**Group Exercise Module 5: Prevention or Response**

**Overview**

This exercise is designed to support country teams in understanding the wide range of potential prevention interventions available for VAC prevention and response, and experience the benefits of collective action through multisectoral approaches. The session can be conducted as part of a face-to-face workshop.

**Objectives**

* To deepen participants’ understanding of the multi-sectoral nature of violence against children
* To identify entry points for multisectoral / collective action at service delivery level to deliver coordinated VAC prevention activities.

**Time**

90-120 minutes

**Materials**

**Face-to-face workshop**

* Ball of string or wool, 8 intervention cards on paper (see samples in Annex 1, to be adapted to local context)

**Process**

***Preparation for facilitator***

**Face-to-face workshop**

* Review the eight intervention cards and adapt according to local context, ensuring that there are a wide range of potential activities
* Write out the adapted intervention cards and cut them out ready for the exercise

**Exercise Guide**

***Set the agenda***

Explain the purpose, objectives, and duration of the exercise to the participants (5 minutes)

**Face-to-face workshop**

***Role play (45 minutes)***

1. Ask for eight volunteers to come to the front and form a circle. Ask one of the people in the circle to volunteer to be in the centre to play the role of ‘Rose’, a child and/or caregiver who is at risk of violence. Ask the remaining group members to observe the role play from outside the circle.

*Note to facilitator: If the group is larger than 20 people, you can divide the group into two smaller groups who both carry out the activity separately.*

1. Give each remaining volunteer in the circle an intervention card with instructions at the bottom as to what they are supposed to do. Explain that the basic instructions are included but each person must play ‘in role’ and decide how they are going to respond, as realistically as they can.
2. Explain to the group that we are going to role play a situation where Rose (child or caregiver) is facing violence and is seeking assistance. Read out Rose’s story to the group.
3. Ask ‘Rose’ to stand in the centre of the room and the other ten characters form a wide circle around ‘Rose’. Make sure that the circle is large enough that everyone including observers can see and hear what is happening.
4. Ask Rose to stand in the middle of the circle and explain what has happened to her and what support she wants.
5. Once she has explained, ask for one of the volunteers to step forward towards Rose and explain how his or her intervention can help Rose. The volunteer playing Rose must think how ‘Rose’ might do this and play the role in character. When ‘Rose’ is approached by the school teacher who says that she can teach her lifeskills, she hands the ‘teacher’ the end of the ball of string or wool and wraps it around the ‘teacher’s’ finger. The teacher must hold this until the end of the role play.
6. Now the facilitator asks if Rose might still be at risk of violence – encourage another volunteer to step forward and explain why what the teacher offers will not be enough, and explain why their intervention will be useful to Rose.
7. Ask the ‘teacher’ to encourage Rose to also take advantage of this intervention, and Rose takes the ball of string (with the ‘teacher’ still holding the end) and walks over to the volunteer sharing the next intervention. The ball of wool is handed to this person who, in turn, holds onto the thread, with ‘Rose’ still holding the ball. ‘Rose’ again explains her situation to the next volunteer, who responds in character as instructed on the card.
8. The role play continues, with each character in turn holding the thread. Rose should keep the ball of wool/thread with her, but each time she goes to a new character, that person takes the end of the thread that is, by now, stretched across the circle like a web.
9. By the end of the story, Rose has re-told her story to multiple people and should be standing in the middle of a tangled web of red thread.

*This exercise should take about 30 minutes.*

***Plenary***

Facilitate a group discussion using the following questions (adapted to reflect participant representation) (45 minutes):

* To Rose: How did you feel asking for support from many different people?
* To other characters (select several in turn): How did it feel when you were asked to encourage Rose to come to you for support? Did you feel that you could meet her needs alone?
* To the observers: How do you feel that Rose might feel when she speaks to all these different people?
* To everyone: The thread shows Rose’s journey. What do you think about this?

Then ask the whole group:

* Is this situation realistic?
* What could be done to ensure that Rose got the prevention support she needed? What could be done to reduce the repetition and competition?

*Possible areas to consider might include: case management processes for supporting vulnerable people, protocols for integrated service delivery, coordination mechanisms at service delivery level*

***Closing***

Recap the purpose of the activity, and some of the key takeaways that emerged in the discussion. Ask if anyone has any questions or comments to add. If there is time you could ask participants whether there was anything they found surprising from their own contexts and when comparing their contexts with the others. Thank everyone for their participation (10 minutes). I

**Annex A: Referral role play character cards**

These characters can be adapted to reflect local service providers that a child is likely to encounter.

Note that there is an option to have a girl (Rose) or a boy (Richard). Adapt according to local context, or you can have both characters acting the role play at the same time.

The following cards should be copied out with the name on the front, clearly visible, and the description on the back, where only the individual playing that character can read it.

One of each card should be given to the eleven volunteers in Activity 1. Explain that the basic instructions are included but each person must play ‘in role’ and decide how they are going to respond, as realistically as they can

Other participants should observe the role play.

*Note to trainers: You can change any of the referral cards to reflect the local context.*

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| Rose | You are an 18-year-old mother who is living on your own after being abandoned by husband and family. Your child is one year old. Your housing is insecure and you are afraid that there is violence in the community. You also think that your husband may come back and beat you and hurt your child. |
| Teacher | You used to be Rose’s teacher before she left school a few years ago. You would like to encourage Rose to return to school. You are running a life skills programme that you think may help her manage to live more securely. |
| NGO delivering emergency cash plus care programme | You have funding from a large multilateral donor for a three-year emergency cash-plus-care programme, giving a monthly grant. Recipients must be vulnerable adults with children and they must attend a financial literacy and child nutrition course. |
| Community-based paralegal | You are a paralegal working for a gender equality programme that is providing education in the community to combat GBV. You run courses for single mothers on gender empowerment and legal rights. |
| ECD centre | You run an ECD programme in Rose’s village and you have been trained in a parenting course. Each week you talk to groups of mothers, fathers and caregivers about positive discipline, nurturing care and other positive parenting skills. You have the funds to provide a meal for participants after the course. |
| Community leader | You are the Community Champion for a programme that is encouraging community members to challenge violence against children. You are running community dialogues where people talk about violence and you would like to encourage Rose to attend. |
| Village savings and loans group | Your savings group has space for new members. You know that Rose is facing a hard time and would like to encourage her to attend your group. |
| Community Health Volunteer | You have been trained in psychosocial support and psychological first aid. You understand that Rose is concerned about violence and want to ensure that she is supported in case she or her child has ever experienced violence. |