**Power Walk with Adult Representatives of Community – Methodology**

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| **Activity** | **Objective** | **Details** | **Document** |
| **Power walk**  | Define indicators of child well-being and factors which support children’s safety and well-being. | Do the Power Walk exercise to get participants to start thinking about how different children in their community may experience things. (See below) | * Detailed notes on the activity and discussion.
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| **Power Walk Methodology**(Adapted from <http://www.ineesite.org/uploads/files/resources/CP_Mainstreaming_InterAgencypdf.pdf>) Purpose: We often view communities as if they are a group of similar people, when in fact they are not. Different people have different levels of power, and experience the community environment very differently. In this activity, we will play a game in which we will explore and experience some of these complex relationships in the community.Distribute the slips of paper with the individual character descriptions to every participant. You can do this in two turns if there are many participants (more than 15) or do it only with some of the participants, for example you choose 10 volunteers.Play the Game (5 minutes)Instructions to Participants:*“Everyone here will have a different child’s or adult’s character to play.”*Distribute the roles (see possible characters below) written in small pieces of paper to each participant. Each participant should receive from the facilitator a slip of paper with one character description. *“Please take one minute to read your character and think about what life in this community means for this individual. Please do not reveal who you are to anyone.”*Ask the participants to stand in a single row facing forward. Tell them that they represent characters in a community as listed on each of their individual cards. They should take one step forward if, as their character, they can answer “yes” to each question. They are to remain in place if the answer is no. Then have the participants stay where they are and ask them the following questions.Sample Questions:* Did you eat breakfast this morning at home?
* Do you have a friend peer to talk about your problems?
* Do you have an adult who listens to you and you can talk to?
* Yesterday, did you have enough to eat?
* When you get sick are you able to go to health facility (clinic or hospital)?
* When you are sick are you able to buy the necessary drugs?
* Were/are you able to attend and complete primary school?
* Were/are you able to attend secondary school?
* When you walk through the community, are you free to walk without sexual harassment?
* Do you feel safe and protected in your community?
* If there is a meeting in the community you live to discuss issues that affect children and other vulnerable people in the community, are you invited?
* Are you able to make your opinions known and respected at community meetings?
* Are you able to access police services when you are in trouble?
* Do you adequate resources in your household to meet your needs?
* Do you people in the community respect you physically and verbally?
* Do the decision makers in the community value your opinions?

Alternative 1: The game can be done mixing adult and child characters (more realistic).Alternative 2: You could also do this exercise with only child characters, followed by an initial discussion while people are standing in their places, and then have a discussion of power differences between children themselves. That way, we can talk about the fact that all children are vulnerable and need protection, and then about the fact that some children are more vulnerable than others.Talk About the Game – 10 minutesAsk volunteers one-by-one starting from the person whom has advanced the most – * Who are you?
* Why have you advanced to this point? (Often participants do not understand what should be the answer to some of the questions in relation to the particular character. However, this second question allows them to correct themselves with the assistance of the others.)
* How do you feel?

Once all of the identities have been revealed, then open up the discussion. You can start by asking why some characters were able to advance while others were not. This will allow for an analysis of the context in which these characters live. Continue to discuss with participants how certain sub-groups within communities tend to have less access to community resources (while others tend to have more), and other related conflicting interests in changing and maintaining the status quo of a community. Focus in particular on the experiences of children in the community. |
| Possible characters can include:* 12 year old girl in the community working as a house servant for a family
* 13 year old girl married to a 37 year old married
* 15 year old teenage single mother with a two year old son
* 18 year old girl looking after 3 younger siblings after death of both parents
* 15 year old boy who had dropped out of school due to lack of fees
* 5 year old boy with a disability
* 17 year old son of a wealthy traditional chief in the community with 20 heads of cattle and two wives and many children
* 16 year old girl attending secondary school, with two younger siblings and a mother and father who both work as teachers.
* 14 year old boy who is a child head of household with 3 younger siblings
* 13 year old boy who lives on the street
* 15 year old boy, former child soldier, working as an apprentice for a mechanic, in a garage where he also lives
* 2 year old girl being cared for by a stay at home mother and father who works
 | * Traditional healer in the village
* District commissioner
* Man with a lot cattle in the community
* Woman with a lot of shops in the community
* 13 year old boy working on a mine
* Police officer with the Gender Desk
* Local traditional leader
* Woman living with HIV
* Man with a disability
* Grandmother looking after her 5 orphaned children
* Member of the child protection committee at village level
* 7 year old girl who sells things at the market or on the street
* 10 year old boy volunteering with a local NGO
* 5 year old girl whose mother has died and father is addicted to drugs
* 9 year old boy attending primary school
* 1 year old boy being cared for by his sister who is 9, while mother and father work
* 9 year old living with HIV
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**Power Walk with Adult Representatives of Community – Notes on Discussion**

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| CBO: |  |
| Community/School: |  |
| Village: |  |
| Facilitators: |  |
| Date: |  |
| Start time: |  |
| End time: |  |
| Group | [ ]  Adults (18 years +) | [ ]  Women[ ]  Men[ ]  Mixed | [ ]  Includes adults with disabilities?[ ]  Includes adults from marginalized groups? | Number of participants: \_\_\_ female \_\_\_ male |
| Facilitator Notes: |  |
| **Power walk** | **Notes on discussion:**Who has more/less power? What gives people power? What are the consequences of this for different groups? |
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