

Child protection assessment: Risks and Support Mapping

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| Description: | A tool to gain insight in and document critical child protection issues and priorities in a community. |
| Goals of the session: | To identify and prioritise child protection issues in the community. To identify particular groups of children that are more vulnerable than others to abuse, exploitation or neglect. |
| Target group: | <i>Children (6-9; 10 – 13; 14 – 16) Boys and Girls in separate groups (especially the last group)</i> |
| Preparation time: | 30 minutes |
| Duration: | 1-2 hours |
| Materials: | Flipchart and markers or local materials like small sticks and stones, leaves etc. |
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Introduction

Children might be facing risks in different areas of their own community. There might be dangerous roads, a dangerous well, a drinking joint where drunk men linger around, or an unpredictable neighbor or even father in their own homes.

There might also be places where children feel safe, or where they can go to in case of issues. Maybe a nice playground where they can meet friends, or at the church where there is this nice woman it is easy to talk with, or at home with their mum...

For every child this might be different of course. But to get a general feeling of how things are in a community, it is good to do this mapping exercise, with different groups of children.

Preparations

1. Select different groups of children in different ages, max 8 to 10 per group. Boys and girls can be together but when dealing with teenagers it is better to have separate girls and boys groups, since protection issues can be different for both sexes.
2. Make sure the place where you meet the children is safe, with nobody who can overhear what is being said in the group.

Instructions Risk and Support Map

1. Ask the children to draw a map of their community. They can draw on sand, using all kinds of sticks and little stones they find around. Or if flipchart paper is available, they can use markers. Let them not use red and green for now.
2. Ask them to explain the map of their community: where is the school? Their homes? The church? The roads? The well? The clinic? Etc.



3. Then ask them: if you think of your community, where would children feel not safe? Where would children feel scared or sad?
They can use the red marker now. When using sand, they can select one type of material (grasses, or dark sand or just simply putting a cross in the sand at the places where they do not feel safe)
4. Ask the children to explain the scary places in the community: which places make them not feel safe? And what is the reason for not feeling safe? (for instance: the roads are dangerous. Why? Because cars drive fast and do not break when they see children playing)
5. Now let us look at the places children like, places where you like to be, where you do feel safe. Indicate these places with a green marker or with clear material, like sand or a circle drawn in the sand.
6. Ask them to explain these places: where do you feel safe and what makes it safe for children?

Ranking

1. The children have made a nice map of their community and identified the places they do not feel safe and the places they do feel safe. They have also identified the reasons for feeling unsafe and feeling safe at those places. List them again for the children.
2. There might be cases of feeling unsafe which occur often and others are not so likely to happen. The children have to make a ranking: what is the top 5 of most common reasons for feeling unsafe?

What would you do?

1. Ask the children to come up with ideas what adults should do to make all places in the community safe for children
2. And what can the children themselves do?

Closure

Thank all the children and close with a nice song or small game.