

Stepping Stones with Children Questionnaire for 9-14s

To be used at MIDLINE, after Part 1 but before Part 2



Completed by _____ with the

Girls or Boys (*please tick which*) in the 9-14 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 "*We are going to ask you some questions again, as we did before our first session. Some of them are the same as before, and some are new.*"
- 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) If necessary remind them how to do it. 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) Check if they are happy to use the same method as before for privacy (either blindfold or facing outwards).
- 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 20 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	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 like the staff at the health clinic.	
9. The staff at the clinic want to help me to be healthy.	
10. I feel I belong to my community.	
11. I have people I can rely on to help me.	
12. It's OK for a boy or man to beat a girl or woman because she needs to know who is in charge.	
13. When money is scarce, boys should go to school rather than girls.	
14. Men and women should share decisions about how to spend money.	
15. Attending these Stepping Stones with Children sessions will <u>not</u> make any difference to my life.	
16. I feel that the sessions have helped me.	
17. I feel that the sessions have helped my relationship with my caregiver.	
18. I feel that the sessions took too much time.	
19. I would recommend Stepping Stones with Children to other people.	

Part B: 'how often' questions

Explain that we will now move on to some 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 'When I listen to music I stay still' or 'If I have lost something I find it eventually'.

Questions to read out	Number of fingers shown e.g. 4 4 3 2 4 1 5 4 3 1 2
20. My caregiver punishes me physically e.g. hits me.	
21. When I behave badly my caregiver discusses what has happened with me.	
22. My caregiver treats me with respect.	
23. I treat my caregiver with respect.	
24. My caregiver shows their love for me.	
25. My caregiver says positive things to me.	
26. If something is worrying me, I talk to my caregiver about it.	
27. I feel good about myself.	
28. I feel safe in the house where I live.	
29. 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 girls and boys do this.</i>	<i>How many did not put hand up</i>
30. I feel safe in my community.	
31. I get bullied by other children.	
32. I get support from people who are not in my family.	
33. I learned new things in the Stepping Stones with Children sessions.	
34. The sessions were useful to me.	
35. I have talked about the sessions with people who didn't come to them.	

Part C: 'out of 5' questions

Explain that we will now move on to some 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	Number of fingers shown e.g. 4 4 3 2 4 1 5 4 3 1 2
36. Out of 5, how well does your caregiver listen to you?	
37. Out of 5, how do you rate your relationship with your care giver?	
38. Out of 5, how happy do you generally feel?	
39. Out of 5, how much influence do you think you have on your own life?	

Part D: 'yes/no' questions



Explain that this is the last set of questions!

This time there are only three possible answers. Ask participants to use their thumbs to say whether the answer to each statement is 'yes' or 'no' or 'not sure' as follows:

- For 'yes' ➡ Do a 'thumbs up' sign 
- For 'no' ➡ Do a 'thumbs down' sign 
- For 'not sure' ➡ Put your hands in your lap

Ask everyone to practice by using some factual statements such as 'do dogs usually have three legs?' or 'can water turn into something solid?'

The assistants should record how many girls or boys do each action.

Questions to read out	Yes 	No 	Not sure Hands in lap
40. Can HIV be passed from the sweat of someone who has HIV?			
41. Can a woman who has HIV give birth to a baby that does not have HIV?			
42. Does treatment for HIV still work well if someone stops taking it for a while?			

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