

Stepping Stones with Children Questionnaire for 5 - 8s

To be used at baseline, before beginning the workshop



Completed by _____ with the

Girls or Boys (*please tick which*) in the 5-8 year old peer group in

_____ community on _____ 201__

STEPPING STONES WITH CHILDREN



A transformative training for children affected by HIV and their caregivers

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TRANSFORMING THE WAY WE THINK ABOUT HIV

Materials needed:

- enough blindfolds (strips of cloth) for one for each participant;
- one facilitator and two assistants, each with a copy of this document.

Preparation

Decide which assistant will record the girls' answers and which will write down the boys' answers. *They should tick the girls or boys box (above) on their copy of this document.*

For each question the assistant's task is to write down the number of fingers shown by each girl or boy, for example, the list for seven boys might be 4 2 5 4 2 2 3. They should do this silently, then signal to the facilitator when they have finished by raising their hand.

If the number of participants changes, assistants should make a note of this. For example, if a girl feels ill and misses questions 23 to 33, the assistant who is recording the girls' answers should note this on their document.

If a child doesn't understand how to answer, or is too ill to answer, make a note about this and either don't include their answers, or circle their answer each time.

Directions

First, ask each assistant to add up how many girls or boys are present and record the number here:

Number of girls:	Number of boys:
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- 1) Explain *"I am going to ask you 33 questions as a quick way of learning about your lives and beliefs and knowledge. We will ask the same questions after the workshop, to see if your answers have changed. It's a way of trying to find out if the workshop has worked well or not. We are also going to ask the caregivers and older children some questions."*
- 2) Explain that the children won't need to do any reading or writing. They will show their answers using the fingers on their hands.
- 3) Say *"Let me give you an example. I will read a statement, and want you to show me how much you agree or disagree, using the five fingers on one hand."* Show your fingers as you say

*"If you strongly disagree, show 1 finger,
If you disagree, but not strongly, show 2 fingers,
If you're not sure how you feel, show 3 fingers,
If you agree show 4 fingers,
And if you strongly agree show all 5."*

Check if all the children have understood, for example, by showing the fingers from 1 to 5 and asking what each means. Ask everyone to try it out by asking them to respond to statements such as 'Mango is a very delicious fruit' or 'Dancing is more fun than football'. Check that the fingers they are showing match how they feel about the statement.

- 4) Explain that we want to make sure that they cannot see each other's answers, so they can be honest, without fearing what others may think. Discuss and agree on which of these methods they prefer:
 - Each child wears a blindfold, so they cannot see each other;
OR
 - They sit in a large circle, but facing outwards, away from each other. They agree not to turn around to see how many fingers other people are holding up.
- 5) Explain that when they are asked questions about their caregiver they should think of the caregiver who is at the workshop, not any other caregivers they may have.
- 6) Ask the participants either to put on their blindfolds or to sit in the circle. Ask them to sit so that girls are all on one side and boys are all on the other side – this will make it much easier for the assistants to record the answers.
- 7) Read out each question clearly, and ask the children to put their hands up as quickly as they can. Other tips are:
 - Try to keep a fast pace, to keep their attention;
 - Ask everyone to raise their hand for every question;
 - If needed, give clarification, but don't get into discussion;
 - Don't say anything about the answers they are giving;
 - Take a break to play a game, if needed.
- 8) After finishing all the questions thank everyone and do something fun together!
- 9) Collect the assistants' copies of this document, checking that they have **filled in the front panel**, to say whether they were counting girls or boys, and in which community. PASADA will keep this safe, to compare it with the answers the children give when we ask them the same questions again.

Part A: 'agree/disagree' questions

Explain that we will begin by asking how much they agree or disagree with 14 statements, the same as we just practised.

Say: "please be aware, just because I am reading the statements it does not mean that they are 'right' or that I agree with them. Also, there are no 'right' or 'wrong' answers: please just show how you feel about each one."

Remind everyone of how many fingers to show:

Strongly disagree 	Disagree 	Not sure 	Agree 	Strongly agree 
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Questions to read out	List of number of fingers shown e.g. 4 4 3 2 4 1 5 4 3 1 2
1. I can talk to my caregiver about anything.	
2. Adults need to use physical punishment (e.g. to hit children) to train children to behave.	
3. When a friend is upset or angry, it is best to ignore them.	
4. I believe in my dreams for my future.	
5. I do things to reach my dreams for my future.	
6. When things go wrong in my life, there's nothing I can do.	
7. If someone has HIV it's better that they don't know.	
8. I know about puberty and am ready for the changes it brings	
9. I like the staff at the health clinic.	
10. The staff at the clinic want to help me to be healthy.	
11. I feel I belong to my community.	
12. I have people I can rely on to help me.	
13. Girls should go to school as much as boys.	
14. Boys are better at making decisions than girls	

Part B: 'how often' questions

Explain that we will now move on to 15 questions about how often things happen. Explain how many fingers to show for each level of frequency:

Never 	Rarely 	Sometimes 	Often 	Nearly always 
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Check that everyone has understood by using some examples, such as 'I look after my toys very carefully' or 'If I go out to play I get dirty'.

Questions to read out	List of number of fingers shown e.g. 4 4 3 2 4 1 5 4 3 1 2
15. My caregiver punishes me physically, e.g. hits me.	
16. When I behave badly my caregiver discusses what has happened with me.	
17. My caregiver treats me with respect.	
18. I treat my caregiver with respect.	
19. My caregiver shows their love for me.	
20. My caregiver says positive things to me.	
21. If something is worrying me, I talk to my caregiver about it.	
22. I feel good about myself.	
23. Do you go to school?	
24. How often have you been unwell during the last 2 months?	
25. I feel safe in the house where I live.	
26. I feel safe in my school.	
<i>Ask children who do not go to school to keep their hand down, and record here how many do this</i>	
27. I feel safe in my community.	
28. I get bullied by other children.	
29. I get support from people who are not in my family.	

Part C: 'out of 5' questions

Finally we have 4 questions where we ask you to rate something by giving a score from 1 to 5:

1 is very negative 	2 is negative 	3 is OK 	4 is positive 	5 is very positive 
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Check that everyone has understood by giving an example, such as 'Out of 5, how do you rate the last meal you had?' or 'Out of 5, what score do you give today's weather?'

Questions to read out	List of number of fingers shown e.g. 4 4 3 2 4 1 5 4 3 1 2
30. Out of 5, how well does your caregiver listen to you?	
31. Out of 5, how do you rate your relationship with your care giver?	
32. Out of 5, how happy do you generally feel?	
33. Out of 5, how much influence do you think you have on your own life?	

That is the end of the questionnaire! THANK everyone for doing it, and ask if anyone has any questions for you.