

SESSION – 5 – PLAN FACE SHEET

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| TRAINING COURSE: An Introduction to the CPMS | | | SESSION 5: Introducing the CPMS |
| TIMING: 60 min | | VERSION: 1 | DEVELOPER: CPMS Task Force |
| SESSION Aim:   * To draw out initial thoughts and ideas about the CPMS ; * To introduce the CPMS to participants   SESSION LEARNING OUTCOMES:   * To understand the main purpose and content of the CPMS   SESSION ActivitIES:   * Presentation * Question and answers * Video (if not already used in Session 3)     child protection Minimum STandardS: n/a  CPIE COMPETENCY FRAMEWORK: Foundations in Child Protection; PRINICPLES AND APPROACHES TO CHILD PROTECTION PROGRAMMING | | | |
| REFERENCE(S): Minimum Standards for Child Protection in Humanitarian Action | | | |
| RESOURCE(S): | * Powerpoint presentation “Introduction to the CPMS”, projector, computer and speakers * Flip chart and markers * (If session 3 not used previously) Video = Projector, speakers and computer and download or internet version of “Child Protection in Humanitarian Action - This is Samira video” (<http://www.youtube.com/user/aliochasalagnac/videos>) | | |

SESSION 5 – LESSON PLAN –

INTRODUCING THE CMPS

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| TIME | 60 MIN | | |
| **\* RESOURCES REMINDER \*** | | | |
|  | * Have the projector and speakers set up and ready to show the powerpoint to avoid technical delays. * Have a blank flip chart ready to record answers from Part One of the session. * If watching the video, ensure the speakers are working and internet connection is available if using the internet version of the “Child Protection in Humanitarian Action - This is Samira” video. The video is available online at <http://www.youtube.com/user/aliochasalagnac/videos> in English, Spanish, French and Arabic. | | |
| **INTRODUCTION** | | | |
| 2 min | * Introduce the session by explaining that we have looked at the background in our context for the CPMS through discussions on beliefs on girls and boys and child protection risks where we work. Now we work have an introduction to the Minimum Standards for Child Protection in Humanitarian Action (CPMS) themselves. | | |
| **BODY** | | | |
| 10 min | Group brainstorming on knowledge of the CPMS | |  |
| 30 to 45 min | Presentation on the CPMS with questions and answers | |  |
| 15 min (if not already done in session 3) | Watch video “This is Samira” and group discussion | |  |
| **CONCLUSION** | | | |
| 3 min | O | The CPMS provide global benchmarks that all child protection in emergencies should achieve, including in our own programming. | |
| F | Throughout the rest of the workshop, we will be linking the content of the CPMS with our context to see how it can be used. | |
| F | In the next session, we will look at a case study that will allow us to dive into the contents of the CPMS | |

**SESSION 5 – NOTES FOR TRAINER – INTRODUCING THE CPMS**

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| LEARNING OUTCOMES   * To understand the main purpose and content of the CPMS |

This session is about engaging the group in what they already know. To build on that, keep the group focused and thinking about how what they know can be supplemented by (not usurped by) what they are about to learn.

**PURPOSE OF ACTIVITY**

* To generate initial dialogue with participants ;
* To build on existing participant knowledge of context, of systems, of issues related to CP and the CPMS

**Part One: Group brainstorming on knowledge of the CPMS (10 min)**

Facilitate a brief large group discussion that asks participants what they know about the CPMS. If not answers are forthcoming, you can go around the room and ask each participant to say one thing they know about the CPMS or their expectation of the CPMS if they do not know it. Record the answers on a flip chart sheet.

This in an introductory discussion and intends to reveal initial thoughts and what people may have heard about CPMS. It can be a loose, light discussion that doesn’t take long.

**Part Two: Presentation on the CPMS with questions and answers (45 min)**

Using the PowerPoint presentation “Introduction to the CPMS”, walk the participants through the slideshow to provide information on:

* Creation of the CPMS and the link to Sphere
* The Principles and Approaches of the CPMS
* The 4 groups of 26 Standards

The presentation has a lot of information within it. Ask participants to jump in with questions when they arise.

Reassure participants as needed that they’ll have a chance to look at and use the CPMS in greater depth and detail in subsequent sessions as well as adapt it to their context.

[](http://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=KXtcHy-Q59S8IM&tbnid=Gp645ZxbG-8kzM:&ved=0CAUQjRw&url=http://dribbble.com/iljamiskov/projects/86525-Secret-App&ei=hKV4UaasIKiRige504HAAQ&bvm=bv.45645796,d.aGc&psig=AFQjCNGt_vbsfdaQZV9P2oHLMIMt3bkO3g&ust=1366947574678702)If in preparing this session, any parts of the presentation are not clear or you need additional information, please contact the CPMS Task Force of the global CPWG or your ([cpmstaskforce@gmail.com](mailto:cpmstaskforce@gmail.com)).

**Part Three: Watch video “This is Samira” and group discussion (15 min)**

**NOTE: This part of the session is only used if the video was not used in Session 3: An Overview of CPiE. If Session 3 was used, you can use the 15 minutes to expand on questions on the Presentation to the CPMS in Part Two above.**

Have the video ready to play with working audio for the group. Explain that the video was developed to explain Child Protection in Emergencies and the content covered in the CPMS. The video was developed by the global Child Protection Working Group.



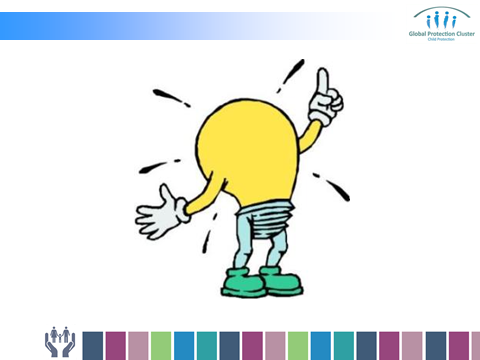
Play the 4 min video.



Ask the group what they thought of the video. What were the different protection risks and responses identified in the video? What kind of child protection responses were provided? What other risks could have been present? What other responses could have been provided?

Close the discussion on the video by providing the website address where the video can be viewed and shared with others. (<http://cpwg.net> or <http://www.youtube.com/user/aliochasalagnac/videos>)

**Conclusion**



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| **CONCLUSION** | | |
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