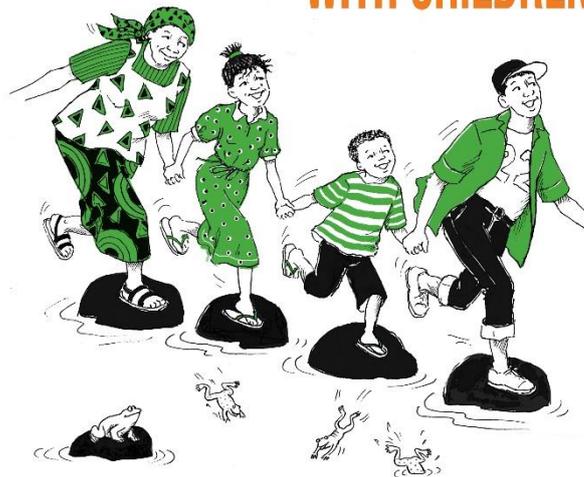


**ADDITIONS AND CORRECTIONS  
TO THE  
*STEPPING STONES WITH CHILDREN*  
MANUAL**

**April 2017**

**STEPPING STONES**  
**WITH CHILDREN**



A transformative training for children  
affected by HIV and their caregivers

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**Salamander Trust**  
TRANSFORMING THE WAY WE THINK ABOUT HIV

During the training in *Stepping Stones with Children*, we discovered some omissions and errors which might affect how well the exercises go. You might wish to make a note of them in the exercises in your manual.

### **Exercise 1.6 Our feelings**

Explain that feelings are a way of communicating with ourselves and others about how things are affecting us. Our feelings can invite others to support us. It is good to have feelings and to recognize feelings in others. We will learn in the next session how to manage our strong feelings so they don't harm ourselves and others.

### **Exercise 1.7 Discovering our strengths**

In step 4, introduce the idea of virtues in a simple way. (See Session 7 All about virtues) Enlarge the poster on page 429 and put it on the wall at every session. We will see it again when we reach Exercises 3.4, 4.2, 5.1 and 6.1. Session 7 covers virtues in detail.

At the end of step 5, invite one or two people to share their ability story with the group. Explain that everyone will have a chance to tell an ability story later because we will use them again through the workshop.

### **Exercise 2.9 Getting back on our hub**

#### **Hand over face game**

At step 3, say:

'Now slowly move your hand away from your face at the same level so you can see the bigger picture behind your fingers.'

### **Exercise 4.2 Justice**

What do we mean by justice? Link up with previous session on the fairness of tasks between boys and girls. This is justice.

Show the *Stepping Stones with Children* film 'Give Her a Chance' of a boy going to school and a girl doing the housework. What does this tell us about justice? Who helped the girl get justice? How did they do this? (Turn the film into a story or role play if you can't get video equipment.)

### **Exercise 4.4 Promoting children's rights**

Show the picture of children campaigning for their rights on page 428. Ask: 'What is happening here? What are the children campaigning about?'

### **Exercise 5.1 Making the tree of life**

Note the error in the chart on page 75. Flowers are gifts that people have given to you. Fruits are gifts that you have given to others.

### **Exercise 5.2 The forest of life**

Step 3: Go into pairs.

### **Exercise 5.3 The storm**

Bring the three peer groups together.

### **Exercise 7.2 Virtue fruit salad**

Simplify the rules so that people do not have to each think of two virtues. The person standing in the middle says: 'Yesterday I practised the virtue of helpfulness when I helped my sister with her homework. Who else has practised the virtue of helpfulness today?' Those who have practised it run around and the person with no place in the circle stands in the middle. They choose a new virtue that they have practised and repeat the sequence above.

Saying our virtue may feel like boasting but virtuous behaviour does not have to be big thing and if we practise our virtues together we can see that it is good to behave this way.

### **Exercise 8.1 Cultivating a 'yes' state of mind**

It is very important that people do not think this exercise means that they should always say 'yes'. We have already learnt about how important it is to say 'no' assertively in certain situations in Session 6. In assertiveness, we are saying 'no' in a way that does not harm the other person and may allow the communication to continue. For example, we might say 'yes, but...' and give alternatives and conditions. In this exercise (8.1) we are saying 'no' in a way that shuts down the communication.

If someone in this exercise is not happy with saying 'yes', find out why; do not reprimand them for refusing to say what their peers are saying.

### **Exercise 8.5 The singing fish**

Invite participants to add to the story, showing Tina having a happy life.

### **Exercise 9.3 Problems with violent punishment**

Add an umbrella to Box 9.1 because children and adults may be traumatized by violent punishment. Watch out for signs of upset.

### **Exercise 10.2 Understanding death**

*Caregivers:* An option is instead of reading out the advice listed in Box 10.c, ask each person to write down one thing that has worked in their house or community to support children when someone dies. Mix all the papers up and read them out one by one, asking people to put up two hands if they think this would work for them, one hand if they are not sure and no hands if they don't think it would work for them. The facilitator should point out and respect that it has worked for the person who suggested it. This helps us to understand that we can support each other and be helped in different ways.

### **Exercise 10.5 Who is there to support us?**

Include people who have died as well as living people, if participants would like.

## **Exercise 11.5 Supporting each other through loss**

Leave out planning questions on page 146 at this point. Use them if you are going to follow up working with the group to support bereaved people.

### **Exercise 11.2 Volcano**

This exercise is about our feelings after someone dies, not about sharing the news of a death. It can also be about anyone feeling angry about anything.

If people choose not to do the volcano exercise, we suggest that you demonstrate it quickly because it is powerful.

Also demonstrate the drawing or acting methods first yourself before participants begin. Keep it very practical to show how it can help us to cope with feelings.

## **SESSION 13 Testing and talking about HIV**

Make sure that everyone has a copy of the counselling guide and refer to it during the session.

### **Exercise 13.4 HIV testing for children**

*Caregivers:* The caregivers may have fears about having an HIV test themselves and talking about it. They may have had difficult experiences with partners. We suggest that you use the same exercise to enable them to think about having a test themselves if they have not done so, share their own fears and experiences and prepare for a possible test. See *Stepping Stones & Stepping Stones Plus*.

You could also show them 'Volcano', the film made by caregivers who attended the *Stepping Stones with Children* workshop.

### **Exercise 13.6 Fears and benefits of telling a child that they have HIV**

You could show the DVD story 'Shall We Tell Him?' filmed by caregivers, with child actors about telling a boy that he has HIV.

### **Exercise 13.8 Providing emotional support after a child learns that you or they have HIV**

Talk about who will support a child who goes to boarding school: for example, a matron or senior woman teacher.

## **Exercise 14.5 Eating well**

People are asked to draw a particular food item, for example, maize (an ingredient of a meal) not the whole meal itself, which may be made up of roast maize with beans, oil and fish. This is because we want to look at how different foods added together make up a balanced meal.

Remember that a cereal like millet and a legume like beans give us the same protein and body building power as meat. Protein is not just found in meat or dairy or egg products.

### **Exercise 14.3 Safety in the house**

Take care to talk about 'people like us', 'we', 'together' 'protecting each other', rather than 'those with HIV and us'. Talk about everyone's responsibility to keep the house safe from all germs so that none of us, including those of us with HIV, get sick.

As the people or puppets visit each room and talk about HIV risks and reasons, ask how they are feeling. They could have red pieces of paper or write in red for very scared, yellow for a bit scared and green for not scared at all.

### **Exercise 15.4 The ideal clinic**

Children in pairs could draw what they would like on pieces of paper and then stick them on the outline of the clinic rooms.

Emphasize that the child is also a partner in health and make sure that they are included in conversations in role plays.

Ask: 'How are children's HIV services improving in our community and district?'

### **Exercise 15.5 Supporting each other when we go to the clinic**

Children and caregivers use statements or role plays to share what they would like to happen at the clinic.

*Children:* Box 15.d is aimed at caregivers but it is also good for children to know what they should expect from their caregivers:

- Before the clinic: caregivers explain that the health providers will help you get well.
- At the clinic: your problem is diagnosed and treated by the health workers.
- After the clinic: you are not asked to do hard work, you are fed, helped to take your medicine and cared for.

Ask: 'What are children's rights in terms of consent? Are they able to say no to health interventions, for example male circumcision?'

### **Exercise 18.1 Exploring drug use**

We will call drugs which treat us when we are sick 'medicines'.

As you talk about each drug ask: 'Do some people of our age use this drug?' Do not ask if they use it personally.

Remind people not to call children 'bad' if they use alcohol or drugs but to say that using alcohol or drugs is a harmful behaviour for children because it makes them sick and affects their brain development.

### **Exercise 18.3 Supporting ourselves in taking control**

In step 1, ask people to choose between a), b) and c). They only need to do one situation.

### **Exercise 23.1 Why do children start having sex?**

*Caregivers:* Divide into separate groups of men and women. Write or draw people with whom their children might experience sex for the first time. Men talk about boys and women about girls. They might also think back to the first time they had sex and why they had sex. How have things changed for their children?

### **Exercise 24.5 Do condoms fit everyone?**

*Caregivers:* The ideas in Box 24.j may be helpful for adults who find that condoms are too big for them. Men come in different sizes but condoms tend to come in one size in many places.

*9-14 year olds:* Make it clear to participants that the ideas in Box 24.j on what to do if outside condoms are too big are not very safe for children. It is safer to delay sex until our bodies and brains are grown and condoms fit well.

### **Exercise 25.1 Our dreams for healthy children**

Ask people to close their eyes and explain as in step 1 and step 2.

Read the questions in step 3 one by one while people keep their eyes closed, to help them imagine their future with children. People stay silent as they imagine the picture in their minds. Leave a space between the questions.

Then ask them to open their eyes and share what they wish about their future vision in pairs. They can draw a picture or make up a song to share with the group.

Do step 4.

### **Exercise 26.4 Where does sexual abuse take place?**

Skip steps 3 and 4.

### **Exercise 29.2 My dream occupation**

Step 4. Read the questions out again one by one, allowing time for people to write or draw their answers on the petals of their flower.

### **Exercise 29.3 A tool to assess occupations**

This tool is an addition to the flower tool. It uses scores from steps 1-7 to help people to compare three different occupations.

	<b>Petal numbers</b>							
<b>Work</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
Trader	2	3	2	2	1	2	1	<b>13</b>
Hairdresser	3	1	1	3	3	3	3	<b>17</b>
Farmer	2	2	3	1	1	1	1	<b>11</b>