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Introduction



Children are the wealth of a Nation. The responsibility of bringing up the children lies on Parents, Teachers, Society and the Government, as well. The research says that since these stakeholders are not realizing their responsibilities, the children face problems related to health, child labour, child slavery and other anti social activities affecting the children. So it is not good just to blame the government about these problems and stay away. It is thought that ‘education is to get a job but children are not educated to enhance their knowledge’ which is the root cause of many problems. The students are evaluated based on their marks and making their uniqueness and talent goes undiscovered. Hence the forceful system of education makes the children confused and uncertain. So education should be the one with nature and that makes a child human. This publication is about the experience of the importance of every child’s talent and to explore the possibilities of utilizing those human resources efficiently for development of community and the nation.



HEAL Movement works mainly with the children. We started evening tuition centres for the children of the oppressed community since 1986. Through this, we come to understand the problems and needs of the children which are discussed with the respective parents and it gave many positive outcomes.

It is observed that the children from a particular oppressed community are usually the dropouts and engaged in child labour. So HEAL Movement supported the children to continue their education, as a result of which the community realized the importance of education and they also involve themselves in community development activities.

After the 2004 Tsunami, HEAL Movement worked for the psycho-social care of children and all kind of child rights especially for their

ecological rights. This gave us uniqueness among the organizations working for child welfare in Tamil Nadu.

Let's unite to create a children community who are confident about their talents, understand the real status of the nation and who love nature and be a good human, by travelling together to protect the child rights and child ecological rights.

We take this opportunity to fondly remember the contribution of Mr. Suresh Dharma, a pioneer trainer in Child Rights who has motivated many organizations to involve in Child Rights Activities in Tamil Nadu. As the former President of HEAL Movement, he was the guiding force and inspiration to our team.

We also thank terre des hommes (G) for supporting our Child Rights Activities and also supporting this publication, especially Mr. Reji, its Deputy Co-ordinator, South Asia for his continuous support and guidance. We thank Dr. Ananthi, Head, Department of Economics, Scott Christian College who did her research on Child Participation in our Child Rights Activities and providing academic recognition through her thesis in Manonmaniam Sundaranar University, Tirunelveli. Last, but not the least, our staff team deserve my gratitude for translating our ideas into actions and for gaining and contributing their experience to this publication.



Y. Siluvai Vasthian

Director

Foreword

The Children Activity Centre managed by HEAL has been providing a safe space for children in the coastal communities to learn, play and enjoy their childhood for almost three decades. Started as a supplementary education centre, the Children Activity Centre had also served as counselling and psychosocial care centres for the children of affected communities during the tsunami disaster in 2004. The centre has now transformed into a platform that promotes child rights to participation and development. The discussions on child protection and the complaint boxes is an effective effort to make children understand and voice their demands with regard to their right to protection. It is understandable that the activities in the centre aims to improve the academic skills of the students especially support the first generation learners to continue education thereby reducing the high dropout rate in the coastal communities and prevent the child labour situation in the fishing sector.





Providing individual attention to each child, the centres ensure holistic development of children by organizing a lot of extracurricular activities. The ecological child rights efforts taken by the children of the centre by understanding and conserving their coastal ecological system deserves special mention. In the centres students have been actively working on social issues and voicing their concerns to key stakeholders.

The efforts of the HEAL team to provide children with a space for learning and realizing their rights through the children activity centre is well appreciated. This best practices document on the children activity centre would certainly serve as a resource manual and guide for children's rights organization to establish a space for children to realize their rights.

P.E.Reji

Dy. Regional Coordinator, South Asia
Terre des Hommes Germany India Programme
Southern Zone

Foreword



In this digital era, though some of the developments are going forward, we have to admit that some of the developments are going backward. For example, the children playing mostly computer games, video games, etc. are not aware of their living environment; they are not involved in any physical activity either at School or at home. At this juncture, apart from the books that help in academic performance, we also need books that help overall development. HEAL Movement which is working for the protection and promotion of child rights is bringing out this book based on their experience in working with the children at various levels. HEAL has been working for eradication of child labour, promotion of education, promotion of ecological rights of children and facilitation of Children Activity Centres for the past 28 years. This is a good resource book for the Teachers and Students. The activities to be carried out on a daily basis, weekly basis, monthly basis and on special occasions are given separately.

If they are followed it will lead to joyful learning and also overall development of the children.

I congratulate the efforts of HEAL Movement.



Dr. G. Santhanakumar
Environment Scientist

Felicitation

Disaster was new to South India. Tsunami was new to South Asia. However when it occurred in 2004, most of the Civil Society Organisations rose to the occasion and started providing the relief services immediately. Though there was no gender sensitive or child friendly approach in the initial 2 or 3 days, the Civil Society Organisations were guided well by the Relief Organisations who had experience of working in Odisha and Gujarat subsequently.



Well-structured psychosocial support for children in difficult circumstances was introduced by terre des homes (G) with the technical assistance of NIMHANS, Bangalore across the coastal districts of Andhra Pradesh, Tamil Nadu and Puducherry. Children Activity Centres were the backbone of these support services. Consequently, other Organisations working in the field of Tsunami Rehabilitation also followed this model and started Children Activity Centres. There were good Child Rights Trainers then who equipped the grassroots workers immediately.

However, no structured documentation of these Centres was carried out; and there are no guidebooks for running such Centres.

I appreciate the initiative of HEAL Movement in this regard, which will be very helpful for NGOs for running such Child Activity Centres and also promoting Community Based Organisations (CBOs) such as Children Associations, Parents Forums, Eco Clubs and Child Protection Committees.

This Guide will also be helpful to the Teachers who want to promote Child Friendly Learning Space.

This will lead to realization of Sustainable Development Goals, such as SDG 4, building and upgrading education facilities and ensuring healthy lives, as well as targets under SDG 9 (building resilient infrastructure).

A handwritten signature in black ink, appearing to read 'P. Joseph Victor Raj'.

P. Joseph Victor Raj

Director, HOPE

Evolution and History of Children Activity Centres

December 26, 2004 was a black day for the coastal people of Kanyakumari. It was on that day Tsunami struck coastal villages and devastated precious lives, properties and livelihoods of hundreds of fisher folk community. HEAL Movement was one among the first involved in rescue and relief activities soon after the holocaust backtracked.

The victims who lost their kith and kin, beloved members of family, houses and livelihood means found their shelters in temporary camps. Psychologically, the worst affected were the children, youth and the aged. Hence, in addition to relief operations, the team from HEAL Movement started involving in psychosocial counselling in collaboration with NIMHANS, Bangalore.

HEAL organised counselling sessions exclusively for children, youth and the aged. As a child-centric organisation, HEAL gave priority to children and the adolescents to enable them to come out of their psychosomatic problems. So team members of HEAL involved children in art therapy like paintings/drawings and in group therapy like sports, group discussions, group and mono songs, dramas, storytelling, and photo exhibitions to bring them back to normalcy.

As a result of concerted psychosocial rehabilitation processes, HEAL was able to normalise, stabilise, socialise, defuse emotions and feelings, ensure safety and security and above all establish hope for the future in children. Parents expressed their happiness saying that “now we see smiling faces of our children after fifteen days.” This statement of parents indicated the impact achieved in the restoration of normalcy among children.

However, the sounds of waves and the fear of seas continued to hunt the mental health of children. Hence, HEAL continued the psychosocial counselling process by coordinating all children of a village in a particular place. Since school opening was on the cards, so there emerged a need to refresh children with academic curriculum.

So as to make the place of children’s gathering more popular, HEAL initially called it in the commonly used parlance of “Tuition Centre.” However, it was more than that. It synchronised mental health with physical health and

functioned as a centre for holistic inclusive development of all children. Hence, we thought it fit to name it as “Children Activity Centre (CAC).”

During disasters and post disaster periods, people seldom give priority to the welfare of children. Child rights violations become rampant and the worst affected are children specifically in terms of child protection issues. It is basically due to lack of awareness on child rights among community members, including children.

Therefore, the CACs functioned as social laboratories for learning, training, and evolving suitable actions to ascertain child rights. The implementation of these processes gradually shaped CACs as a sharp intervention tool for all round development of children.

On the basis of our field experience, HEAL introduced certain activities like personal hygiene, gender equality, after-school activities (extracurricular activities), child protection, identification of behaviour disorder symptoms and proper guidance thereof and physical exercises within the purview of CAC on daily basis.

On weekly basis, we introduced specific interventions like personality development, special training, sharing of child rights violations and facing protection issues, learning and playing traditional games, knowing ecological rights of children, general knowledge, measuring of weight and height of children, empowerment of adolescent girls, regular meetings of Parents Associations, strengthening of Eco Clubs, campaigns on child protection and ecological rights, conducting educational tours for children, special day celebrations, observance of Children’s Day, social exchange, exhibitions for children’s creativities and participation of children in social gathering.

In the process, we evolved structures to ensure child participation and child protection in the forms of Child Protection Committees, Federation of Parents Associations and Children’s Associations.

As part of climate change response and prevent eventual disasters, HEAL introduced the concept of Eco Clubs to motivate children to initiate mitigation measures in and around their environs.

As we gained experience and expertise in the field of child development, we thought it fit to compile and systemise our initiatives and activities in the

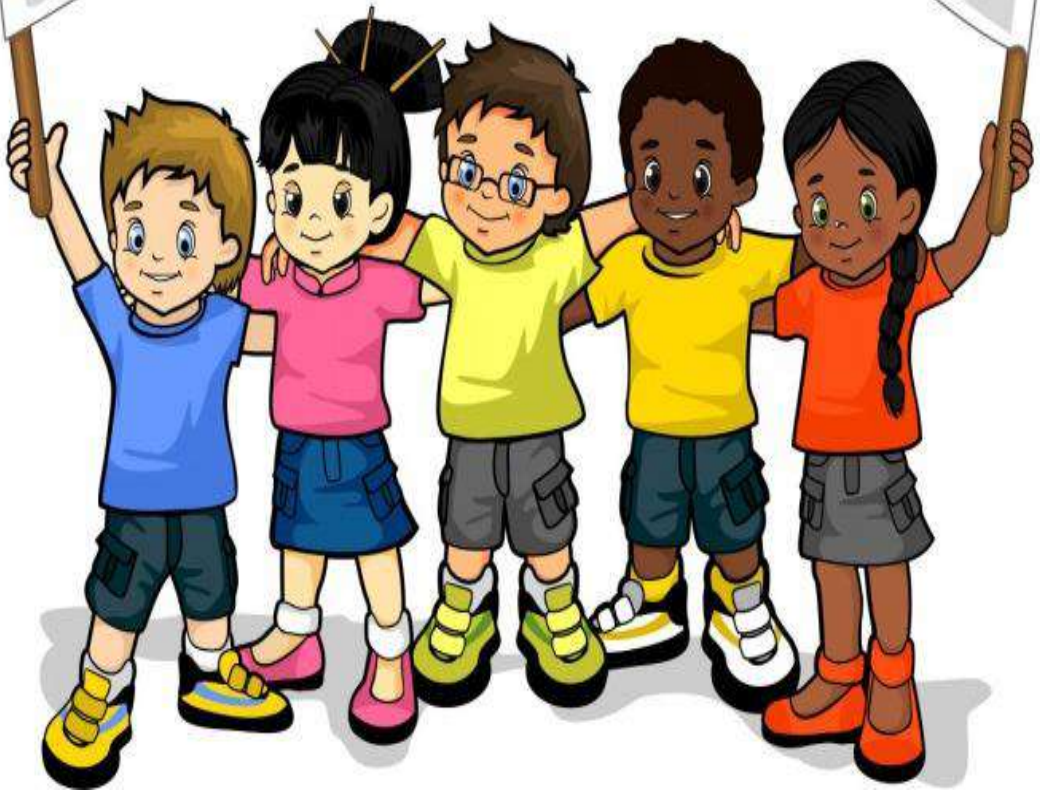
form a Handbook and published it in 2008 in Tamil. We also compiled and brought in a book form a set of new child rights based songs. One of such songs has become the opening song of CAC.

Since 2005, soon after tsunami, we started forming CACs. These CACs benefited more than 5000 children over the years in developing their inherent talents and interpersonal skills. The children from 35 CACs proved their talents in different platforms. The tri-monthly magazine called in Tamil as “Vandukalain Reengaram” (meaning Humming of Beetles) contributed by these children is an excellent example of their indelible mark in their personal development in all the spheres of life.

Having heard about our achievements through CAC among children, activists of NGOs from different parts of Tamilnadu and Andhra Pradesh visited our CAC and learnt a lot. We are delighted to come to know that these NGOs replicated similar CACs in their respective areas.

Moreover, one of our beneficiaries of CAC, Ms J Abisha from a coastal village called Pallam, has become a State level Treasurer of Federation of Eco Clubs, and she will very soon fly to New York, USA, to propagate the importance of ecological related learning and problems at the United Nations level. It is a proud moment for us in HEAL Movement and children of 35 CACs in our project area.

Daily Activities



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❖ Inaugural Song ❖

1. Introduction

The Children Activity Centre (CAC) starts its daily functioning with an inaugural song on child rights. The inaugural song aims to refresh and remind the children of their rights and the importance of being together to exercise their rights. It is also a warm-up exercise for children to imbibe a perspective of rights-based approach toward realising their rights and duties and work towards establishing a world fit for children. Singing the opening song together reflects **development right** of children as part of their right to cultural activity.



2. Guidelines for Facilitators

- Inciting enthusiasm among children to sing the song.
- Instructing children to concentrate on the lyrics to learn their rights.
- Ensuring participation of all children in singing the song.
- Organising group activity among children to create collective consciousness for equal participation.

3. Activities

- Everyday CAC should start its activities with an opening song.
- Observing whether all children participate in singing the song loudly.

4. Outcomes

- Children become enthusiastic while singing the opening song.
- Focused attention and concentrating their minds on the lyrics help children to get reminded and in the process clearly understand their rights.
- Standing together in a circle creates the feeling of oneness and equality among children.

Attendance

1. Introduction

The purpose of regular attendance is to ensure presence of children in CAC to build their skills and progress consistently. Regular attendance helps to identify children with absence, finds out reasons for their absence and assists in ensuring **child protection**.

2. Guidelines for Facilitators

- Keeping a Register for regular attendance.
- Identifying the absentee children.
- Taking efforts to ensure their regular attendance.
- Finding out the reasons for absence.
- Recording the reasons for the absence.

3. Activities

- Every day the attendance should be taken within half an hour of starting the CAC.
- Approaching the absentee children and/or their parents and ensuring their regular attendance.

4. Outcomes

- All children attend CAC regularly without absence.
- Child protection issue is addressed.

Personal Hygiene

1. Introduction

Personal hygiene is necessary to prevent the spread of communicable infections, illnesses and bad odours. It is important to keep a good standard of hygiene among children. It is simply a way of life that becomes a habit in due course and enhances one's personal, social, health and psychological status. Children also learn to keep the environment around them clean and hygienic. Personal hygiene keeps a child healthy. Healthy children could concentrate on their studies very well. Children become aware of key practices to protect themselves from communicable diseases. It addresses **survival rights** by giving access to health education.

2. Guidelines for Facilitators

- Grooming healthy personal habits to ward off illnesses and enable every child to feel good about them.
- Ensuring that every child has taken its normal food during the day.
- Approaching the parents for medication if any child is found to be sick.

3. Activities

- Teaching and imparting the children with skills to maintain personal hygiene like brushing the teeth, washing hands and legs, regular bathing, trimming the nails, etc.
- Creating awareness among children about the importance of personal hygiene and motivating them to keep the environment clean and hygienic.
- Identifying children who do not observe personal hygiene and motivate and educate both the children and their parents to keep their children clean and hygienic.
- The facilitator and the children join hands to keep the centre clean on daily basis and the surrounding area once in a week.

4. Outcomes

- Children develop skills on personal hygiene.
- Improved health among children.
- Children participate in the classes attentively.
- Children remain enthusiastic throughout the day.

Group Sharing

1. Introduction

Group sharing sessions promote sharing of experiences and listening to experiences of others. Group sharing also functions as therapeutic sessions for children. They provide supportive environment for children to discuss their problems and concerns and to work toward the common goals. They propel children forward by promoting social skills and enabling children to realise their built-in talents. Group sharing enforces freedom of thought under **development rights**.



2. Guidelines for Facilitators

- Helping children to sit in a circle and facilitate them to share their happy and sad moments during the day.
- Ensuring participation of every child during group sharing sessions.
- Maintaining cordial and affectionate relationship with every child.
- Facilitators should not share the matters discussed within the group with outsiders.

3. Activities

- While children sharing their problems related to school, house or personal, register them and initiate appropriate actions to solve them.
- Facilitators should take appropriate actions to solve the problems of the children within the group or by approaching the concerned children individually or the parents or the teacher or others as the case may be.
- Facilitators should either individually or in association with appropriate persons or authorities (colleagues or children or higher officials) may solve the problem.
- Group sharing may also be about events in the village or current affairs or information related to children.

4. Outcomes

- Improved communication skills.
- Children express their problems.
- Children develop debating capability.

- Being free from problems, children fully participate in the centre activities.
- Children get relief from depression.
- Solutions found preventing children from taking different track.
- Friendship is strengthened among children.

School Follow-Up Activity

1. Introduction

Children Activity Centres also function as centres of academic learning. They function during out-of-school-hours and provide additional support to learning curriculum subjects, including languages, mathematics, science, history and cultural enrichment activities. They involve not only the peers but also engage the parents to enhance the learning capacity of children. The purpose is to clarify the doubts of children and helping them to score good marks in exams. It comes under **Development Rights** as part of right to education.

2. Guidelines for Facilitators

- Competency required for teaching school subjects to children.
- Identify competent peers and parents to teach specific subjects.
- Find children with dyslexia and facilitating them to learn on their own pace.

3. Activities

- Conduct classes on subjects dealt in the classes during the day and clarify the doubts raised by children on specific subjects.
- Segregate the children into groups according to the classes they study.
- Instruct children to read and write Tamil and English language subjects and telling poems from their memories.
- Engage children in solving mathematical problems till they understand the methods thoroughly.
- While teaching English grammar, involve children as much as time as possible. If unable to teach English grammar, let the facilitator approach an eligible person from the NGO or from the same village.
- Help children to draw world map.
- Conduct tests once in a month. Give special attention to slow learners.

4. Outcomes

- Learn the class subjects easily.
- Score high marks in exams.
- Since they learn to draw maps, they come to know our country's resources, rivers and many other matters.
- Children learn to read without mistakes.
- Overcome fear of examinations.

Writing Practice

1. Introduction

Writing practice helps a child to develop control over its muscles in the hands and sharpens the ability of child to write legibly with hand to eye coordination. The first objective is to make the handwriting beautiful and legible. The second objective is to create speedy writing without mistakes. In fact, reading sharpens the intellect and writing helps to understand and harness it. However, it is the most frustrating job for children. Hence, it should be accompanied with songs, story reading and watching shows on the same theme to keep the children motivated and also to supplement the writing practice. It comes under **Development Right** ensuring the right to education.



2. Guidelines for Facilitators

- During writing practices, give breaks to children to get relaxed.
- Encourage and praise children when wrote without mistakes.
- Adopt extreme patience while dealing with slow learners.

3. Activities

- Children who write with too many mistakes and those who write illegibly may be asked everyday to practice handwriting regularly for a fixed time using one or two or four line notebooks.
- Depending on the availability of time, those children may be asked to write a specific paragraph either in the CAC or in the home.
- This writing practice should be continued till the child writes legibly without mistakes.

4. Outcomes

- Improved handwriting with beautiful writing.
- Write without mistakes.
- Score high marks.
- Receive appreciation from others.
- Improved proficiency in language and write the lessons independently.

Documentation

1. Introduction

It is important to maintain registers and records like Attendance Register in CAC, minutes of Parents' Meetings, Daily Activities, Special Activities, minutes of Child Protection Committee meetings, Individual Assessments, Books, Complaint Book, etc. It is equally important to maintain documents containing children's creativities, evidence of implementation of activities, Visitors' Note, Mark List Register, records and registers of Children's Associations, records of training programmes conducted for children, Child Protection Committee Book, etc. It comes under **participation rights**.

2. Guidelines for Facilitators

- Forming a team of children in the documentation process in collaboration with parents and teachers, if necessary.
- Guiding the team of children in the documentation process.

3. Activities

- Keeping written records of every activity while being conducted, including information regarding how it was held, matters discussed, resolutions passed, date and participant's list.
- Written evidence should be kept in CAC on events held every day, what was discussed, special activity, participation of children, etc.
- All the documents should be kept in the custody of Facilitator.
- Documentation of opinions of all the children is necessary.

4. Outcomes

- Documents remain as evidence to know the information about the CAC and about activities accomplished.
- It helps the visitors to evaluate the activities.
- Coming generations will know the special activities.

Individual Assessment

1. Introduction

Individual assessment is a process whereby information about a child is gathered, reviewed and follow-up planned to help the child to understand and learn at that level. It helps to know the family background, school, community and economic condition of every child individually. It helps to identify those children who need special attention. It clearly shows the changes among children that took place after coming to CAC. It highlights the key changes in academic performance among children. Moreover, it helps the new-comers to understand full background of a child. It comes under development rights.

2. Guidelines for Facilitators

- Observing the activities of every child and take a note of each child's behaviour, pattern and attitude.
- Identifying children with abnormal behaviours and attitudes towards fellow children and learning process.
- Keeping an assessment record for every child with details of family background, school, society and economic condition

3. Activities

- Earmarking a separate register in CAC for individual assessment. The register should have information about the child, specifically, the name, grade, weight, height, health (medical) information, behaviour patterns, family details, school details, special talents and future ambition, etc.
- Observing and making note of changes in every child after joining.
- If it is necessary to give special care to a few children (like orphans, drunkard father, stepmother, physically challenged, etc.), individual assessment helps to know about them and about their background too.
- Individual assessment helps the Facilitator to handle every child in such a way to bring specific changes in them.

4. Outcomes

- Getting correct information about every individual child.
- Provides space for giving special care to children.
- Reveal children's growth.
- Identifies the ambition of every child and guide them in their career.

✿ Clean Environment ✿

1. Introduction

Environment is a set of surroundings or conditions where all living beings whether they are humans, animals or plants flourish and cherish. It provides food, reduces pollution and gives fresh air to live a healthy life. Any harm to environment is detrimental to our life on Earth. Hence, it is important to keep our environment clean to prevent it from harming us. The purpose of this activity is to educate the children about the importance of environment, creating knowledge about clean environment and thus ensuring the ecological rights of children. It comes under **survival rights**.



2. Guidelines for Facilitators

- Educating the children about their ecological rights and the importance of keeping the environment clean.
- Ensuring cleanliness inside and around CAC with the collective participation of children.

3. Activities

- Giving clarity on clean environment among children once in a month.
- Organising events for article writing, oratory and music competitions on environment for creating clarity on ecological rights.
- Making it as a habit among children to keep the environment clean at home, CAC and places around them.
- Encouraging children to draw a village map specifying the location of their village and the natural environment in their village.
- Educating children about the consequences of unclean environment.
- Involving children in various debates on various topics (like clean environment, plastics, and scientific development).

4. Outcomes

- Gather knowledge on environment.
- Acquire skills to keep their environment clean.
- Realise the necessity of protecting village environment for healthy living.
- Future will be beneficial.

1. Introduction

Mental illness is not an exclusive liability of adults. It affects children too when they are stressed at home and at school resulting in psychological disorders. Children are affected by childhood depression, attention-deficit hyperactivity disorder, or abuse. They have to cope with everyday worries, such as exam stress, and relationship issues with friends, family members and teachers. Counselling helps children to reduce mental stress, removes frustrations and promotes clarity of thinking. It shows them ways to free from problems and guides them to attain their goals. It comes under **survival rights**.

2. Guidelines for Facilitators

- Functioning as a trained child counsellor to console children in difficult circumstances.
- Keeping all children happy and cheerful.

3. Activities

- Identifying the children with problems through group discussions and other means.
- After having understood the problems clearly, children should be invited for discussions privately.
- Providing more opportunity to them to speak (talking, writing, etc.) and understand their problems wholly.
- Explaining the nature of the problem clearly to the child and guide them to find solutions to come out of the complexity of the problem.
- After understanding their problems, we should undertake a lot of efforts to free them from their problems.
- The counselling given by our Facilitator should stimulate children to arrive at concrete decisions and provide them the bravery to face the problem courageously.

4. Outcomes

- Become free from their problems.
- Enhances their capacity to arrive at practical decisions.
- Involve in follow-up activities effectively.
- Reduced mental stress.
- Give attention to studies.

Teachers Meet

1. Introduction

Just to redefine every child's learning plan individually and also to make it clear the specific roles of students, teachers and parents in their specific spheres, it is important to have regular meetings of parents and teachers to play an integral role in a child's education. Such meetings promote healthy relationship between teachers and parents. It also strengthens the relationship between teachers and students. Such meetings improve academic performance of students and enable teachers to understand the individual talents of children. There is an opportunity for the children of CAC to obtain special attention from the teachers. It comes under **development rights**.

2. Guidelines for Facilitators

- Ensuring participation of all children, parents and teachers during the meeting.
- Presenting the report of the previous meeting and preparing an agenda for the present meeting.
- Identifying and presenting the problems faced by children in CAC.

3. Activities

- Parents have to meet the teachers whenever required or once in a month to know the matters related to students or the children.
- Improving the care and attention of the teacher to the best interests of the children.
- If any problems arise (discrimination, corporal punishment or obtaining low marks), they have to be solved through dialogues.
- Creating a good relationship between teachers and students through the Parents and Teachers Meetings.
- Meeting the teachers to show the creations and magazines of children.

4. Outcomes

- Parents and teachers give proper attention to children.
- Ensure to create special growth among children.
- Parents and teacher act as a bridge to remove the shortcomings.
- Both take great care of the education.
- Children get respect for their talents.

Special Attention

Slow Learner

1. Introduction

A slow learner is a student who has required academic skills, but takes time to understand below the level of an average student of the same age group. The slow learner lacks fast reasoning skills. Some of the symptoms of learning difficulties are: short attention span, poor memory, difficulty in following directions, inability to discriminate between/among letters, numerals, or sounds, poor reading and/or writing ability, eye-hand coordination problems; poorly coordinated, difficulties with sequencing, and/or disorganization and others. This specific activity improves the learning abilities and self-confidence levels of slow learners through more practice. It comes under **development rights**.



2. Guidelines for Facilitators

- Identifying children with the above symptoms.
- Giving special attention to each slow learner with more practice to improve his/her confidence level and learning abilities.

3. Activities

- Identifying the slow learners.
- Developing learning ability through various activities gradually and steadily.
- Enabling fast learners to give more attention to teach the slow learners.
- Asking them to sit in a separate place and spending more time for little more explanation.
- Encourage even for a small development to bring to a better position.
- Creating an opportunity to learn and understand than memorization.

4. Outcomes

- Increased interest in studies.
- Improvement in the learning process.
- Improved ability in learning the lessons.
- Increased confidence levels.

Physically Challenged Children

1. Introduction

Children with cerebral palsy, spina bifida, muscular dystrophy, arthritis, developmental coordination disorder, amputations, genetic disorders, etc., are categorised as physically challenged children. They normally suffer from malfunctioning of bones, muscles, joints and central nervous system. Physical disability may include paralysis, altered muscle tone, an unsteady gait, loss of, or inability to use, one or more limbs, difficulty with gross-motor skills such as walking or running, difficulty with fine-motor skills such as buttoning clothing or printing/writing, etc. The effects of physical impairment may be minimised through use of devices and environmental adaptations. The purpose of this activity is to give special attention and to treat them equally at par with other children. It comes under **survival rights**.

2. Guidelines for Facilitators

- Ensuring inclusiveness in CAC.
- Encouraging other children to treat physically challenged children at par with others.

3. Activities

- Providing equal opportunities to participate in all activities.
- Improving the academic skills gradually through various assignments.
- Making them to play with other kids.
- Acting in a way to remove inferiority complex.
- Encouraging them in every activity.
- Enabling the parents to understand the child's position.

4. Outcomes

- Improved interest in studies.
- Changed self-outlook on inferiority complex.
- Decreased depression.
- Mutual cooperation and help with everyone.

Complaint Note/Box

1. Introduction

The Complaint Note/Box is set up in every CAC to write the issues that could not be shared in group discussions and to initiate appropriate action. It is basically aimed at protecting children from sexual abuse and exploitation. As per the Protection of Children from Sexual Offences (POCSO) Act, e-Box,



is available for an online http://www.ncpcr.gov.in/user_complaints.php complaint for easy and direct reporting of sexual offences against children and timely action against the offenders under the POCSO Act, or register their complaints via email at pocsoebox-ncpcr@gov.in or through a mobile number: 9868235077. It comes under **protection rights**.

2. Guidelines for Facilitators

- Encouraging children to use complaint note/box to drop complaints.
- Taking note of complaints of serious nature and initiate appropriate actions immediately and confidentially without affecting the dignity of the children.

3. Activities

- Registering the complaints in the Complaint Book/Box that cannot be shared in group discussions.
- Facilitator looks at such complaints and discusses it with the concerned child.
- Taking appropriate actions to address the problems individually or with the cooperation of others.
- Some issues (sexual abuse) have to be dealt secretly without affecting the confidence of the affected.
- Problems have to be resolved in consultation with the child individually or with the parents

4. Outcomes

- Everyone can work together for the safety of children.
- Awareness on rights violations can be created among children and other members of the community.

❁ Birthday Celebrations ❁

1. Introduction

When you celebrate the birthday of a child, it gives him/her immense pleasure as everyone in the Centre value his/her birthday. It brings smile on the face of a child whose birthday is celebrated by all. Normally children in CAC celebrate everyone's birthday with a purpose of improving the self-esteem of the children. The other reason is to create a cordial relationship among children. Birthdays of children are celebrated on equal footing irrespective of economic inequalities in their families. It comes under **participation rights**.



2. Guidelines for Facilitators

- Maintaining a register having the birthday of every child in the CAC.
- Making arrangements for the celebration of birthdays.
- Ensuring equal treatment of children while celebrating birthdays irrespective of their socio-economic disparities.

3. Activities

- Informing the birth date of a child which is already recorded in the documents to the parents in advance.
- Celebrating birthday by sharing the sweets and the happiness with one another.
- Praising the good qualities of birthday baby by other children.

4. Outcomes

- Unity and happiness created among children.
- Parents show greater interest in CAC because of their children's birthday being celebrated with greetings from fellow children.
- Happy atmosphere created in the CAC.

Meeting the Parents

1. Introduction

It is important to meet the parents to discuss the problems related to their children. The focus of meeting the parents is to connect and find solutions with empathy, compassion and guidance in supporting the growth of their children. It also helps to pay attention to children's attendance. It reinforces the responsibility of parents in the welfare of their children. It comes under both **development and protection rights**.



2. Guidelines for Facilitators

- Paying attention to children's attendance and bring it to the notice of the parents.
- Reinforcing the responsibilities of parents while meeting the parents for the welfare of their children.

3. Activities

- Meeting the parents of children who do not come to CAC.
- Knowing the problem and undertake activities to solve the problem.
- Talking to the child.

4. Outcomes

- Increased interest in the welfare of children.
- Improved healthy relationship between parents and the Facilitator.



CONTENTS :

1. General Knowledge
2. Current Affairs
3. Individual Development Activity
4. Sports & Games
5. Education on Children's Ecological Rights
6. Education on Ecology through games
7. Publication – Humming of Beetles
8. Science Experiment
9. Sharing information received from training

1 General Knowledge

1. Introduction:

General knowledge is all about human life. Mostly, it is excluded from academic education. However, any person having general knowledge on key aspects of human life is liked and respected and considered as intelligent. General knowledge helps a person to grow personally and also at academic levels. The person with general knowledge is being adored as knowledgeable and wise with lot of information to share with others. General knowledge helps a person to improve the perception of the world holistically and equips that person to understand and analyse the situations realistically and compete the competitive examinations successfully.

2. Guidelines for Facilitators:

- Being familiar with General Knowledge on various subjects.
- Following a particular or a set of books on general knowledge to teach.
- Facilitating children to equip themselves with information, knowledge and skills through shared learning process.

3. Activities:

- Setting apart Saturday as the day for teaching matters related to general knowledge.
- Finding information regarding general knowledge and sharing that information through children.
- Drawing village map.
- Explaining reasons for depletion of water resources
- Delegating responsibilities to everyone.
- Conducting programmes like quiz.
- Screening short films about the history (of world war) and the biography of leaders.

4. Outcomes

- Increased interest in knowing general knowledge
- Improvement in general knowledge.
- Getting the possibilities of winning general knowledge competitions
- Entrance examinations would become easier.
- Knowing more from the teacher.
- Increased awareness on protection of natural resources.
- Clarity about village.

2 Current Affairs

1. Introduction:

It is important for children to be aware of day-to-day events and issues from the perspective of child rights violations, academic knowledge and preparing for competitive examinations. Reading of newspapers and periodical magazines will equip children with the knowledge of current affairs around them. The purpose of this activity is to get updated with events on daily basis, creating interest among children to know and collect latest information, especially events affecting child rights.



2. Guidelines for Facilitators:

- Collecting relevant information for sharing with children.
- Guiding children to sit in a circle

3. Activities:

- Sitting in a circle and sharing latest information at national and global levels every Saturday.
- Children and the Facilitator together should search and find such information.
- If it is in the newspaper, it may be shown to the children.
- Children should mostly discuss rights-based information and events.
- Debates on them should be initiated to obtain the opinions of children.
- News titbits regarding child rights violations may be placed before children for discussions.
- News regarding achievements of children may be shared for encouraging children.

4. Outcomes

- Improved knowledge on current affairs.
- Increased understanding of children's problems paves the way for strengthening their ability to protect them.
- Increased thinking capacity.
- Improved observation capacity and looking at a problem from different dimensions.

- Improved searching capacity.
- Acquisition of social perspective.
- Trained to document new information.

3 Individual Development Activity

1. Introduction:

Individual development activity refers to those activities that improve a child's talents, abilities, skills and potential to realize his/her dream to live a peaceful and prosperous life. It involves a child in a learning process to grow and sharpen his/her ability to accomplish given tasks effectively and efficiently unfold the hidden skills. It provides an opportunity for children to enhance their interest in arts and participation skills.

2. Guidelines for Facilitators:

- Organising cultural programmes every Saturday.
- Helping them to strengthen their skills gently.
- Providing equal opportunity to every child to develop skills.

3. Activities:

- Organising cultural programme every Saturday setting aside a specific time to develop and improve the skills like dance, song, oratory, writing poems, colouring, drawing, handcrafting and storytelling.
- Every day taking up one activity (dance) and help to develop that skill.
- Appreciating their performance every time even if they are not perfect.
- Taking efforts to strengthen that particular skill gradually.
- Encouraging children having expertise in a particular skill to teach other children.
- Appropriate platform is created to develop the skills.
- Children's creations should be displayed in all the places of CAC.
- Encouraging children to participate in various competitions (school, village and centre) appropriate to their skills.
- Showing creations of children to parents and sending to magazines for getting recognition.

4. Outcomes

- Individual talents of children developed.
- Get opportunities to improve the skills through participating in various competitions.
- Children develop skills other than academic skills.
- Win prizes at State, district and national level.
- Inferiority complex is removed from them.
- Their parents understand the skills of children.

4 Sports & Games

1. Introduction:

Sports and games involve and encourage children in education and other activities. Those children who have interest in sports and games can improve their performances. As they play together, it improves their team spirit. It balances their emotions and feelings. Hence, they become free from their mental stress and strains. They learn not only new sports and games but also understand the rules of sports and games.

2. Guidelines for Facilitators

- Fixing a specific time for sports and games during all days or on Saturdays.
- Teaching children about the rules of different games.

3. Activities:

- Children should be given a specific time everyday or during Saturdays for playing.
- Instead of 'eliminating' a child, they should be termed as 'remaining' and ask them to perform a specific skill (dance, songs, etc.).
- Giving special attention to create interest in sports and games.
- They should start playing only after learning the rules of the games.
- Giving equal importance to both physical and intellectual games
- Teach children the knowledge of safeguarding the sports equipment and the ability to handle feelings (anger, happiness, etc.) when playing the game.
- After playing the game, you need to know the feelings of children about the game.

4. Outcomes

- Children get enthusiasm and interest in participating in CAC activities.
- Intellectual games improve the knowledge.
- Physical games give good health and provide required skills to get success in competitions.
- Friends circle is created.
- Develop a mindset to accept both successes and failures equally.

5 Education on Children's Ecological Rights

1. Introduction:

United Nations Convention on the Rights of the Child (UNCRC) stipulates that it is mandatory for nations to educate children about their rights. Child rights education is important at CAC, school and community levels to provide a child-friendly environment in four areas of survival, participation, development, and protection. The purpose of this activity is to educate children on child rights and their ecological rights and the stand of UN and India in this regard. The other purpose is to enable children to receive information on child rights and ecological rights. They should also have ability to identify child rights violations in families, schools and communities.



2. Guidelines for Facilitators

- Familiarizing about child rights, ecological rights, articles and clauses of UNCRCs on child rights and provide information about various rights violations in the country.
- Conducting child rights education on every Saturday.

3. Activities:

- Providing education on child rights and their ecological rights during Saturdays.
- Enabling children to receive information about Conventions, Agreements and Laws on child rights and ecological rights and also about UN and India's positions on child rights.
- Facilitators should enlighten children about child rights and ecological rights, various aspects and articles within four broader themes, groupings. They should also inform about various rights violations in the country to create awareness.
- Parents, children and community should be updated with information on child rights and ecological rights.
- Helping children to create many books, pictures, and placards on child rights and ecological rights.
- Enabling lots of discussions on child rights and ecological rights for creating awareness.

4. Outcomes

- Children get ideas about child rights and ecological rights.
- Since children are aware of news about child rights violations, they have the capacity to express when they occur.
- Children tend to act against violations of child rights and ecological rights.
- They share rights-based information with other children.
- They develop a child rights based and ecological rights based social perspective.

6 Education on Ecology through Games

1. Introduction:

Education through games has become an integral part of a learning process. It provides space for children to come together, to communicate, to interact and to work in groups building team spirit. Normally, games motivate children to use their brains to win the games and thus improve the functioning of brain. Games help to establish emotional connection to learning and in the process improve the role of emotional intelligence in the learning process. Nowadays, the focus of learning from lectures and written tasks has shifted to learning through games. In the process of learning through games, children gain more skills to face the society where they live apart from basic reading and writing skills.



2. Guidelines for Facilitators

- Coming prepared with various games to teach children on various subjects.
- Familiarising with different ways of teaching using multiple games.

3. Activities:

- Teaching tables, multiples, mathematics, alphabets of Tamil and English, General Knowledge and other subjects using creative games.
- Practicing play-way method enhances the learning process.

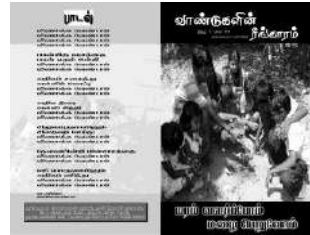
4. Outcomes

- Improvement in education.
- Increased learning capacity among slow learners.
- Improved understanding of mathematics and English.
- Increased ability to write sentences without mistakes using Tamil alphabets.
- Learning to live in harmony with nature.

7 Publication – Humming of Beetles

1. Introduction:

Children’s publication is one of the ways to enable children to find themselves through their own writings. It helps them to discover themselves and also about others. Writing helps children to develop their artistic skills. It is one of the tools to engage both the children and their families. It creates awareness and brings out children’s status in the society. When children write, they and their colleagues would like to read to know what they have to say on issues and subjects. It becomes a motivational tool for children to write better. It also creates a space for children to be proud of their own creations. Moreover, children like to see their names printed in books/magazines.



2. Guidelines for Facilitators

- Organising programmes for Children’s publications exclusively on Saturdays.
- Acquiring talents in storytelling and legible writing.
- Motivating children to involve in group activities.
- Verifying their creations.

3. Activities:

- Giving practice (on story writing, songs and script writing) to children weekly once during Saturdays.
- Enabling children to prepare appropriate creations for specific topics.
- Motivating children to work in groups.
- Verifying the creations of children.
- Selecting children’s creations in Children’s Associations.
- Letting the Parents and Teachers know the children’s capacity by presenting the magazine prepared and published by kids.

4. Outcomes

- Improved confidence levels.
- Improved creativity among children.
- Increased ability in search and research.
- Other communities and institutions aware of children’s talents.
- Getting information for higher studies.

8 Science experiment

1. Introduction:

Science experiments play a significant role in the learning process of children. Such experiments help children to develop their scientific temperament and understand the concepts and their processes practically. They create knowledge of science subject. They also help children to develop a scientific approach and attitude to address the problems faced by them. As a result, children would search for concrete evidences to prove their cases and become a scientific researcher in future.

2. Guidelines for Facilitators

- Helping children to collect information on scientific inventions.
- Helping children to involve in demos.
- Arranging quiz programmes on science.
- Teaching children to sing songs on science.

3. Activities:

- Knowing correct information about scientific inventions.
- Explaining the role of scientists and their inventions.
- Motivating children to conduct demos of theories in their books through science experiments once in a week.
- Conducting science related quiz programmes.
- Teaching science related songs.

4. Outcomes

- Children know about Science experiments and Scientists.
- Evolve science related search.
- Capacity is developed.

1. Introduction:

Training is a process of learning and acquiring skills. Children who participate in such training programmes should share their experiences with other children. Such sharing helps both the trained children and the children who are exposed to the sharing of information, knowledge and skills. It helps children to grow, to stay motivated, to enhance talents, to generate new ideas, to fill the capacity gaps, to ensure the sense of purpose and to give operational efficiency to all children.

2. Guidelines for Facilitators

- Arranging the sharing of experience on training during the last day of the week.
- Tutor trained children for good presentation about their learning and participation in the training process.
- Approaching trainers and training institutions for clarifications.

3. Activities:

- Sharing information received from training programmes to children and parents.
- Children who participated in the training programme should train other children during the weekend (Saturday).
- Clarifying the doubts related to the training by obtaining information from the training institutions.

4. Outcomes

- Individual capacity is developed.
- Coordinating all.
- Awareness.





CONTENTS

1. Weighing
2. Adolescents education
3. Mark list
4. Awareness Songs
5. Parent's Meeting
6. Children's Association
7. Gender Education
8. Campaign on Coastal Protection and Greening
9. Children Protection Committee

Weighing

1. Introduction:

It is important to weigh and measure children to estimate the composition of body in terms of Body Mass Index (BMI). Such actions help us to assess any serious problems faced by children, such as, malnutrition and stunted growth. Just to validate some of the growth indicators pertaining to a child, we have to take into account child's age with sex and measurements of weight and height. It helps parents to go for immunisation of the child. It also provides proper guidance to parents to take appropriate steps to rectify any problems related to age-appropriate growth.



2. Guidelines for Facilitators

- Keeping the weighing machine in working condition.
- Knowing what BMI is and keeping BMI within 8.5 to 24.9 ranges.

3. Activities:

- Recording weight of children every month.
- Identifying the children with low weight by comparing with the weight of previous month.
- If the cause of the low weight is due to food habit, advising the parents and children to eat nutritious food.
- If the cause is something else (illness), advise them to approach a qualified doctor.
- If the food habits are good, identifying the psychological problems (family problems and others) if any, take actions to solve them.
- Teaching children to know about food habits, personal hygiene and environmental hygiene.
- Explaining the consequences of imbalanced diet.

4. Outcomes

- Aware of inter-relations between age, height and weight.
- Children aware of balanced diet.
- Since children become healthy, they actively participate in CAC activities.

Adolescents Education

1. Introduction:

The overall purpose of adolescent education is to empower young people with age appropriate information to promote healthy habits and attitudes and develop life skills to respond to real life situations in a positive manner. It aims at holistic development of young people by developing their full potential as individuals, leaders and agents of change. In the process, the programme creates awareness and positive approach toward development issues and behaviour change among adolescents, parents and teachers. It also creates awareness on physical changes, sex, sexual abuse, protection issues and mechanisms. Adolescents will be aware of important contact numbers for their safety and important telephone numbers will be displayed in CAC.

2. Guidelines for Facilitators

- Handling adolescents with care and respect.
- Becoming a trustworthy person for adolescent boys and girls.

3. Activities

- Allocating a specific day to create sex related awareness to adolescents.
- Education on sex has to be conducted separately for boys and girls.
- Providing information about children's physical fitness and the ways to keep the body clean and healthy.
- Explaining various incidents and information on sex abuses and teaching ways to protect from s sexual abuse and assaults.
- If any of the children share sexual abuse happened to them, appropriate actions should be taken by approaching concerned persons.
- Creating awareness to parents on sexual violence

4. Outcomes

- Children have right knowledge about their body.
- Improved ability for self-defence.
- Acquire required skills to protect them from sexual abuse.

Mark List

1. Introduction

Mark list plays an important part in motivating children to study and think about the subjects and to write exams better for scoring high marks in a world of multi-faceted competitions. Nowadays, we give more attention to scoring more marks and grades in exams for better placements. The purpose of this activity is to give more importance to assess child's academic performance, to know the improvement of every child in the learning process after joining CAC, to provide special care and attention to low scoring children, to create a support base for slow learners at CAC and family levels, to know matters related to subjects and the school and finally to create cordial relationship between parents and the teachers..

2. Guidelines for Facilitators

- If the teacher is not educating properly with poor teaching and/or discriminating a particular child, it is necessary to build a good relations with the teacher and rectify the problem.

3. Activities

- Recording the marks scored by children every month.
- Comparing the present mark list with the previous one.
- Providing special attention to particular students to focus on particular subjects like mathematics and science.
- Instead of giving importance to grading, weight should be given to scoring high marks gradually.
- Giving more attention to slow learners and encouraging them to achieve success.

4. Outcomes

- Improvement in the studies.
- Children identify the difficulties in studies and find solutions.
- Slow learners could achieve improvements in their studies gradually.
- Healthy relationship between teacher, children and parents exist.
- Effective monitoring of scores throughout the year.

Awareness Songs

1. Introduction

Singing awareness songs make it easier for children to get familiar with situations in which they live and also about their rights as a child. These songs make the children aware of the ways and means available to them to overcome any child rights violations. Moreover, singing songs loudly and repeatedly help them practice pitch, voice reflection and volume and thus mastering over their own voices. There will also be physical development in terms of breath coordination, tongue and mouth movements, cognitive development in terms of understanding different words and social and emotional development in terms of acquiring good leadership qualities.

2. Guidelines for Facilitators

- Awareness Songs should be about Education, Women Rights, Oppressed Community Progress, Social Progress, Child Rights, Equitable Education, current affairs of country and activities, etc.
- The songs should be easy for children and it should have good meaning and ideas.

3. Activities

- Teaching various awareness songs and right-based songs to children.
- The awareness songs should deal with topics like girls' education, women's empowerment, community development, current affairs, child rights, uniform education, etc.
- Lyrics should be simple and easy to understand containing relevant concepts.
- Giving importance to lyrics prepared by children voluntarily.
- Singing songs on daily or weekly basis during Saturdays.
- Creating and/or teaching a new song once a month.

4. Outcomes

- Improved singing ability.
- Improved capacity to create own lyrics
- Spread awareness messages of various themes/ideas.
- When children sing songs during special events in the school and the community, public get awareness.
- Fellow children learn to sing and become aware.
- Improved ability to comprehend the basic theme of the song.

Parent's Meeting

1. Introduction:

Parents' meeting is an important component of Child Activity Centre. It is convened to impress upon the parents the need to refine their child's individual learning plan to bring out the best in their children. It helps to give more attention to the growth and development of their children. It becomes a platform for discussions on child rights and child rights violations. Parents also ponder over the care and welfare of their children.



2. Guidelines for Facilitators

- Paying attention to children's attendance and bring it to the notice of the parents.
- Reinforcing the responsibilities of parents during Parents' Meetings.
- Developing good relationships between children and their parents.
- Advising the parents to evolve as many activities as possible to develop professionalism in information gathering and acquisition of skills.

3. Activities:

- Arranging a meeting of all children with their parents once in a month.
- During the meeting, discussions should be around children's education, problems, and welfare and the outcomes of Parents Teachers meetings.
- Discussing child rights and violations for child development.
- Taking efforts to create better relationship among parents and children.
- Maintaining records and registers about the meeting.
- Speaking to children, creating appropriate knowledge about their duties and needs.
- Giving information about different livelihood options and providing space for parents to develop their skills
- Teaching parents about handling family problems.
- Creating understanding about how to give special care to children with different disabilities.
- Soliciting parents' cooperation for activities

4. Outcomes:

- Parents involve with the best interests of the child in perspective.
- Parents' role in child rights highlighted.
- Helps to prevent child rights violations.
- Good relationship between children, teacher and parents maintained.
- Good relationship and good communication developed within family.
- Ensure economic growth.

Children's Association

1. Introduction

Children's Association is a safe place for all children to come together, to learn together and to grow together. It is an open forum for children to develop relationships with fellow children and adults and engage in life skills development creating a culture of positive attitude and opportunity. The overall purpose of CAC is to inspire and enable children to realise their full potential and become responsible citizens. It is a space where children discuss their problems, develop decision-making capacity, create individual capabilities, practice responsibility sharing and take actions against problems that affect them.



2. Guidelines for Facilitators

- Organising Children's Association in the village.
- Ensuring enrolment of all children in Children's Association.

3. Activities

- Participation of children within the age group of thirteen to eighteen once in a month.
- Creating the posts of President, Secretary and Treasurer.
- Starting with an inaugural song and children become the master of the ceremony.
- Discussing issues of specific child rights violations or current affairs and social problems.
- Passing resolutions on issues discussed.
- In-between there should be demonstration of their talents (like dance, song, story, poem, jokes, etc.).
- Meeting should resolve to implement the resolutions within stipulated time limits.
- Documenting the proceedings.

4. Outcomes

- Solutions to problems evolved.
- Improved ability to discuss violation of rights and other issues.

- Increased ability to perform and express and enhanced capacity to lead the meeting.
- Improvement in children's character.
- Understanding and clarity about child rights violations.
- Increased ability to identify the child rights violations.
- Skill of proposing alternative remedies to the affected child is developed.

Sex Education

1. Introduction

Sex education is important for children when they become young. Normally a child gets its knowledge about sex from friends, schools and the media. It is the responsibility of the parents to see that their children are aware of sex and sex related issues. The purpose of this activity is to educate the adolescents on sex so as to protect themselves.

2. Guidelines for Facilitators

- Having clarity of thought about sex.
- Having the ability to differentiate between sex and gender.

3. Activities

- Explaining the adolescents to understand the changes in adolescents.
- Teaching the necessary information to protect from wrong/bad touch.
- Teaching how to groom themselves and dress up.
- Teaching how to behave with others.
- Teaching them what is good touch and bad touch.

4. Outcomes

- Growing of skills, duties and responsibilities of children.
- Rights based awareness is inculcated.
- Society and people come to know about information on children's welfare.

Campaign on Coastal Protection and Greening

1. Introduction

Coastal zone is an interface between land and sea. It is important to protect the coastal zone, because a majority of population inhabit them. Due to climate changes, coastlines are eroded and flooded resulting in high sea levels. Therefore, it is important to protect our shorelines with green pasture as infrastructure for the safety and security of bio-diversity and the coastal communities. There is a need, especially in Kanyakumari district, to consider the protection of salt marshes, reefs, mangrove estuaries and sand dunes which in turn give protection to coastal areas from tsunamis and cyclones. Hence, there is a need to educate children about their ecological rights. We also have to create awareness on marine environment to protect the coastal environment and provide training on disaster management.



2. Guidelines for Facilitators

- Showing videos about micro environment management.
- Keeping the children conscious about coastal environment.

3. Activities

- Providing training to children to write songs on ecological rights.
- Forming disaster management teams and training them on disaster risk reduction activities.
- Growing trees along the coastline to protect the coastal environment and inspect the growth of trees once a month.
- Singing environmental awareness songs in schools and public events.
- Forming and training a Cultural Troupe for awareness on disaster.
- Sharing ecological related information among families and schools.

4. Outcomes

- Improved clarity on coastal environment.
- Children know how to make the coastal green and their role in managing micro coastal environment.
- Children become fond of nature.
- Improved cultural talents.
- Sand dunes protected.

Children Protection Committee

1. Introduction

All children and young people have the right to get respected and protected from abuse and misuse. They need to live in a safe environment where their rights are ensured. Child Protection Committees (CPC) at village/Panchayat levels is formed to protect children from child rights violations. It is represented by parents, village representatives and local body and village representatives and CAC. It speaks about child rights and identifies problems of child rights violations and expresses concerns about ecological rights of children. It takes responsibility of implementing the resolutions passed at village level meetings.



2. Guidelines for Facilitators

- Responsibilities given to specific persons to ensure the rights of children with the responsibility to fulfil the decisions.

3. Activities

- Organizing regular meetings of CPC with 10 members and two child representatives from CAC once a month.
- Discussing and prioritising issues of specific child rights violations and social problems.
- Passing resolutions to address such problems.
- Responsibilities should be given to specific persons to ensure the rights of children with the responsibility to fulfill the decisions.
- Documenting and executing the functions as a follow-up
- Maintaining the documents

4. Outcomes

- Clear understanding of responsibilities in protecting and promoting child rights and ecological rights.
- Improved ability to discuss child rights violations and other issues.
- Solutions found to solve the problems.
- Increased ability to solace the affected child with alternative solutions.
- Improved information sharing and rapport building with required government departments.





1. Excursion
2. Special day's celebration
3. Campaign on child rights and ecological rights
4. Medical camp
5. Children's day
6. Social exchange
7. Disaster Management
8. Working with ecological development projects
9. Exhibitions of children's creations and collections
10. Children's participation in community events

1 Excursion

1. Introduction

Excursions play an important part in the learning process of a child. It is a valuable part of early childhood education. Children gain a wide range of experiences and get an opportunity to know the world they find themselves in. It motivates them and engages them in active learning experiences. The purpose of an excursion is to expose children to different atmospheres and also to create a sense of happiness and entertainment.



2. Guidelines for Facilitators

- Selecting places for excursions.
- Taking safety measures for the safety of children during excursions

3. Activities

- Children should be taken to the beaches and other tourist places once a month or once in three months with the guidance of proper persons.
- There they should be guided and motivated to play and perform the activities they prefer.

4. Outcomes

- Feel happy in the midst of a change.
- Gain an innovative experience.

Special Day's Celebration

1. Introduction

Celebrations of special days by children are very important to enable them to express their appreciations, thanks, concerns and to obtain recognition for their activities. Such days can also be celebrated as symbolic days for certain milestones achieved during the year. Children would observe special days based on the cultural norms in the society. These days can be utilised to demonstrate their talents.



2. Guidelines for Facilitators

- Planning in advance for festival celebrations.
- Preparing children for sports and games and other competitions.

3. Activities

- Functions should be organised during Diwali, Pongal and Independence Day every year.
- Organising competitions in sports and games.
- Encouraging children to speak about national leaders
- Conducting child rights based dramas and awareness songs.
- Every child will have defined responsibilities.

4. Outcomes

- Children get recognition in the society.
- Children know the full details about festivals.
- Children gain knowledge about national leaders.
- Unity is developed in society.
- Children develop skills, duties and responsibilities.
- Obtain right-based awareness.
- Community and people receive information about child welfare.

Campaign on Child Rights and Ecological Rights

1. Introduction

There exists a close relationship between child rights and ecological rights. It is one of the basic rights of a child to grow up in a safe environment. Due to degradation of environment as a consequence of severe exploitation of nature, the worst affect lot is children who have no access to clean drinking water and healthy food. Therefore, both child rights and ecological rights are two sides of the same coin. Both are complementary and need to be campaigned for actions from children and the community. Moreover, Red Hand Day campaign is organised against the use of children in the military as child combatant. Campaigns against child labour are also organised.



2. Guidelines for Facilitators

- Preparing a list of child rights and ecological rights of children.
- Circulating the pamphlets on child rights and ecological rights among children and parents.

3. Activities

- So as to make it known to all children, campaigning on various platforms and in different ways.
- Giving awareness to people about the safety of children through newspapers.

4. Outcome

- Such events create awareness among public the importance of ensuring ecological balance and abolition of child labour for the safety of children and specifically preventing children from being recruited in military.
- Parents have concerns over children at all levels.

Medical Camp

1. Introduction

So as to provide basic health care and dental services to children from unprivileged community, CAC organises free medical camps periodically. It is also organized to bring awareness and knowledge about the communicable diseases among parents and community members. These camps identify children who need specialised treatment and refer them to district level general hospitals for further treatment. It also helps to take follow-up action in close cooperation with the parents.



2. Guidelines for Facilitators

- Building rapport with doctors in Primary Health Centres, Sub-Centres and the Village Nurse.
- Preparing a list of doctors with philanthropic outlook in the area.

3. Activities

- Inviting doctors to check the weight, height, blood group, disease, etc.
- If there are any problems, undertaking follow-up actions.
- Meeting the parents and guide them to provide special attention.

4. Outcomes

- Children with symptoms of disease and sickness identified and treated.
- Improved health of children.
- Improved caring of children from parents.
- Follow up actions undertaken.



Children's day

1. Introduction

Children's Day is celebrated every year on November 14th, the birthday of Pandit Jawaharlal Nehru who worked for welfare of children and young people after Independence. Pandit Nehru was popular among children as Uncle Nehru. November 20th is the Universal Children's Day. It is a day of giving recognition to children by the society. It is a day to create space for children to demonstrate their talents. It is day to give tribute to childhood.



2. Guidelines for Facilitators

- Preparing for celebration of Children's Day in advance.
- Preparing a list of programmes in consultation with children.

3. Activities

- Organising Children's Day celebrations on November 20 every year.
- Involving children in groups to prepare the programmes.
- Conducting programmes by children themselves.
- Children gain respect from children.

4. Outcomes

- Joyful atmosphere is created.
- Children get respect from society.
- Village people aware of child rights.
- Unity with other communities ensured.

Social Exchange

1. Introduction

The purpose of social exchange among children of CAC is to strengthen social behaviour as a result of an exchange process among children. Such a social exchange process results in realising the potential benefits from new social relationships among children. In the social exchange process, children will learn the pros and cons of maintaining relationships with fellow children of their own CAC. It guides children to free themselves from problems and return to normal live.

2. Guidelines for Facilitators

- Making arrangement for social exchange.
- Keeping records of social exchange programmes.

3. Activities

- Uniting children (6 to 12) in a group and finding their problems (story, painting, etc.).
- To solve the problems and for follow-up actions, arranging to meet the appropriate person.
- Providing a happy environment for children and guiding them to face the problem.
- Maintaining documents confidentially.

4. Outcomes

- Giving more attention to children while conversing with them.
- They become free from stress.
- Improved capacity.
- Establishment of good relationship between parents and children.

Disaster Management

1. Introduction

Disaster Management includes preparedness, response, mitigation and recovery. The purpose of Disaster Management is to reduce the harmful effects of all hazards from both natural and man-made disasters. It can be defined as the organization and management of available resources with defined responsibilities for dealing with all humanitarian aspects of emergencies. During disasters, parents and relatives become unable to care for and protect their children. The adversity affects the emotional, cognitive, material and physical lives of all children. In such situations, CAC becomes a well-designed and participatory Child Friendly Space as per Minimum Standards set forth by United Nations Population Fund (UNFPA) for protection of children during post emergencies.



2. Guidelines

- Having clear understanding of Disaster Management and Disaster Risk Reduction.
- Well prepared and equipped with Emergency Preparedness Plan to protect children and others from disasters,
- Providing safe environment to children through CAC.

3. Activities

- Assembling children in groups and explain about disaster.
- Creating a Disaster Management Group by involving children from the age group of eleven to eighteen.
- Creating savings group to assist financially during disasters.
- Creating awareness to community people about the disaster through cultural events.

4. Outcomes

- Children become aware of consequences of different disasters.
- Children realize the importance of functioning as groups with unity.
- Children develop helping attitude
- Children remain prepared during disasters.

Working with Ecological Development Projects

1. Introduction

It is important to avoid the ill-effects of climatic disruptions as the result of climate change repercussions by promoting environmentally good practices like managing the natural resources in a sustainable and rational way. Children should understand the introduction of supportive technological innovations integrating with ecological aspects into the development approaches and strategies. CAC plays an important role in highlighting the protection of the coastal sand dunes, the mangrove forests and the bio-diversity in Kanyakumari district.



2. Guidelines

- Taking efforts to identify important plant varieties that come up in mangrove forests and sand dunes.
- Helping children to grow nurseries for planting trees.



3. Activities

- Making people aware of the benefits of forest, mangrove and coastal sand dunes.
- Providing practical training for planting, maintaining and mobilising everyone and plant the mangrove trees and the green the coastal sand dunes.

4. Outcomes

- Children and people engage in protecting the coastal sands and mangrove forest.
- Improved marine life in the seas.
- Children and people realize the importance and the necessity of bio-diversity.

Children's Participation in Community Events

1. Introduction

The meaning child participation is that children are given the opportunity to come together, to express their views on matters that affect them and influence the decision-making on decisions which are closely related to their development. As part of encouraging their participation at the community level, it is important for the parents and community members to encourage children to participate in the community events for developing and exhibiting their talents at wider levels.



2. Guidelines for Facilitators

- Preparing plans in advance for involvement of children in village events
- Preparing a list of programmes to be carried out in consultation with children.

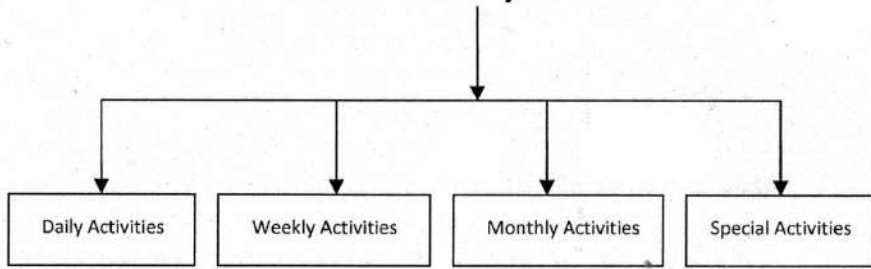
3. Activities

- Encouraging children to participate in all public events like festivals in the community.
- Children to prepare the agenda for the events themselves.
- Giving training in cultural programme (thematic-based)
- Making children to act in groups.

4. Outcomes

- Improved skills among children.
- Children get respect and recognition from the society.
- Increased self-confidence.
- Improved relationships.

Children Activity Center



STRUCTURE

