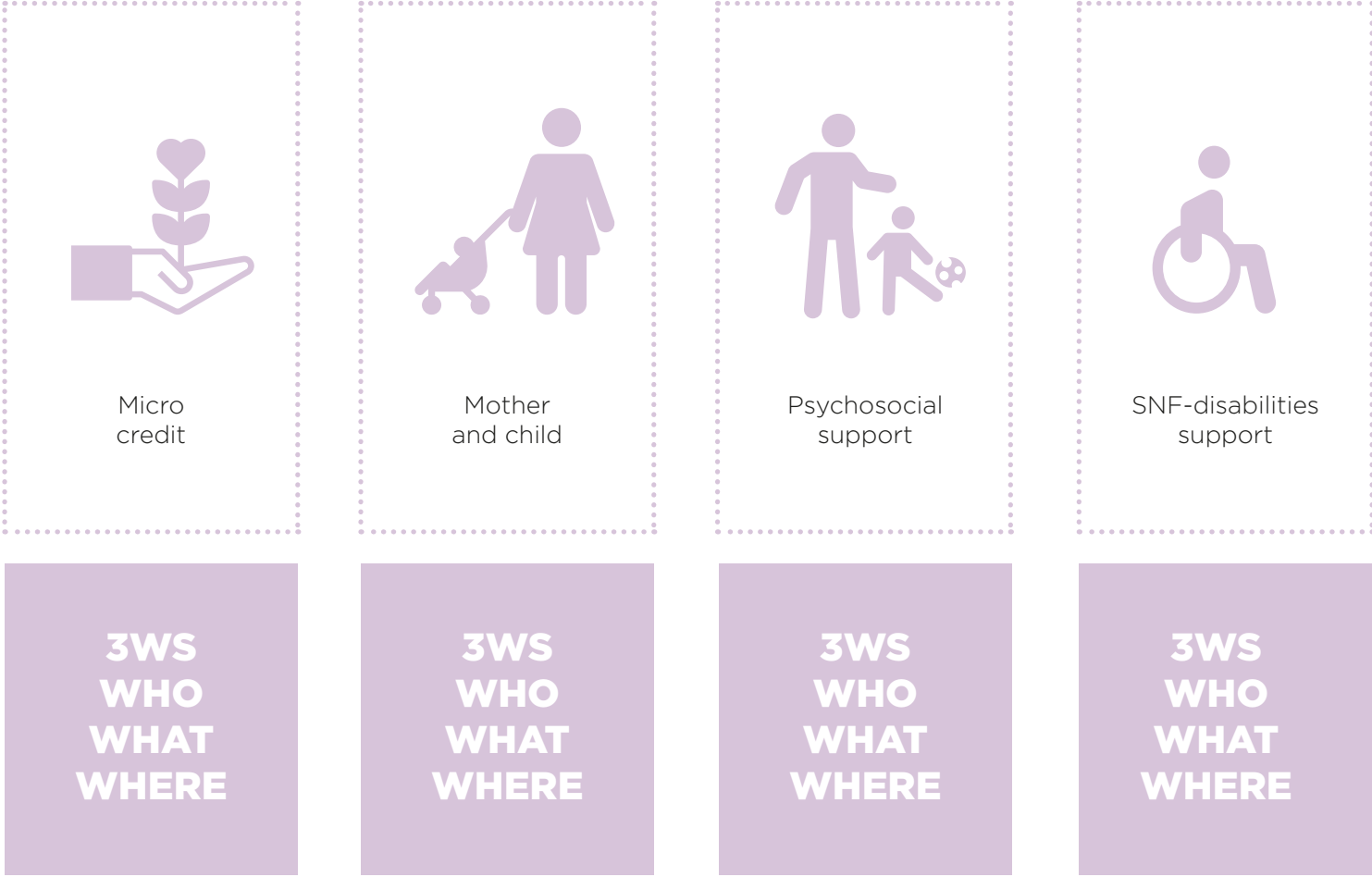
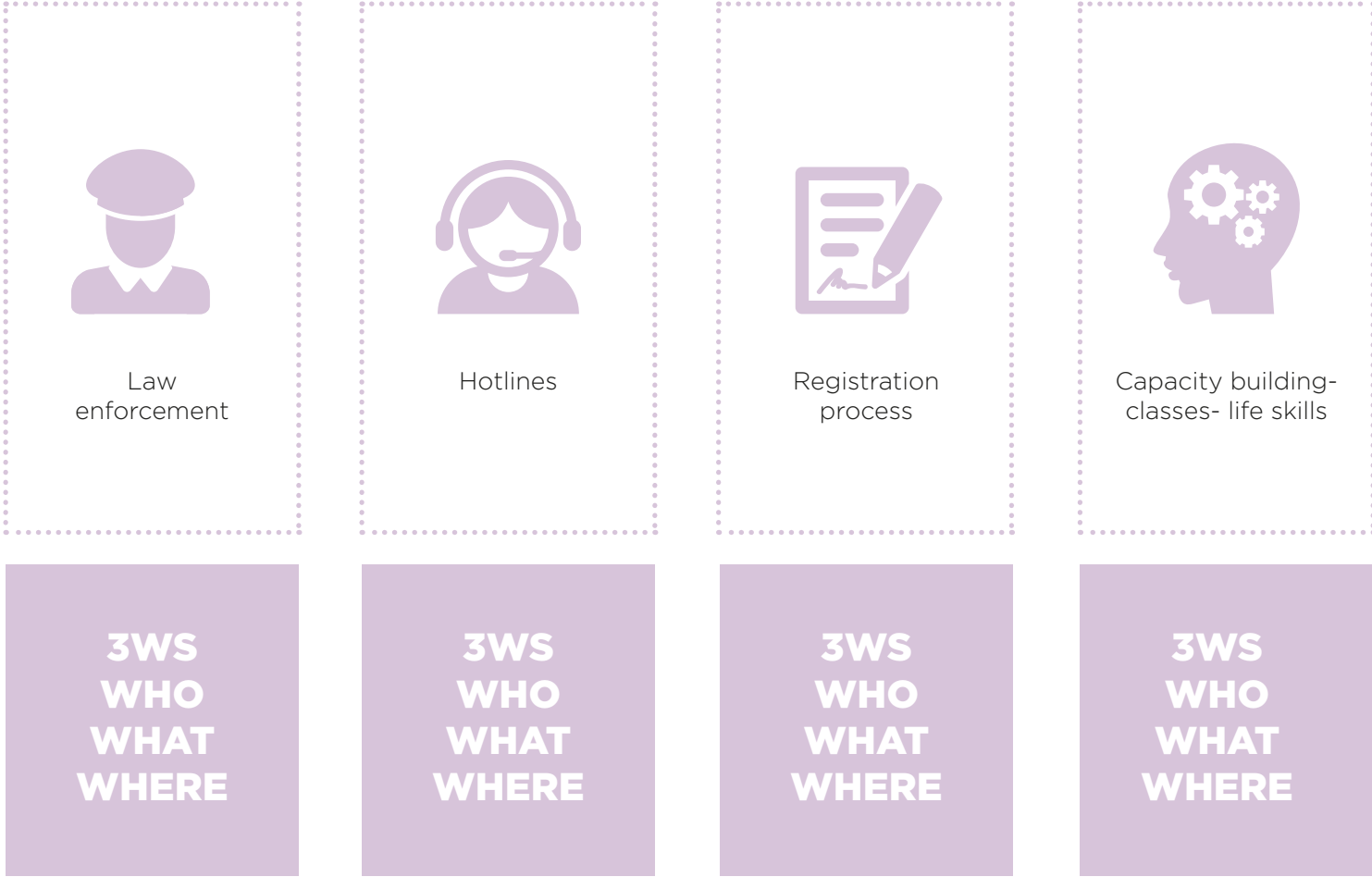
3WS  
WHO  
WHAT  
WHERE

3WS  
WHO  
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WHERE

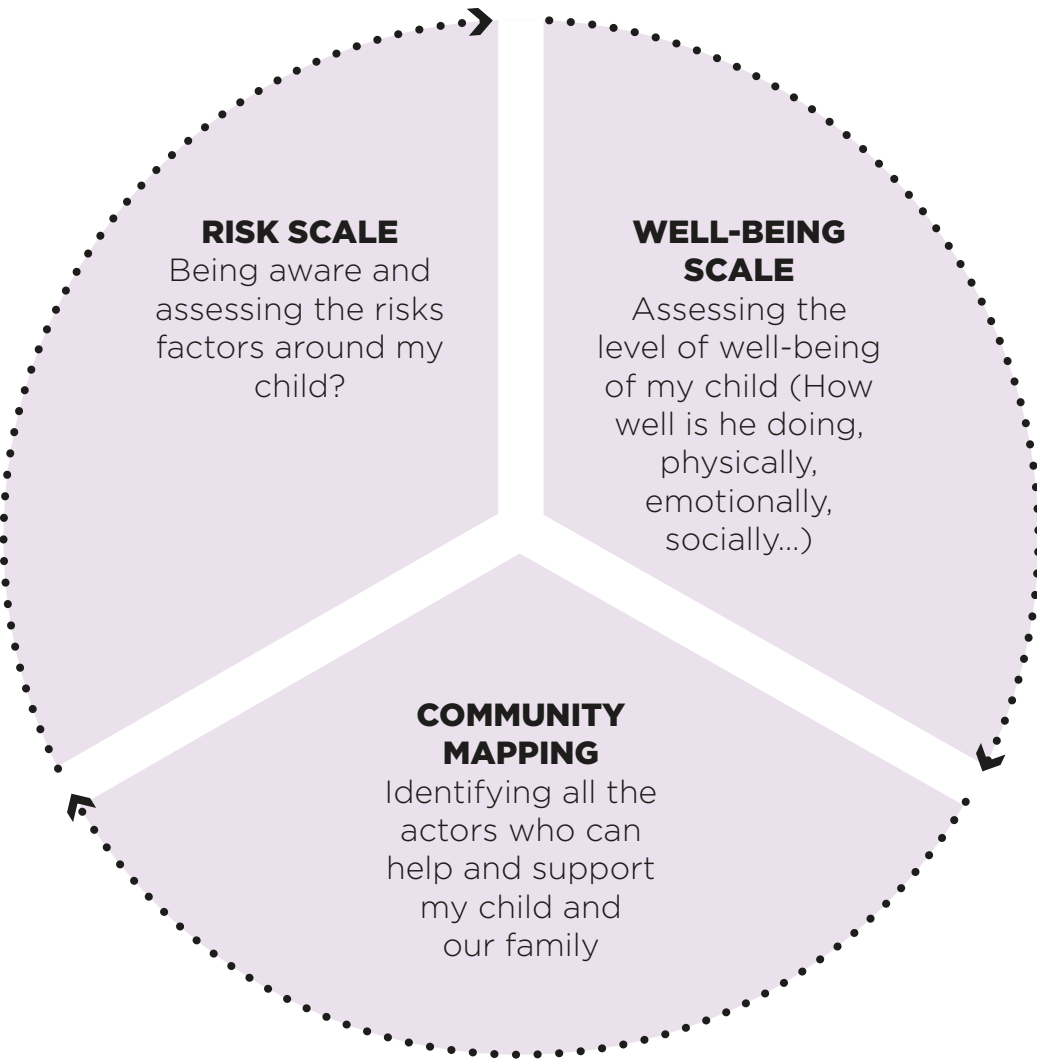
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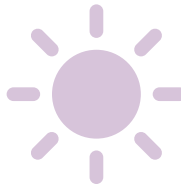
# Community mapping



# My tool kit



# My child works: how can I be supportive?



## ASSESSING MY CHILD’S WELL-BEING

- How is he doing?
- Is he/she at risk at his work?



## BEING EMOTIONALLY SUPPORTIVE

- Am I empathic and compassionate (Do I understand what (s) he is going through)?
- Do I spend enough quality time with him/her?
- Promoting self-care (nutrition, sleep)



## KNOWING THE HELP AND SUPPORT AROUND US

- Is there anything I or somebody else can do to mitigate the risk?
- Community mapping



# Well being Scale

WELL-BEING SCALE	NEVER	RARELY	SOMETIMES	OFTEN
Material/physical				
Hygiene: Can my child shower, brush his teeth...?	4	3	2	1
Nutrition: Does have my child eat enough or well-enough (enough quantity or good qualityfood )?	4	3	2	1
Rest: Can my child sleep long enough?	4	3	2	1
Appearance: Does my child have clean and enough or suitable clothes to wear?	4	3	2	1
Emotional				
Does my child laugh?	4	3	2	1
Does my child seem lively and attentive/responsive?	4	3	2	1
Can my child control his temper or aggressiveness?	4	3	2	1
Is my child calm?	4	3	2	1
Is my child amenable to to discipline?	4	3	2	1
Social				
Does she/he seem able to enjoy activities or time with others children?	4	3	2	1
Does my child like spending quality time with us (his family)?	4	3	2	1
Does my child ask questions, show interest in other people's lives?	4	3	2	1
Can my child play like a child of his age?				
Cognitive				
Can she/he focus on a task; concentrate for long periods of time?	4	3	2	1
Can she/he remember things heard or seen?	4	3	2	1
Mini-Maxi: 60 - 15				

Score between **60-45 = Danger zone**  
Score between **45- 30 = Watch out: a majority of preoccupying elements**  
Score between **30-20 = Minor preoccupying elements**  
Score between **20-15 = Green zone** ☺

# Risk Scale

RISK SCALE	YES	NO
Do I know exactly what my child does for work?		
Do I know where he works?		
Do I know my child’s employer?		
Do I know some people he works with who work at the same place?		
Do I know anybody my child can trust and go to in case help is needed at the work place (close enough, reachable)?		
Do I know if the way to go to work is safe?		
Do I know if my child has access to protection equipment for his work?		
Do I know if my child has breaks/time to rest during his/her shift?		
Do I know if my child has time to eat during a shift?		

I have between **6 and 9 “NO” = Danger zone: there are too many question marks around your child.**  
I have between **3 and 5 “NO” = You need to figure out a couple of more things regarding your child’s life in order to be really sure of his or her safety.**  
I have between **1 and 2 “NO” = Good, but better if you can lift the last doubts**

