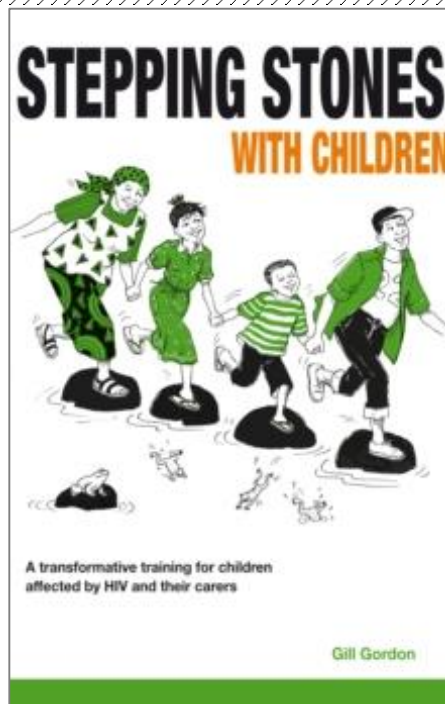


Handouts for *Stepping Stones with Children*



This *Handout for Stepping Stones with Children* is to be used with the *Stepping Stones with Children* training manual published by Practical Action Publishing, 2016.

You can download this handout for free for use with this training manual from the www.stepsstonesfeedback.org website.

On this website there are also many other resources to support you with this training manual and the original *Stepping Stones* training manual.

Stepping Stones and *Stepping Stones Plus* as well as *Stepping Stones with Children* are both programmes created and supported by Salamander Trust, www.salamandertrust.net

Stepping Stones with Children was created by Salamander Trust with PASADA. It was funded by Comic Relief.

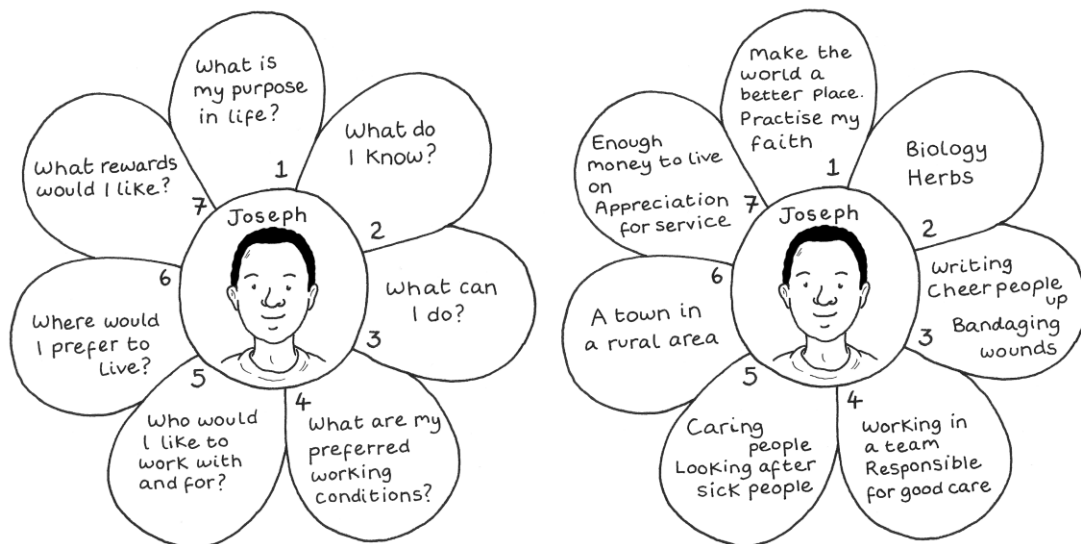
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LIVELIHOODS

1. The world of work and how to prepare for it

- All work is valuable to our society – a farmer is as important as a doctor.
- We should all be able to earn a decent living from our work. Men and women should discuss and share resources in the household so that children can eat well and go to school and women get fair rewards for their work.
- When we all co-operate in work, we can strengthen our achievements, build our economy and earn enough to live a good life.
- As we grow up, we can think about what we like about different sorts of work and what we are good at, using the flower tool. Being positive about work and knowing what we have to offer strengthens our motivation and the interest of employers.



It's good to learn about work that you're interested in. Find out:

- The skills needed to do the work
- How people learned these skills
- Whether adults are passing these skills on to their children
- Opportunities to learn those skills such as vocational training

2. What types of work are harmful to a child's health and development?

It goes on for too long with no rest.

It is not appropriate to the child's age and development, for example, lifting heavy loads of water or firewood over long distances. This can cause permanent damage.

It deprives children of their rights to go to school, play and enjoy leisure and rest.

It involves abusive punishment and no appreciation, payment, love or care.

The working or living environment is dangerous to children’s health and safety. It involves sexual activities and risk of violence, for example, in domestic service.

The story of Kwasi the 'medicine' seller

When his mother died Kwasi was left to look after his two younger sisters. He was 11 years old and wanted to stay in school and keep his sisters in school too. How could he earn enough money for the family? He tried labouring and selling soft drinks but the money was never enough and he hated moving among the traffic, he had seen other children hit by cars. One day a man approached him and said *"Would you like to sell this medicine for me, I will give you 1000 shillings a bag."* The medicine was a white powder, the man said that it cured many diseases. He invited Kwasi to rub a little bit on his gums. It made him feel happy. He didn't know that it was an illegal drug, cocaine. He agreed to sell the medicine.

Questions:

What stories do you know about child labour in your community?

Which types of work are harmful and why?

What are the alternatives? How can we support children to contribute in a way that is safe and builds useful skills?

3. Meeting our immediate and future needs

When people are struggling to get enough to meet their immediate and future needs they may be able to: a) earn more money; b) reduce the amount they use to meet their needs; and c) lower their expectations.

Use the three circles to think about the things you need and want and the benefits they bring.

'Survival circle' contains the things people need, to thrive and grow up into a person with a strong body, heart and mind; for example, food, water, shelter, clothing and education, love and friendship, gentle touch and a sense of safety.

'Feeling good circle' contains the things people need to feel good about themselves, connect with others, make friends and



be accepted as a member of the community. Examples might be a mobile phone, decent clothes, soap and cash to join in events.

'Making progress circle' contains the things that people need to move along the path to a good education, training or setting up a business. For example, things which help them to connect with people; to be accepted by a college or training course; to get a loan or a job or to attract a good husband or wife. This could be a mobile phone, money to travel, books, nice clothes, independence and confidence.

What is the difference between things that companies advertise and want us to buy, and things that will really support a good life?

4. How can we use our resources wisely?

Look for ways to use money wisely. For example:

- Have savings, so we are not forced to borrow money and pay a lot of interest when an emergency happens.
- Save or invest money to help us reach our vision of the future.
- Ask other people for their tips to save money.
- Shop at cheap times and from cheap places.
- Make or buy local snacks rather than buying fizzy drinks and fast food.
- Buy second hand clothes and shoes rather than new ones. Learn to sew and make or alter clothes.
- Borrow and share things with your friends.
- Go for 'good enough' options that save money, such as cheaper phone, or a simpler hair style.

5. Ideas for earning skills, earning money, and supporting each other

- Caregivers teach children to grow food and do household tasks.
- Caregivers train older children as apprentices, after school.
- Children participate in agricultural projects, benefiting from training and produce.
- Caregivers and children organize a revolving savings fund. When it is their turn to receive a lump sum, they use it for school or business expenses.
- Caregivers and children hold fundraising activities to help those among them who struggle most. For example: a concert, a school fair, a play, the sale of healthy snacks to school children, the sale of old clothes, the creation and sale of toys and other items.
- Caregivers and children collect items, such as unwanted uniforms, school books, stationery, and soap, to share with the poorest children among them.