

Child-to-Child and Vulnerable Children

Supporting Vulnerable Children Using the Child-to-Child Approach



Grazyna Bonati

ProVIC/International HIV/AIDS Alliance/Child-to-Child

Introduction

This manual was designed for those who wish to support and work with orphans and vulnerable children using the Child-to-Child approach. The Child-to-Child approach encourages children and young people to play an active role in the promotion of their own well-being as well as that of other children, their families and their communities. In addition, this approach allows children to increase their skills, confidence, self-esteem and to work together increasing their feelings of solidarity with the other children in the group. In turn, this increases their resilience or ability to deal with the difficulties in their lives.

In this manual, we discuss the needs of vulnerable children which are frequently not met. In fact, vulnerable children have the same needs as other children, but they are more likely to not have those needs met, and as a result take risks in trying to meet them themselves. This can make them even more vulnerable, and even put their future at risk.

Children affected by VIH/AIDS often face a whole series of problems and situations, such as:

- The illness and eventually the death of their parents and guardians ;
- Subsequent loss of the support, love and advice of adults;
- Lack of psycho-social support to help them deal with their loss and grief;
- Family changes and sometimes bad experiences in their new family;
- Separation from brothers and sisters;
- Being left responsible for themselves and younger siblings at a young age;
- Loss of their home and inheritance;
- Discrimination, stigmatisation and isolation;
- Lack of food
- Lack of health services, even when they are ill and need them;
- Lack of schooling/education;
- Economic problems
- Physical, sexual and emotional abuse;
- Exploitation and lack of protection.

This manual aims to respond to some of these difficulties in treating the following topics:

- Protection
- Economic support
- Nutrition
- Health care
- Education
- Professional training
- Psychosocial support
- Stigma and discrimination
- Accommodation and care

In accordance with the Child-to-Child methodology, each topic is identified by the children or young people themselves. They then work to deepen their knowledge and understanding of the topic in order to identify possible solutions, which are then examined, planned and applied. The results are evaluated so that future action can be even more successful.

The first chapter shows how to identify priorities with children and young people. For each topic chosen by the young people, there are activities in Chapters 5 to 13 (topics are not organised in order of importance) which help explore the topics in depth. This allows them to find solutions and prepare an action plan (see Chapter 14). Finally, the activities carried out by the young people are evaluated (see Chapter 15).

Participatory methods are used throughout, because they facilitate learning, being based on the young people's own experiences. In addition, they allow children and young people to express themselves, to be listened to and to have their opinions taken into account.

Notes for facilitators:

Learning is more effective if the body and the emotions are also involved. For this reason, we use participatory methods. Here are some suggestions:

- Include games, songs, dances and other fun activities to improve relations with the young people, to allow you to get to know each other better, to relax and to create a pleasant atmosphere.
- Use active learning methods with the group and with individuals.
- Do not concentrate on theory but centre the work on the young peoples' reality.
- Communicate effectively, using a dialogue in which the young people are encouraged to share their emotions, ideas and feelings, in an atmosphere of mutual respect.
- Encourage critical thinking and analytical skills (problem-solving).
- Encourage skills of self-expression
- Encourage the young people to participate at each step as this will help them learn to make good decisions.

In discussion groups, it is important to:

- Let participants express themselves freely, and not influence the discussion.
- Encourage the shier participants to take part.
- Encourage all participants to reflect more deeply.
- Be neutral and not to judge others' views.
- Ensure that discussion and working groups do not contain more than 6 people.

These activities work best with groups of between 24 and 30 young people. Good discussion is difficult in larger groups. The activities work well in clubs, school, support groups, etc. Frequent meetings (once or twice a week) encourage solidarity, friendship and mutual support within the group. In any case, it is advisable not to exclude certain young people and create even more discrimination.

Although this manual was prepared for use with orphans and vulnerable children, it can be used with any group of children or young people between the ages of 8 and 18 years.

Sessions with young people should be interesting and fun. Games make them more lively and entertaining. For this reason a selection of non-competitive games are to be found at the end of this manual.

Before beginning this kind of activity, it is important to prepare yourself well: choose the venue and the times for meetings, but also inform the parents and other key people of the work which you intend to do with the young people and why.

This manual is a reference book which can be consulted as and when necessary, in whole or in part.

The “*Child-to-Child Resource Book*” can be consulted for extra activities and other suggestions.

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Chapter 1: What is Child-to-Child?

Child-to-Child is an approach to health education, which encourages and enables children to actively promote their own health and that of other children, their families and communities. It is based upon co-operation between the health and education sectors and can be used in schools, health centres, churches or youth groups, pre-school and non-formal settings, e.g. scouts, guides, etc. It does not seek to establish itself as a separate programme in competition with other programmes, but prefers to be integrated into already existing programmes, which it can complement and enrich.

The beginnings

Child-to-Child began in 1978, when Professor David Morley and some like-minded colleagues met together to discuss what contribution they could make to child health in honour of the International Year of the Child, in 1979. Infant mortality and other child health statistics show how much needs to be done in this area.

In fact, the origins of Child-to-Child are to be found in a very common situation, seen all over the world: an older child looking after a younger one while the mother is busy elsewhere. In many cases, the older child does a wonderful job, but sometimes there is a problem, e.g. malnutrition or diarrhoea, which the older child does not know how to.

If only we could put the older child in a better position to deal with such problems ... But we have some help at hand, the children themselves with their wonderful energy, natural curiosity, ability and desire to communicate.

Professor David Morley and his colleagues, some of whom worked in the area of health and some in education, decided to start a health education movement, now known as Child-to-Child, which would aim to teach important health messages and skills to those children. The method would be activity-based and child-centred, in line with current theories about good education, and the activities to be acceptable would:

- be related to important health messages;
- concern skills which could be acquired by children and
- be fun for children to do.

Thus the Child-to-Child Trust aims to encourage children to improve and promote their own health and that of their families and communities worldwide.

Child-to-Child has now spread to over 70 countries worldwide and in each case the activities are based on a commitment to certain common principles:

1. Preventive health care is the basis of good health care;
2. All individuals and communities, even in poor conditions can assume responsibility for and make decisions concerning their own health;
3. Good health care relates to the whole person, and therefore relates to mental and emotional as well as physical health

as well as a belief in the power of children and their ability to spread good health messages and practices to their families and communities.

The concept widens

Not only has Child-to-Child spread to more and more countries (over 70 now), but the concept has also widened. It started with individual children providing care for and promoting the health

of their younger brothers and sisters and other children in the community (Child-to-Child), but the children have taken over and have shown themselves to be effective in three other ways:

- * **Children-to-Children:** through their ability as a group to influence other children in the community, especially those with less education and opportunities than they have had, e.g. a group of boys in India put on a puppet show for their friends to teach them about oral rehydration solution or a group of children in Zambia put on a play about AIDS;
- * **Child-with-Family:** through their ability to take important health messages and skills home to their families, e.g. a young girl gives her sister the oral rehydration drink and, at the same time, shows her mother how to do so;

There are two points to be made here. Firstly, only certain messages are appropriate for children to carry home and parents do not always accept messages from them. Culture clearly plays an important role here and it is necessary to consider cultural practices in all this type of work. In such cases, it is far easier for the children as a group to produce a drama or puppet-show for the entire community. It is easier for the community to accept such messages without any conflict with the child arising. This is a very important point. Secondly, the messages are much more effective if they enter the family in several ways at the same time, i.e. if the child is repeating what the mother has already heard at the clinic and the whole family has heard on the radio.

- * **Children-to-Community:** through their ability to impart good health messages and practices to other people in their own communities, e.g. a group of children walk through their community in procession to inform everyone of the forthcoming visit of the vaccination clinic, and then help with the younger children at the clinic.

In fact, many people now see children as partners in the promotion of their own health and that of their families and communities.

"Bag of ideas"

Some people think of Child-to-Child as a bag of ideas from which everyone is free to help themselves. This is true. There is no copyright on Child-to-Child materials and everyone is free to copy, translate and adapt them as they need to.

Child-to-Child materials

The area of health education is a large one and Child-to-Child has tried to respond to demand in the production of materials. So far messages have been selected from seven main areas:

- ***Child growth and development.*** This very important area is often ignored yet child stimulation and development are essential if children are to grow up to fulfil their full potential. The aim of the Child-to-Child materials is to increase awareness of the importance of this area, and to encourage children and others to take an active part in playing with children to stimulate their development (e.g. children make some dolls for their younger brothers and sisters, from scraps of waste materials found near their school).
- ***Nutrition.*** This is another very important area. The aim here is to make children aware of the importance of eating well, what foods they need to eat in order to grow well and how to detect malnutrition in small children. (E.g. the children learn to make Shakir strips, measuring and colouring them, and use them to detect malnutrition in small children.) There is also a sheet on growing vegetables since this essential type of food is often not given sufficient importance in the family diet. Growing and including these in the family diet

together with careful spending can contribute greatly to improving the nutritional status of the whole family.

- ***Personal and community hygiene.*** Here the children learn simple ways of keeping themselves and the community clean to prevent disease. It provides an excellent opportunity for them to get to know their community, its resources and problems, and begin to participate in community life.

A lovely example of community action from a part of Nigeria, where guinea worm is very common, can illustrate how powerful the children's intervention in this area can be. Guinea worm is a very painful and debilitating condition, common in certain parts of Africa and Asia.

The children studied the life of the guinea worm, which has two hosts, human and a type of water flea, to see where they could interrupt its life cycle. They found that there were two possibilities. If no one with guinea worm entered the water hole, no more eggs would be laid in the water and this would break the cycle. At the same time, filtering all drinking water could prevent infection. The water fleas that carry guinea worm are too small to be seen with the naked eye, so a very fine filter will be necessary.

They discussed this with the community and obtained the village chief's support. With the help of some teenagers and the village mason, the children built a wall around the water hole so that no one could walk into it, except down the steps in one corner. However, a rule was established allowing no one to go beyond the last dry step and with the village chief's support this was maintained. The village tailor made filters from fine material for each home and the children taught the villagers how to use them. In this way, the incidence of guinea worm was greatly reduced in the village.

- ***Safety.*** Accidents are a very common cause of child mortality and morbidity in all parts of the world. The main aim of this section is to make children aware of dangers, both for themselves and for others, and realise how they can be avoided. (E.g. the children keep dangerous medicines and poisons out of the reach of smaller children.)
- ***Disability.*** Again a very important section but here the aim is to encourage children to prevent disabilities, to realise what it feels like to be disabled and how they can help integrate children with disabilities into the normal life of the community. (E.g. Salome, who had polio as a baby, was more or less abandoned to play in a corner of her family hut on her own until Friday, another little girl from the same village, discovered her. Friday made her a walking stick and made every effort to include her in all the other children's games. As you can imagine, life has completely changed for Salome!)
- ***Prevention and cure of disease.*** Some very important areas (e.g. diarrhoea and oral rehydration, vaccination, polio, worms, ARI, smoking and AIDS) are covered in this section. The children are shown ways that they can help prevent and cure disease. As regards smoking and other dangerous habits, they are encouraged to think for themselves and gain the confidence to say "no" when pressed to do things they do not want to do.
- ***Helping children in difficult circumstances.*** This section is designed for people working with children who live or work on the street, live in institutions, whose friends or relatives have died or who have experienced wars or other disasters.

Child-to-Child activity sheets

Introductory sheet

1. **CHILD GROWTH AND DEVELOPMENT**
 - Playing with younger children
 - Toys and games for young children
 - Understanding children's feelings
 - Helping children who do not go to school
 - A place to play
 - Playing with babies
 - See how they grow

2. **NUTRITION**
 - Feeding young children: Healthy food
 - Feeding young children: How do we know if they are eating enough?
 - Growing vegetables

3. **PERSONAL AND COMMUNITY HYGIENE**
 - Our teeth
 - Looking after our eyes
 - Children's stools and hygiene
 - Clean, safe water
 - Our neighbourhood

4. **SAFETY**
 - Preventing accidents
 - Road safety
 - First aid

5. **RECOGNISING AND HELPING THE DISABLED**
 - Children with disabilities
 - Helping children who do not see and hear well
 - Children and mental handicap

6. **PREVENTION AND CURE OF DISEASE**
 - Caring for children with diarrhoea
 - Caring for children who are sick
 - Worms
 - Immunisation
 - Polio
 - Coughs, colds, pneumonia
 - Malaria
 - Cholera

7. **SAFE LIFE STYLES**
 - Smoking - Think for yourself
 - Medicines - When and how they can help us
 - AIDS

8. **CHILDREN IN DIFFICULT CIRCUMSTANCES**
 - Children who live and work on the streets
 - Children who live in an institution
 - Helping children whose friends or relatives die
 - Helping children who experience war, disaster or conflicts

Child-to-Child methodology

Over time, a distinct Child-to-Child methodology has developed. It is a methodology which encourages children to work together to find solutions to real-life problems and to apply what they have learnt in school to their lives outside school. The children are also encouraged to care about other children and other members of the community.

Thus it links learning with life and school with the community

Child-to-Child is not just health education but education for life

Six-step problem-solving methodology

Many Child-to-Child activities follow a series of steps, known as the six-step problem-solving methodology (illustrated by the guinea worm example given above). The steps are as follows:

1. ***Choose a topic***: This can be done in a variety of ways but the topic should always concern a real problem in the community. Action is always more effective when this is the case and the children learn better when they are learning about something that they have already experienced.
2. ***Study***: Develop a real understanding of the health concepts and problems involved and find out more about the problem in the community (this usually takes the form of a survey to see how widespread the problem is, causes, etc.).
3. ***Discuss***: Talk over solutions.
4. ***Plan action***: Decide on the best course of action, plan this and learn the necessary skills.
5. ***Act***
6. ***Evaluate*** the effects of the action taken and do better next time. The children examine their results with a view to understanding why they worked well or not so well and how they can do better next time.

This can also be illustrated in the scabies project in Malvani, Bombay. Scabies is a very common problem in Malvani and the children began a project to see if they could reduce the number of cases of scabies in the community.

They began with an investigation in the community to see how many people suffered from scabies and whether or not certain people had it more than others. They then learnt about the disease, its symptoms and treatment at school. They discussed and planned their action. They examined all the children in the school and identified those with scabies so that they could be taken to the health centre for treatment, i.e. a series of baths in a solution of benzyl benzoate. Scabies, however, is very infectious and if the child in a family has scabies, it is very likely that all the children will also have it and should therefore all be treated. The solution needs to dry on the skin.

The final stage is the evaluation, and the children return to see if their action has been effective and whether or not it could be improved. In this case, the number of people with scabies in Malvani was reduced from over 477 to 22 - an excellent result for the children!

These ideas have been applied in many countries around the world and each group has adapted and modified them according to local conditions and needs. In fact, this has always been

encouraged and has led to the greater spread and utility of the ideas, which have been taken up by health workers, teachers, scout and guide leaders, in and out of school, by many non-governmental organisations and by many others.

Brief Summary

- Began in 1978 by David Morley and Hugh Hawes, for the International Year of the Child.
- Now active in about 80 countries.
- Helping children improve their own health and that of their families and communities.

The Challenge: How to ensure that children apply what they learn about health

Good Educational Principles: Child-to-Child follows good educational principles and therefore aims to ensure that all activities are:

- ❖ Active
- ❖ Appropriate
- ❖ Participative
- ❖ Possible
- ❖ Utile
- ❖ Important
- ❖ Interesting
- ❖ Fun

The child becomes an **agent of change**

- ❖ Resolves problems
- ❖ Makes decisions
- ❖ His natural talents are developed
- ❖ Communication skills developed
- ❖ Negotiation skills developed
- ❖ Resistance to peer pressure easier.

In addition, the social attitudes developed encourage democracy and democratic principles.

The six-step, problem-solving methodology (Identification, Study, Discussion, Planning Action, Action and Evaluation) resemble the project cycle:

- ❖ Analysis
- ❖ Planning
- ❖ Action
- ❖ Evaluation

There is also a change in relations between children/young people and adults:

- ❖ Greater respect for young people and their abilities
- ❖ Less hierarchical
- ❖ Facilitation instead of instruction
- ❖ Decision-making and power are shared.

Child Power – Some Examples

The Children Attack Alcoholism - A Story from Zaire, in Africa

Alcoholism is a big problem in many countries of the world and children are very often the innocent victims of this. Parents who get drunk often abuse their children and partners, use scarce resources to buy alcohol instead of food or medicines and provide a very insecure world for children to grow up in.

In a village in Zaire, a young man aged 28 years, died through alcoholic poisoning and this really worried the children of the village. They discussed this with their teacher and wondered what they could do to help stop this terrible problem. They decided to speak to their parents and ask them to stop drinking as they did not want them to die too.

This proved quite effective in that the parents of eight of the children in the class decided to give up alcohol. We do not know the long-term results of this project but it certainly impressed the parents and the children.

The Children Show that Breast-feeding is Best for Babies - A Story from Mexico

In some countries, due to publicity campaigns and poor information, many people prefer to feed their babies with milk substitutes instead of breast-milk which is nature's gift to babies, and the best possible thing for them. It is always clean and of the perfect composition for their needs.

The children in Ajoya, Mexico, were doing a project on diarrhoea and decided to collect information on which children were dying as a result of diarrhoea and dehydration. What they found after quite a large investigation was that four times as many of the children who died from dehydration as a result of diarrhoea were bottle-fed than were breastfed. This was a very worrying result and the children felt that it would be wrong to not inform the whole of Ajoya and the surrounding districts about this. They had an intensive information campaign and gradually more and more children were breastfed in the town.

The Children Eliminate Guinea Worm - A Story from Nigeria

We should like to report on a very interesting example of community action from a part of Nigeria, where guinea worm is very common. It was children who attacked the guinea worm and the example shows how powerful children's intervention can be.

Guinea worm is a very painful and debilitating condition, common in certain parts of Africa and Asia. The children studied the life of the guinea worm, which has two hosts, human and a type of water flea, to see where they could interrupt its life cycle. They found that there were two possibilities. If no-one with guinea worm entered the water hole, no more eggs would be laid in the water and this would break the cycle. At the same time, infection could be prevented by filtering all drinking water. The water fleas that carry guinea worm are too small to be seen with the naked eye, so a very fine filter will be necessary.

They discussed this with the community and obtained the village chief's support. With the help of some teenagers and the village mason, the children built a wall around the water hole so that no-one could walk into it, except down the steps in one corner. However, a rule was established allowing no-one to go beyond the last dry step and with the village chief's support this was maintained. The village tailor made filters from fine material for each home and the children taught the villagers how to use them. In this way, the incidence of guinea worm was greatly reduced in the village.

The Children Tackle Scabies - A Story from Bombay, in India

Malvani is a very poor area in Bombay, and scabies used to be a very common problem there until some children involved in a Child-to-Child project decided to see if they could reduce the number of cases of scabies in their community. Scabies is a very contagious disease caused by a parasite which lives under the skin, making the person with scabies very itchy.

They began with an investigation in the community to see how many people suffered from scabies and if some people had it more than others. They then learnt about the disease, its symptoms and treatment at school. They discussed and planned their action. They examined all the children in the school and identified those with scabies so that they could be taken to the health centre for treatment, i.e. a series of baths in a solution of benzyl benzoate. Scabies, however, is very infectious and if one child in a family has scabies, it is very likely that all the children will also have it and should therefore all be treated. The solution needs to dry on the skin.

After a while, the children checked to see if their action had been effective and whether or not it could be improved. Their results were really excellent in this case. The number of people with scabies in Malvani was reduced from over four hundred to 22 - an excellent result for the children! Well done!

The Children Get Ready for School - A Story from Botswana

A very interesting project started in Botswana some time ago. In this project, each child in the first class in primary school paired up with a pre-school child due to start school the following year and prepared them for school. They taught them how to dress and keep their clothes clean and in good order for school, how to keep themselves clean and tidy and also some of the things that they were learning in school. This proved very effective and the children were at a great advantage when they started school, but also the first class children learnt a lot from the experience and soon mothers were anxious to have their children all study in Child-to-Child schools, as they could see that they did much better in school.

The Theatre Comes to the Camp - A Story from Bangladesh

The camp in this story is a refugee camp, sheltering many Muslims fleeing persecution in Myanmar. There were several camps like these along the border in the Chittagong region of Bangladesh. There were many children in the camps but they were not allowed to go to school in the camps, as the Bangladeshi government really wanted the refugees to go home. However, the children were allowed to receive health education and in fact they would often go from tent to tent passing on what they had learnt to other children and families. Someone had prepared some very good stories to teach them about health and they had learnt a lot from these but they were not sure how to become more effective.

Then someone had an idea. What if they could change these stories into plays and perform them for all the adults in the camp? The adults had almost no entertainment in the camp and would surely enjoy seeing such plays. The stories were really very good and the adults might even listen more to what the children said!

The Children Tackle Dangerous Drivers - A Story from Swaziland

The children in a primary school in the South of Swaziland had been worried for some time because many of their friends had been seriously hurt and some even killed in road accidents outside the school.

They had spent a lot of time learning how to cross the road carefully and safely and the older children helped the younger ones cross to and from school. In addition, all the small children waited until a group had formed with one of the older pupils so that they could all cross together.

Since they had begun taking these precautions, the number of accidents had gone down but there were still some accidents and they realised that the accidents were not the fault of the children but the fault of the drivers who drove too fast past the school, despite the signs on the road indicating that there was a school there. Some of the drivers were even drunk when they drove past and so the children decided to have a campaign to ask the drivers to be more careful. This was only partly successful so the children decided the only thing to do would be to ask the local council to build bumps in front of the school to force the drivers to slow down. The council was not very easy to convince, but finally they agreed and now the children feel much safer. In fact, the number of accidents is lower. Let's hope that it stays that way!

Chapter 2: Working and Communicating with Children

Child-to-Child encourages children to take an active part in the promotion of their own health and that of their families and communities. In order to do so, it is necessary to establish a different kind of relationship with children, one in which they are considered as partners with a responsible and valuable role to play in the community. Their opinions and efforts must be respected and encouraged, so that they can develop the knowledge, skills, awareness and attitudes that will allow them to fulfil this important role.

This is rather different to the traditional role children play in most societies and involves a new way of behaving with children and relating to them. This is not always easy because our behaviour with children is very much dependent on how we were treated as children and society's view of how they should be treated. However, in all the places where children have been allowed this type of initiative and responsibility, they have done as much and even more than was expected of them. The role of adults in encouraging them to participate in action to promote health is an important one and can be considered in four main sections:

1. Establishing a good working relationship with the children;
2. Helping them to learn and develop their potential;
3. Building their self-confidence and self-esteem;
4. Encouraging them to develop a responsible attitude towards others and a sense of community.

All of these are important but the last three all depend on the first.

Establishing a good working relationship with the children. This means a relationship of mutual respect and trust, in which they are considered partners.

Everyone forms relationships according to their own personality. This is natural and indeed it would be insincere to do otherwise. However, our culture and our own experiences as children also influence how we behave with children. If adults treated us as though we were stupid and irresponsible when we were children, this will affect our behaviour and feelings as adults and in turn how we treat others, especially children. It is important to be aware of this and treat children in a way that will make them feel good and confident.

- * Children are people and should be treated as such, even if they are younger and less experienced. We should not treat children as though they know nothing and we know everything. They are not empty vessels, as many adults think.
- * Children are almost always shy with people they do not know well. It takes time and patience to get to know each other and build up a relationship of trust, in which it is easy to communicate and work together. Be patient and encourage the children, but do not push too hard or they will feel uncomfortable. Playing games and enjoying yourselves together often helps to establish a more relaxed atmosphere. **It is very important to create a pleasant atmosphere.**
- * Not all children are the same and so we need to get to know them in order to find the best ways to work with them.
- * Listen to them carefully and let your expression and actions show this. Respect and value their opinions and efforts, their feelings and needs. If they make a mistake point this out tactfully and discuss the situation, but do not just criticise them in a negative or brusque way. This will destroy any relationship that you have built up so far.

- * Be patient and try to understand their needs. Only help them when they need help. If they can do it themselves let them. **They will learn best by doing.**
- * Treating children kindly will achieve far better results than excessive discipline and will build trust, whereas rudeness and unkindness will only make them (like everybody else) withdraw and not want to continue.
- * Try to treat all children equally - having favourites can be very destructive.

Helping them to learn and develop their potential

Children spend most of their time learning and preparing for adult life. Through play and imitating others, they are experimenting all the time and discovering as much as they can about the world. We should encourage them as much as possible.

- * Teaching means "**helping people learn**", so we are only good teachers to the extent that our pupils learn. Knowing a lot is not enough, neither is talking a lot, if no-one can understand what we say. It should be important to us that our students learn and it should also be important to them. But this often depends on our attitude too. Use stimulating and interesting methods, e.g. discussions, problem solving, discovery methods, and not just lectures to help the children learn better and develop their potential and self-esteem.
- * Avoid the top-down approach. Do not treat them as empty vessels into which your job is just to pour information. Always find out what the children know already and base future work on their experience and knowledge. They already know many things and you can also learn from them. We learn from each other.



Children are not empty vessels to be filled with knowledge

- * If the children participate and are active in the learning process, they will learn much better.
- * Do not pretend to know everything. Nobody does! Allow questions and criticism as long as this is done in a friendly and respectful way. This honesty will encourage trust.

- * Children learn through play, not only how to think, but also how to use their muscles, to co-ordinate their movements, to balance, express themselves, socialise, etc. They should be encouraged in this and helped with toys and games.
- Children are naturally curious and we should stimulate this with questions, discussions and activities which help their intellectual development. We should encourage them to discover things for themselves and to learn to think, observe, question and explore. Small children especially need a stimulating and challenging environment. **But all learning can be interesting and fun.**

Building their self-confidence and self-esteem

If children (and indeed adults) are to play an active role in their communities, they need to feel able to do so and feel that they are valuable members of that community. **All education should increase children's feelings of self-confidence and self-esteem.**

- * Use methods and treat the children in a way which encourages them to develop their self-confidence and self-esteem, this will help them feel that they have a valuable contribution to make.
- * Allow them to develop their own ideas and initiative. Encourage them in this. Even if their ideas are not the best possible ideas, they are theirs and it is important that the children feel that they are valued. We should be sincere in this and point out any problems or mistakes but in a friendly and constructive way. Holding discussions also helps them gain experience and confidence in their ability to express themselves.

Encouraging them to develop a responsible attitude towards others and a sense of community. What the children learn should be applicable in everyday life and therefore practical. Based on what they know already, it links their home and community life to what they are learning, whether in school or elsewhere.

- * Make sure that what they learn can be put into practise in the community and now rather than in a few years time when they may no longer remember it.
- * Encourage them to be co-operative, rather than competitive, and to help the children who are a bit slower, for whatever reason.
- Use the information that they bring from their homes and communities as a basis for as much work as possible. This makes it immediately relevant to them and allows them to take what they learn back into their communities, where it may be of use.

*Work with children always needs to be planned very well.
If they are to perform in school, the community or on the radio,
they need to be very well-prepared,
or they will not feel comfortable and the results may be disastrous.*

Qualities of a Good Facilitator¹

- Be a good listener, able to respond to participants' needs and to situations as they arise
- Be sensitive to the needs and emotions of individuals and of groups
- Make all participants feel safe, respected and valued
- Be able to motivate and inspire people
- Be thought-provoking and actively challenge people to think
- Encourage and actively facilitate participation on the part of everyone – bring in quiet people when appropriate, and ask loud and dominant people to keep quiet when necessary.
- Balance structure (some is necessary) with openness to unfolding events
- Provide guidance and leadership as necessary (for example, making sure that the timetable is followed, or adapted appropriately if necessary)
- Keep to time. Be sensitive but directive, as appropriate and necessary. It is important that all the key areas are covered during the workshop. This will only happen if you keep time effectively and move people on when necessary. It will be necessary to finish activities appropriately and move participants on, at various stages. Activity times are given to assist this.
- Keep a sense of the whole workshop in your head and be able to guide participants through it, making links as appropriate
- Appreciate that in any group people are at different starting points. They will engage to different depths and move at different paces
- Grasp the important points from whatever is said and, when appropriate, capture this verbally or on paper
- Be willing and able to manage tensions and conflict if necessary. For example, by clarifying what is and is not appropriate in a particular context, or asking individuals to sort out their differences at another time if necessary
- Ask people to help when appropriate
- Do not be afraid to admit that you do not know something
- Be ready to refer people to suitable sources of help and support
- Be well organised and plan in advance. This includes practical things like getting photocopies done, checking all equipment, having all supporting resources and facilities ready on time, checking the suitability of the venue and arranging appropriate meal/tea times and menus
- Always plan to arrive at the venue ahead of participants, to ensure that the room is ready to start on time and to sort out any problems before the session starts
- Use this Trainer's Manual flexibly and adapt it to fit local circumstances and the needs of this particular group (the dynamics of each group will be different)
- Practice what you preach!

¹ Taken from: Healthlink. Memory Work Trainer's Manual: Supporting families affected by HIV/AIDS

Chapter 3: Organising a Mutual Support Group or Club with Young People

Support groups for vulnerable children

Mutual support groups provide many benefits for people with particular needs, such as those suffering from diseases, e.g. cancer, diabetes, accidents, etc., or who are living in difficult situations, e.g. those living with HIV/AIDS, disabilities, etc. They can also be helpful to vulnerable children who might find them a source of valuable group solidarity, mutual support, friendship, psychosocial support and an opportunity to exchange experiences, concerns and difficulties.

At the same time, members have an opportunity to develop several life-skills, such as problem-solving, taking decisions, communication skills, etc., and to increase their resilience or ability to deal with difficulties in their lives. Thus the benefits for young people of such clubs are varied and enormous, as they provide:

- An opportunity to meet other young people and share experiences and opinions, whether they are in similar or very different situations.
- A space to develop their skills, talents and potential, while learning many things.
- A space where they can follow their own interests and take part in leisure activities.
- An opportunity to increase their self-confidence and self-esteem.
- An opportunity to learn to work in a group with democratic principles.
- Being part of an organised structure which they can alter according to their needs.

A Child-to-Child club or group (see box below) can function as a support group for vulnerable children. In addition to the benefits mentioned above, they can help the children increase their own well-being and that of their families and communities, while increasing their life-skills. Thus in Child-to-Child clubs, these benefits are extended and reinforced.

Before creating a support group, preparations are necessary, including the formation of clear ideas as to:

- The objectives of the group
- The target group
- How to obtain the necessary resources
- The place and times of meetings.

All or only some of the members may be vulnerable, depending on the situation. Although vulnerable children need opportunities to discuss their particular problems and needs together, mixing the group with children who are not considered vulnerable could serve to reduce segregation, discrimination and stigmatisation, and to increase the sympathy and understanding of orphans and vulnerable children within the community.

The objectives of support groups

- Provide mutual assistance to children affected by HIV/AIDS,
- Allow affected children to exchange experiences,
- Allow affected children to exchange advice on how to overcome their difficulties.

Child-to-Child Groups and Clubs

1. A Child-to-Child group is a group of children or young people who meet regularly and work together to improve their own well-being and that of their families and community, using the Child-to-Child approach.
2. The overall objectives (although the members should determine the specific objectives themselves) are the following:
 - To improve the well-being of the children/young people, their families and community ;
 - To increase the self-confidence and self-esteem of the members;
 - The creation of mutual support and solidarity among the members
3. The members determine the composition and activities of the group, but always with the basic aim of working to improve their own well-being.
4. Members have an opportunity to exchange experiences and to discuss the topics which they feel will help them live better. For example, vulnerable children might discuss topics linked to “positive living”, learning to know themselves better and to support each-other. Normally members of Child-to-Child groups develop a strong sense of solidarity with the other members.
5. Generally, the activities of the club depend on the choice and priorities of the members, but should also be amusing. For this reason, they should include lots of games, songs and other play activities.
6. The members are involved in the choice of priorities and the topics for discussion and therefore in the implementation of solutions they propose as they can clearly see their usefulness.
7. Normally, groups contain 16 to 24 members, and the age range should not be much more than about four years. When the age range is greater than this, it is necessary to divide the members into sub-groups for some discussions.

Preparations and prerequisites

- Authorisation from parents or carers for the children to participate. The organisation (NGO or CBO) facilitating the activity needs to obtain parental consent.
- The parents or carers needs to understand the aims and objectives, the place and times of meetings. Relations with the parents or guardians are important as the organisation is going to discuss problems affecting the children with them.
- Ensure that community leaders are well-informed and convinced that the group and activities with the children are useful.
- There must be an adult facilitator for the activities with the young people/children.
- The adult facilitator must sign a contract of confidentiality and child protection.

Characteristics and role of the adult facilitator

The facilitators of Child-to-Child support groups need to be well-trained and interested in working with the target group. They should be older than the children/young people, experienced in applying the Child-to-Child approach and facilitation (especially of children – see qualities of a

good facilitator, page 18). They should be familiar with the problems of vulnerable children, the support available to them locally and what can be done to improve their lives.

The facilitator should like working with children/young people and have a good, general understanding of learning and child development. His/her role is to:

- Conduct the sessions and moderate the discussions.
- Establish links between the children/young people and help them identify opportunities which exist for them.
- Identify children who need counselling or home visits.

Setting up the group

- **Structure and organisation:** it is useful for the group to be organised and to have a structure:
 - ✓ name
 - ✓ some rules so that everyone feels comfortable and safe in the group
- **Target group:** who will be invited to join the group? only vulnerable children or a mixed group with some less vulnerable children too? Age of group members?
- **Venue for group meetings and activities?** The venue needs to be decided and all members should be informed in advance.
- **Who needs to be informed in advance?** Parents, teachers, village elders and community leaders, etc.? Make sure that the leaders are well informed and convinced that the group and its activities with the children are useful.
- **Who will lead the group and organise its activities?** Who will help us and be our partner in this activity?
- **Who will be the members and how will they be chosen?** How many members will there be? Selection needs to be transparent and fair, so define the criteria in advance.
- **Finances and other resources.**

Group activities

- Group activities depend on the objectives and interests of the group.
- Group activities are prepared by the children themselves with support from the facilitator.
- Meetings with similar groups to exchange experiences are to be encouraged, if possible.

Procedure for establishing Child-to-Child support groups:

1. Decide in which communities/districts/zones you wish to work.
2. Decide on the number of children who can participate and their ages. 24 children should be the maximum, and the age range should not be more than 4 years. If there are more children and/or the age range is more than four years, it would be better to divide them into several groups, which adhere to these criteria (i.e. maximum 24 members, maximum age range 4 years).
3. Discuss with key community members (leaders, parents, teachers, religious leaders, etc.) so that they are informed of the activities planned. The facilitator has a certain amount of power here as he/she can choose the communities most willing to support the children's activities.

4. Invite vulnerable children who would like to meet other children and work with them to improve their well-being and that of their families and communities, using the Child-to-Child approach. You can select them on a “first come, first served” basis, or any other basis of selection, as long as the selection is fair and transparent.
5. Organise the first meeting where the specific objectives, composition and operation, meeting place and times, as well as the topics of interest of the group will be decided.
6. Use the method elaborated during the Child-to-Child training and in this manual, making sure that all meetings are fun and enjoyable for the members (otherwise they will disappear).

Evaluation of the group (once it is established)

- ✓ Who chooses the members?
- ✓ Are the members active?
- ✓ Are there activities? What kind?
- ✓ Are there enough fun activities during each meeting of the group?
- ✓ Who runs the club? Does the facilitator allow members to assume increasing responsibilities?
- ✓ Does the group have a good facilitator?
- ✓ Does the club have objectives? Which ones?
- ✓ Does the club have a plan of action?
- ✓ Is there a committee? Who belongs to it? How were the members of the committee chosen?
- ✓ Are there regular meetings?
- ✓ Are there ground-rules?
- ✓ Do the ground-rules protect children from any kind of abuse or mistreatment?
- ✓ Does everyone know what to do if a child is abused or if confidentiality is broken?
- ✓ Does everyone know what to do if someone behaves inappropriately?
- ✓ Are the members loyal to the club and to each other?
- ✓ Do members have opportunities to get to know each other better?
- ✓ Do you have a meeting place?
- ✓ Do members receive any training? What kind?
- ✓ Are the members well-informed of future activities?

Chapter 4: Learning to Solve Problems

The ability to solve problems is very important. It helps us deal with the problems we face in life and as a result to live better. Child-to-Child's six-step problem-solving methodology helps young people learn to solve problems.

In this chapter, we will consider different techniques which can be used to identify the children's priority problems. In the next chapters, we will discuss the main topics in detail so that the children can have the necessary information and understanding to plan and implement action to improve their situations, and finally evaluate that action.

The next exercise will allow us to consider everything that can happen in the life of a vulnerable child during one entire day and all the problems that that child might face.

Exercise 1: A Day or 24 Hours in the Life of an Orphan or Vulnerable Child

If well-conducted, this activity provides a lot of information on the problems and difficulties faced by vulnerable children. The children should be encouraged to be creative and amuse themselves during it.

OBJECTIVES:

1. Give children the opportunity to analyze their situation and that of other children in their village.
2. Get a long and thorough list of the problems children face.
3. Stimulate creativity in the children.
4. Have fun with them.

MATERIALS: Flipchart paper, markers. Other materials may be needed for the role-plays.

TIME: 1½ - 2 hour.

NOTES FOR FACILITATORS

1. If this is the first meeting of the group, it is necessary for everyone to be introduced, and for objectives and ground-rules to be decided.
2. Always ensure that children understand the instructions and help them when necessary in their work.

PROCEDURE:

1. Explain to children that we would like to know more the lives of vulnerable children in their village and we are going to do some role plays with them.
2. Divide the children into groups of six and have each group reflect on a normal 24-hour day of a vulnerable child in their village. This may be their own or someone else's day. What happens during 24 hour? Ask them to think about the good and bad things that can happen during a child's day. Ask them to show a typical day in the role play.
3. In each group, one child will act as the child in question, showing how that child passes their day, whereas the other children of the group will play the roles of the other people he/she encounters during the day: his parents, grandparents, siblings, teachers, etc.
4. Give them 15 minutes to prepare the sketch, then 5 minutes per group to present.
5. After each presentation, discuss with the children the positive and negative aspects revealed by the sketch. Ask them if they have ever experienced similar situations. What are the main problems faced by the child in this role?

6. On a flipchart paper, write the children's problems as revealed by the role play.
7. At the end, ask the children if they have other problems that the games have not revealed and they would like to add to the list. Add new ideas if necessary. Explain that they can always add more ideas later and soon they will choose the most important problem to try to find solutions.
8. Thank the children for their hard work.
9. Arrange the time and place of next meeting with the children, making sure that everyone understands and agrees.

Exercise 2: Choosing a Priority

The previous exercise should have produced a list of problems that we would like to explore with the children in order to find some solutions. Unfortunately, we cannot discuss all the problems at the same time. It is, therefore, useful to classify these problems and deal with them in order of priority, according to their severity and importance.

OBJECTIVES:

- Identify the priority issue for the group

TIME: 30 minutes to one hour

MATERIALS: Flipchart paper, markers or coloured crayons.

PREPARATIONS:

- If you want to use the second method, you must prepare the following table (with the problems that children have mentioned but leaving the second, third and fourth columns empty, for completion with the children) on a large sheet of paper.
- Keep the list compiled during the previous meeting because the work of this exercise is based on that.
- ✓ Post the list in a place where all the children can see it

NOTES FOR FACILITATORS:

- ❖ There are many ways to prioritize and we're going to present some of them here. Please choose the best for your group.
- ❖ Priorities are not always the same and it is important to allow the groups to identify their own priorities. In this way, children will be more motivated to take action and improve their situation.
- ❖ There are many different methods of voting which can be used with the children, many of which can also be very amusing.
- ❖ With young children, secret votes work better because they often tend to copy their friends rather than decide for themselves.

PROCEDURE (Method 1):

1. Remind the children of the work done during the previous session and the list you have prepared together.
2. Explain that you would like to discuss all of the problems identified, but we cannot discuss them all at the same time, so we need to decide in which order.

3. Ask each child to reflect individually and choose the problem that he /she considers to be the priority or the most urgent.
4. Divide them into groups of 5 or 6 children and ask them to discuss among themselves their priorities. Which is the most important problem which should be discussed first?
5. Ask each group to present its priorities and rate them on a flipchart.
6. If the groups agree, the job is done and you can move on to the next chapters to work on the chosen topic.
7. If there is not a clear priority, ask the children to vote individually to find their priority. Count the votes and announce the chosen priority.
8. Thank the children/young people for their participation and organize the next meeting, at which the chosen topic which will be explored using the following chapters. On the basis of these discussions, their priority problem will be investigated, then together we will look for solutions to improve the situation (see Chapter 14).

PROCEDURE (Method 2):

1. Remind the children of the work done during the previous session and the list you have prepared together.
2. Explain that we would like to discuss a maximum of the problems identified but need to decide the order in which you want to.

Example

Problem	Frequency	Seriousness	Importance (Total)
Lack of psychosocial support	++++	++++	8
Lack of health care	+++	+++	6
Lack of food	++++	++++	8
Not well accepted by their carers	+++	++++	7
No money for school fees	++++	++++	8
Physical abuse	+++	+++	6
They have to look after their ill parents	+++	++	5
They have to earn their living	++++	++++	8
Badly paid and overworked	+++	++++	7
Food is too expensive	++++	+++++	9
Poor harvests	++++	++++	8

3. Ask each child to reflect individually and choose the problem that he/she considers to be the priority. To select the priority we need to consider the severity and frequency of the problem (if necessary explain those two words).
4. After they have had enough time to think, show them the table prepared on the flipchart in advance with the problems identified by children and explain that you will complete the table together.

5. For each problem, assign a score between 1 and 5 according to their frequency and severity and then calculate the totals. The problem with the highest total is the first priority for the group.
6. If there is enough time, the children can carry out an investigation (see procedure - method 3 and the next article to learn more about simple investigations with children) with vulnerable children to find out their views on the priority chosen. This can be done before the next meeting when the results will be collected

PROCEDURE (Method 3):

1. Prepare in advance a table on a flipchart paper by listing the problems mentioned by the children in role play (see example below - do not use these examples but the problems cited by your children):

Problems	Priority	Total
Lack of drinking water	√√√√√√√√	9
School fees unpaid	√√√√√√	7
Road accidents	√√√√	5
Malaria	√√√√√√√√	8
Exploitation	√√√√	4
Disease	√√√√√√	6

2. Remind the children of the work done during the previous session and the list prepared by the group.
3. Explain that we would like to discuss a maximum of identified problems but need to decide the order in which to do so.
4. Ask each child to reflect individually and choose the problem that he/she considers to be the priority.
5. Collect ideas by marking a √ on the board.
6. Ask children to make a small survey of five other children (outside the group) to collect their views on the priority among the problems mentioned and collect these ideas at the next meeting.

How to carry out a simple survey with children

Using a survey is a powerful way of helping children to become aware of health issues and involving them actively in learning about them. Children can be involved at every stage: in creating the questions to be asked; in collecting the information; in making charts to show their results and in drawing conclusions from what they have discovered.

To introduce children to the idea of a survey, first carry out surveys of the children themselves. Start with simple questions, for example:

- ❖ Who is right handed?
- ❖ Who is left handed?
- ❖ Which is your favourite fruit?

To record the information, show the children how to make a tally chart. Each child can tick in the box opposite their choice.

Next, it is a good idea to let the children carry out their own survey within the group. It may help to point out that there are four stages to follow when carrying out a survey:

- ❖ What do we want to find out?
- ❖ How are we going to collect the information?
- ❖ How are we going to display the information we have collected?
- ❖ What can we learn from the results of our survey?

Each child can devise a question to ask the rest of the group and prepare a tick record sheet. These can be Yes/No questions such as:

“Have you ever had a cut that needed stitches?”

Yes	√	√	√	√	√	√	√		
No	√	√	√	√					

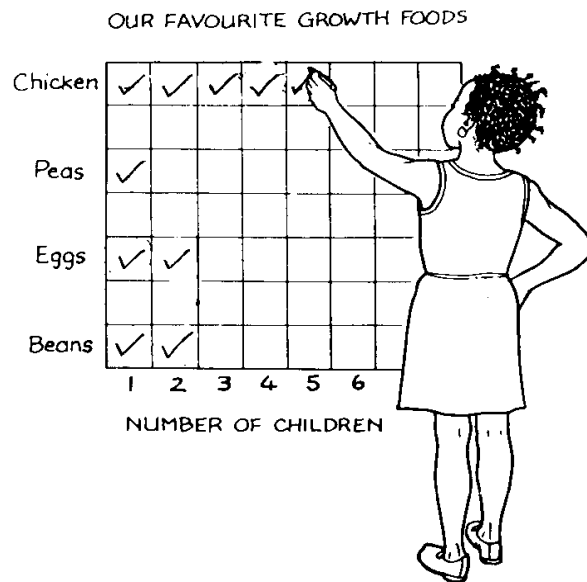
Or are you right or left-handed?

Right-handed	√	√	√	√	√	√	√	√	
Left-handed	√								

Preference questions, such as, “Which food do you like best?”

Oranges	√	√	√				
Mangoes	√	√	√	√	√	√	
Bananas	√	√					
Pineapples	√	√	√	√			

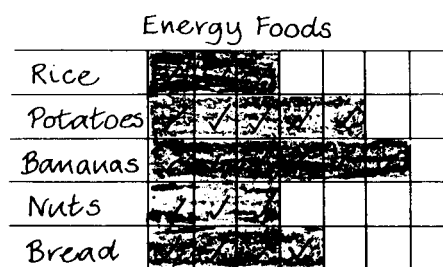
or



or number questions, such as “How many brothers have you?”

0	✓					
1	✓	✓	✓			
2	✓	✓	✓	✓		
3	✓					
4	✓					
5	✓					
6						

After the children have collected their data, ask them to turn it into a chart. The easiest kind of chart is a bar chart. If the tick chart has been made on squared paper then the children only have to colour each square that has been ticked:



Next, challenge the children to make up questions about their chart or write simple sentences about the information they have found, for example:

How many children liked oranges?

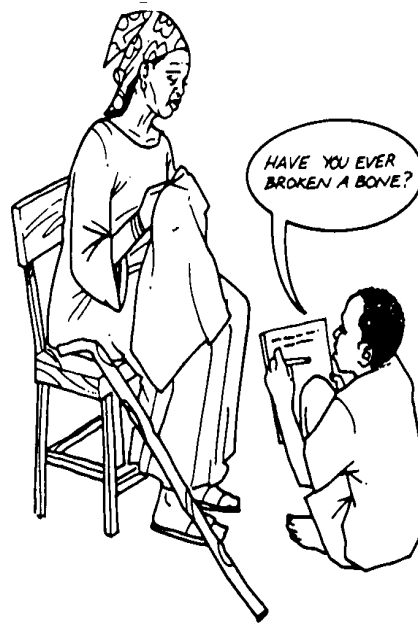
Or

We found that more children have 2 brothers than 3 brothers.

Once the children are familiar with the idea of a simple survey, you can set them the task of carrying out a survey at home or even in the community. Again, involve the children in designing the questions that are to be asked and in preparing a record sheet. Here, for example, are some of the questions a group of children in Kampala, Uganda made up on the topic of accidents:

Which of these accidents has happened to you?

- ❖ Falling off mango tree
- ❖ Fish bone stuck in mouth
- ❖ Dog bite
- ❖ Hot water burn
- ❖ Cut with panga
- ❖ Struck by lightening
- ❖ Electric shock
- ❖ Falling in pit latrine
- ❖ Stepping on hot charcoal
- ❖ Breaking a bone



In addition to accidents, there are a whole range of health topics which we can approach through surveys. For example, we can use them to find out:

- ❖ The water sources people use;
- ❖ Types of latrine in use;
- ❖ Food habits
- ❖ About immunisation...

and much more.

Finally, there are two very important points to remember. A survey must not be seen as a way of prying into the lives of parents or of the community. Tact and care are needed to make sure the information collected is used to convey a health message without hurting feelings or causing embarrassment. The information collected must allow some useful action to be taken. The collecting of health information is just the means to an end. We must remember to ask:

- ❖ What can we learn from our survey?
- ❖ What can we change?
- ❖ What can we improve?

Chapter 5: Protection

The protection of orphans and vulnerable children is very important because these children are often exposed to more risk than other children. Being able to avoid risks protects us, but helps us feel more competent and better about ourselves. In this chapter, we aim to identify the risks that children face and help them learn to avoid them.

Exercise 1: Mapping children's risks

OBJECTIVES:

- ❖ Identify the types of risks children are exposed;
- ❖ Determine where these risks are most important or frequent visits to their environment.
- ❖ Determine if there is a safe place for children and ensure they all know where he is.

TIME: 1 to 1.5 hours

MATERIALS: Flipchart paper, markers or coloured crayons.

NOTES FOR FACILITATORS:

- ❖ The quality of the drawing is immaterial here, it is the quality of information provided on the map. It is important to reassure the participants if they fear not being great artists.
- ❖ If there is enough **TIME**, you can start this exercise with a walk in the area to better assess the situation with the children/youth. In this case, it can be very useful to discuss the situation well while walking.
- ❖ Some of these risks will be risks to adults, but we are particularly interested in risks to children.
- ❖ The risks to children can include The accidents are not intentional as well as intentional acts of violence - we would like to avoid both.
- ❖ Violence against children includes:
 - ✓ Physical abuse such as beatings
 - ✓ Domestic violence
 - ✓ Sexual abuse (sexual harassment, attempted rape, rape, threats of rape)
 - ✓ Harmful traditional practices (female infanticide, abortion of girls, female genital mutilation, murder because of the dowry, "honour killings", early and forced marriage, etc.).
 - ✓ Trafficking and sexual exploitation (including prostitution)
 - ✓ Threats, abusive language, insults
- ❖ Some risks are related to gender, for example, in war zones, girls may be particularly at risk of rape, especially when it becomes a weapon of war.
- ❖ Girls living with disabilities, from minority groups and those with learning difficulties are often particularly vulnerable to sexual violence.
- ❖ It is important not to forget psychological and emotional violence which can do as much damage as physical violence.

PREPARATIONS:

- ❖ Familiarize yourself with the main risks faced by the children in their communities and the particular places where they are most exposed to these risks.
- ❖ Think about how they could be protected and protect themselves against these types of risks, and the type of advocacy campaign to raise awareness that they could organize in their communities. You should not organize it for them, but be prepared to support them in planning their activities.

PROCEDURE:

1. Divide into groups of about 6 people, preferably putting together children from the same district or community as they will have to draw their own neighbourhood. (If there is enough time, you can start with a walk to allow greater awareness of the area.)
2. Explain to them that you would like them to draw a map of their community showing the risks that children run, and the places where they are most at risk.
3. Distinguish between accidents and violence, explaining that they must show examples of both types of risk on their maps. Risks can be intended (for example violence, abuse) or or unintended (accidents).
4. Give a sheet of flipchart paper and markers/pens/coloured pencils to each group and ask them to draw a map of their community and to indicate where they are most exposed, and the type of risk in each case.
5. If they have not given many specific examples of violence on their maps, encourage them to do so by asking what kinds of violence exist in their communities. Keep asking questions until the main risks encountered in the locality have been cited, for example domestic violence, sexual violence, harmful traditional practices, trafficking and sexual exploitation (including prostitution) and crimes against girls and women in situations of armed conflict, if any.
6. Ask them to identify safe places where children can go and feel protected or get help in cases of violence and abuse. Is there someone they trust with whom they can discuss these dangers?
7. Ask each group to present their map and its findings to the whole group.
8. Initiate a discussion of these findings and continue to ask questions: Do all children face the same risks or are there children who are more exposed than others? Discuss the causes of this increased risk, if there are particular groups of children who are most at risk. What are the consequences of such risks? If possible, stick the maps on the walls and leave them there for the rest of the activities.
9. Prepare a list of all the risks mentioned on a flipchart paper.
10. Thank the participants for a job well done and arrange the time and date of next meeting with the children.

Exercise 2: How can we avoid risks?

As long as children are exposed to different types of risks, we must help them recognize and avoid them.

OBJECTIVE:

- Teach children to avoid risks

TIME: 1.5 to 2 hours

MATERIALS: Flipchart paper, markers and pens.

NOTES FOR FACILITATORS:

1. It is easier to treat accidents and violence separately.
2. The solidarity between the participants can often protect them from certain risks, e.g. going home together, especially if boys accompany the girls.
3. It is very important to maintain confidentiality during this exercise, not only of the participants themselves but also of all victims they might mention.

PREPARATIONS:

- ✓ Make sure the maps produced during the previous exercise are visible as this will help participants to remember all the risks they have identified.

PROCEDURE:

1. Divide the participants into groups of about 6 people and ask them to look at the list of risks prepared during the last meeting. Divide the risks on the list among the groups (3 or 4 per group) and ask each group to reflect on ways to avoid the risks identified. Ask the following questions to help their reflection:
 - ❖ With regard to accidents, how can we avoid them?
 - ❖ With regard to violence, ask whether the various types are common where they live.
 - How can we avoid them?
 - Do they think these types of violence are acceptable? Why or why not?
 - How can we support the victim after? In some cases, the victim is blamed but is it fair? Who is to blame?
 - Is there anything we can do to help abusers change their behaviour?
2. When the participants have had enough time to discuss these questions, ask them to join the large group and present their findings.
3. Initiate a general discussion of each risk by asking the groups to share their experiences and suggestions for ways to avoid it.
4. Discuss these findings in detail and identify strategies to protect children, places and possibly people and situations to be avoided.

Exercise 3: Saying “No!”

OBJECTIVES:

- ✓ Enhance the ability to resist pressure to accept unwanted sex or other forms of violence or abuse.
- ✓ Increase confidence and awareness of the right to say "no."
- ✓ Practise saying “no” so that it becomes easier to say it when appropriate.

TIME: 30 to 45 minutes

MATERIALS: none

NOTES FOR FACILITATORS:

- Because of the cultural norms in many communities, children, especially girls, are not aware that they have the right to say "no" and do not have to submit to all of their attackers. In the same vein, many boys believe they must accept offers from a girl to have sex. Boys often feel under pressure to accept sex or the initiate them when they do not want to do so. Indeed, each individual has the right to choose freely whether or not to have sex (or accept any other proposition).
- However, for many girls, having the confidence to say "no" is sometimes really hard, and this exercise, which can also be fun, is actually very useful.
- This exercise may also create greater solidarity between children/young people and ensure that they can provide mutual support and protection for each other should any such threats arise.
- To say "no" can be especially difficult when one is married. Discuss opportunities for married women to say "no" could also be useful for the group.
- Children (male or female) can be encouraged to engage in prostitution to earn a living. It must be possible for them to resist such pressure.
- Consider presenting these role-plays in the community to raise awareness of the risks that children (especially girls and women but also boys) face, and encourage the community to help them resist such situations and violence.

PROCEDURE:

1. Start with a game by asking the participants to form pairs. One person in each pair says "yes, yes, yes ...", while the other says "no, no, no, .. ", for two minutes before changing roles. They can say "yes" or "no" using a facial expression of their choice (e.g. anger, joy, anxiety, uncertainty, etc..). Encourage them to change their expressions in this exciting exercise, but they should seek to make their expressions more and more convincing.
2. Hold a short debriefing by asking them how they found this exercise.
3. Divide into groups of about six people and ask them to think of a situation in which a child is under pressure to have sex when he/she does not want to do so.
4. Ask them to prepare a role play in which the child is able to say "no" and resist the pressure.
5. Give them time to practice saying "no" with increasing vigour and conviction.
6. Let each group present their role play to the larger group.
7. Discuss each case and draw out the lessons.
8. Thank everyone for a job well done and arrange the next meeting, during which their action will be planned and the later evaluated (see Chapters 14 and 15).

The children can:

- Identify the risks to themselves and other children
- Find ways to avoid such risks.
- Warn others of the risks and how to avoid them.
- Protect themselves and others by example on the road to and from school.

Chapter 6: Economic Support

Children with economic difficulties cannot meet their daily needs, e.g. for a good diet, clothing, school fees, safe shelter, etc. They are often forced to take risks to meet their basic needs. The risks they take can also include the risks of contracting diseases such as HIV/AIDS. It is very important to help them become aware of these risks and especially to avoid them.

This chapter can be studied with Chapter 12 on vocational training which aims to reduce the risks children run by providing them with a way to earn a good living.

Exercise 1: The problem tree– Causes and consequences of poverty

This exercise allows participants to study the causes and consequences of problems they face every day. In this case, we analyse a problem that has already been identified, i.e. poverty.

OBJECTIVES:

- ❖ Allow children to analyze the causes and consequences of a problem.
- ❖ Allow a more appropriate resolution of the problem.

TIME: 90 minutes to 2 hour

MATERIALS: Flipchart paper, markers or coloured crayons.

NOTES FOR FACILITATORS:

- ❖ The instructions must be very clear
- ❖ This exercise should be done step by step.
- ❖ It is often easier to write the children's ideas on sticky notes or small pieces of card and then organize them and attach them to the tree. This can produce a clearer result.
- ❖ When seeking solutions to the problem, it is often more effective to address the causes rather than the problems themselves.

PREPARATIONS:

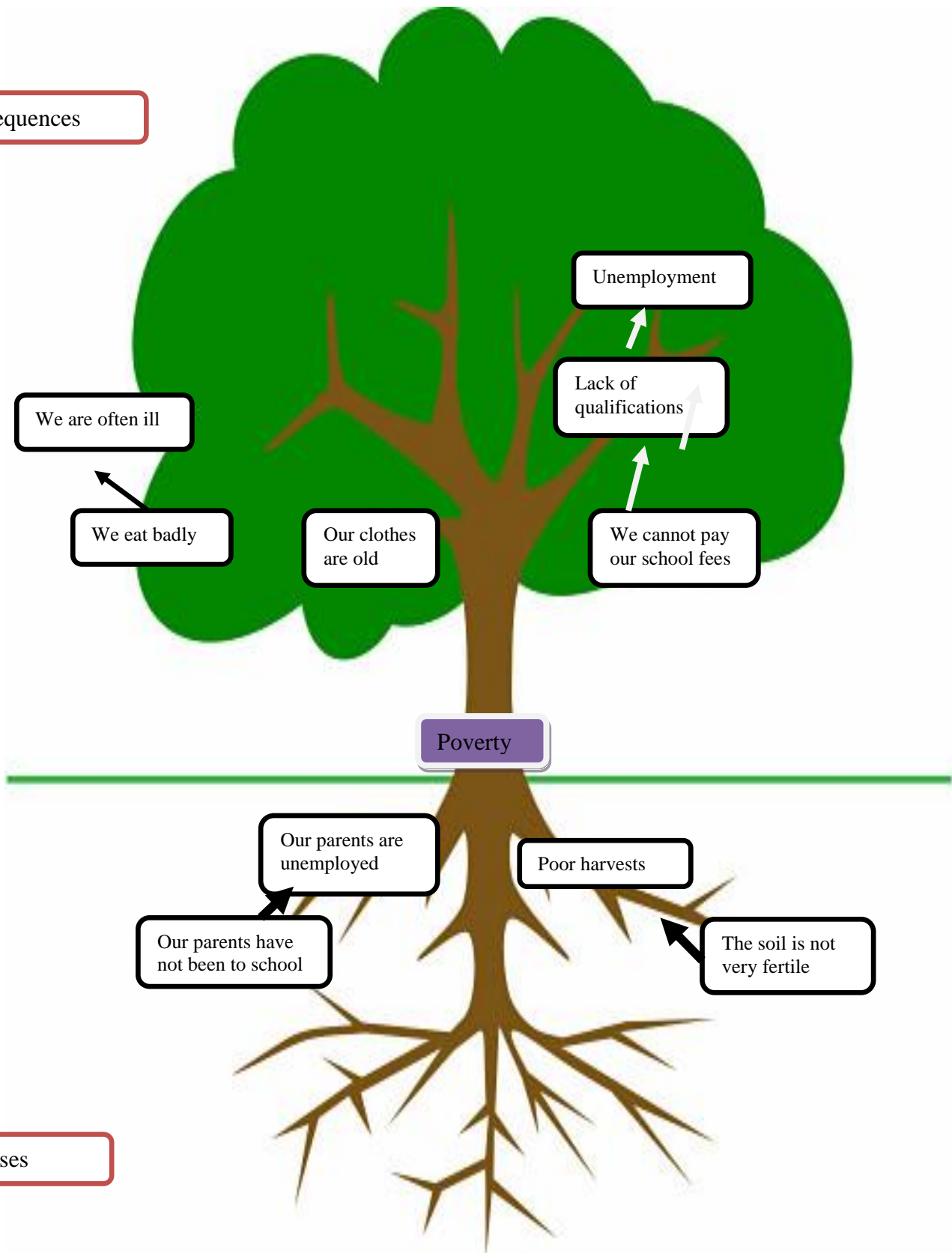
- ❖ Prepare an example of a problem tree on flipchart paper to show the group.

PROCEDURE:

1. Explain that we would like to deepen our knowledge and understanding of the chosen topic, and that we will use the idea of a tree to help us.
2. Show the drawing prepared in advance, and describe the structure of the tree: the trunk represents the problem identified, the roots represent the causes of the problem and the branches represent the consequences or effects of the problem. Explain the whole design to children/young people, especially the causes and consequences. When everything is clear, ask them to complete a tree in groups.
3. Divide the participants into groups of 4 to 6 people and ask for a volunteer from each group to draw a tree on a large sheet of paper. The drawing must show clearly the three main parts of the tree: the trunk, roots and branches.

Problem Tree

Consequences



Causes

Incomplete example

4. Ask someone to write the problem chosen by the children on the trunk. If no one knows how to write in the group, they can agree on the principal symbol of the problem. The symbol must be very clear to everyone. Explain that the group will have to create other symbols. Once everyone understands and is in agreement, ask the volunteer to remain at the centre to write or illustrate the discussions on the drawing of the tree with symbols.
5. Ask the group: "What are the main causes of this problem?" Write the name or decide with them on the symbol to be used in each case. Then place each one in the appropriate place on the roots.
6. Proceed question by question, explaining to children that they can search for secondary causes of a problem by asking, "Why?" For example, if the problem on the trunk shows that the child must work to support his family, asking "why?" When the response is given, ask again "why?" Continue in this way until the group members feel that all the causes have been thoroughly discussed.
7. Ask a volunteer from each group to summarize the work done so far, from the trunk to the smallest roots, so that children are sure that nothing has been forgotten, and that everything is in its place.
8. Explain to the children that they can now consider the effects in the same way. Ask them: "What are the main effects or consequences of this problem?" Write the word down or decide with them on the symbol for each effect or consequence, and place each one separately on the branches.
9. Explain to the children that they can consider the secondary effects of a problem by asking: "what is the effect of this?" Continue this process until all children feel that the effects have been thoroughly discussed.
10. Ask a second volunteer from each group to give an overall description of the group's tree with all its roots and branches. This allows group members to have an overall view of the problems. This also ensures that there will be no confusion between causes and effects.
11. If appropriate, draw a single tree by putting all the causes and effects listed by all the groups on a single tree.
12. When they have finished, initiate a general discussion on the importance of the economic situation for the children's future.
13. Identify and discuss unused resources in the community which could help them live better.
14. Thank the children for their good work and arrange the next meeting during which you will do the next exercise before advancing to Chapter 14 to plan some solutions to improve the situation.

Exercise 2: How can we earn a living?

OBJECTIVES:

- Consider the different ways used by children to meet their needs.
- Find other safer ways for children to meet their needs.

TIME: 1 to 1.5 hour

MATERIALS: Flipchart paper, markers or coloured crayons

NOTES FOR FACILITATORS:

- Be careful not to frighten the children if they do take risks, but gradually help them to understand the risks they take, and seek safer alternatives.

PROCEDURE:

1. Start with a general discussion by asking who normally meets the needs of children, e.g. for food, school fees, clothing. Normally, it is the parents and family who do, but in the case of a child who has no parents or parents who do not look after him, how does the child meet those needs? How does he/she earn money to live and cover their expenses?
2. Divide the children into groups of five or six and have them discuss these questions. Ask them to prepare a list of the most important ways that children use to meet their needs.
3. Ask them to discuss which ways are good and which bad. What are the risks involved in each case? Is there a safer alternative for them? How can they avoid the risks?
4. Ask each group to present its results and have a general discussion on the risks and how to avoid them.
5. Are there any community resources that could be used for vulnerable children and help them to survive or earn a better living?
6. Thank everyone for the work done and arrange the next meeting, during which you will prepare an action plan (see Chapter 14).

The children can:

- Prepare for the future by learning a trade
- Avoid wasting the resources of their families
- Find Income Generating Activities (IGA) that do not interfere with their studies, but help support their family.

Chapter 7: Nutrition

Food is a key factor in good health. We cannot live without eating, and we need good nutrition to grow well, have energy and not get sick. Yet the nutrition of vulnerable children is often inadequate, which can cause disease or poor general health. This unhealthy diet may be due to lack of resources, but also to lack of knowledge of what it takes to good nutrition.

Exercise 1: Eating well

OBJECTIVES:

Help children understand the importance of:

- ❖ good nutrition, and the three main types of food (for energy (sugar/fat), growth (proteins), protection (vitamins, etc.).
- ❖ having a healthy diet;
- ❖ avoiding unhealthy or junk foods (poor quality).

TIME: This is best done in two or more sessions, each two-hour maximum.

MATERIALS: Flipchart paper, markers or coloured crayons.

NOTES FOR FACILITATORS:

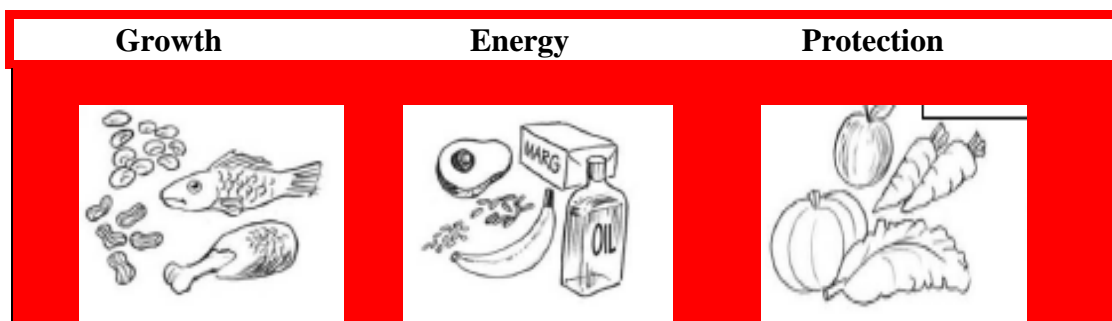
- ❖ We eat for many reasons, but the most important for this exercise are to grow, to have energy, and to protect ourselves from disease. This gives us the main food groups: proteins (for growth and repair), sugars/fats (for energy), vitamins/minerals (for protection):
 - Growth and Repair (protein: beans, peanut butter, soy, caterpillars, eggs, milk, meat, fish, etc.).
 - Energy (sugar/fat, a staple food: rice, flour, pasta, sweet potatoes, peanut butter, maize, cassava, potatoes, bread, cakes, oil, peanut oil, etc.).
 - Protection (vitamins/minerals: fruits, vegetables, milk, eggs, etc.).
- ❖ **Staple foods** are what is eaten most in each location, normally carbohydrates such as rice, pasta, potatoes, sweet potatoes, maize, cassava, etc.
- ❖ Foods do not always belong to a single group, for example, eggs and milk contain almost all types of food, so they are a very good food. **Breast milk contains everything babies need until the age of six months.**
- ❖ Junk food or unhealthy foods are foods that have little nutritional value and may even do harm, for example food with too much salt, sugar, fats or other chemicals. They can fill the stomach but we do not do well (crisps, fizzy drinks, food which is too greasy or too sweet, sweets, industrial products, some preserved foods).
- ❖ Food hygiene is also very important because good foods that are not clean or well prepared can make us sick.
- ❖ You can find lots of suggestions for other activities on food in the "Child-to-Child: Resource Book", for example how to grow vegetables for yourselves.
- ❖ Nutrition is a very important but complicated topic. For this reason, this exercise is made up of three sections, requiring a total of five or six hours.

PREPARATIONS:

- ❖ Prepare the following table on a large sheet of paper where with the children you will list all the foods they mention with their nutritional value and availability, but for the moment only add the headings of the columns (as shown below). You will complete the table with the children at the next session.

Food	Growth	Energy	Protection	Availability

- ❖ Go to the market to see the food of each type (growth, energy, protection) locally available and their relative costs.
- ❖ If possible, ask the children also to go to the market and make a list of all the food they see before the next session, and to bring their lists to the next meeting. If this exercise cannot be done in advance, ask the children to do it after the first session and discuss the food with them to see if all the types of foods are available locally.
- ❖ Prepare a diagram showing the main food groups and examples of each group (see below). If it is difficult to draw or find pictures of these foods, you can write lists, but the drawings are more interesting and more easily assimilated.



PROCEDURE:

1. Explain that we are going to discuss a good diet and the best foods to eat in order to live well and be healthy.
2. Start with a general discussion by asking what the children ate yesterday. Take the table prepared in advance and list all the foods mentioned by the children in the first column. There is no need to ask all children if there are many repetitions. Just be sure that all the foods they have eaten are mentioned and written on the list.
3. When the list is complete ask why we eat. What would happen if we stopped eating? They should give several reasons that you can write on another flipchart paper. Keep asking questions until they have named the three reasons given above – i.e. growth, energy and protection.

4. Explain that eating well is to eat foods that help us grow and repair, that give us energy and protect us against disease.
5. Show the second table prepared in advance and explain the different food groups, giving examples of each group.
6. Take the list of what they ate yesterday and ask them to which group each food on the list belongs. Complete the next three columns with the information they give.
7. Is there anyone who has eaten something from each group yesterday? We have to eat some food from each group in order to stay healthy, grow and be active. This is called a balanced diet.
8. Divide the children into groups of five or six and give a large sheet of paper to each group. Ask them divide the paper into four (with the titles: energy, growth, protection, but leave the fourth section empty for the moment) and draw five or six foods from each food group in the relevant section, still leaving the fourth section empty.
9. Have groups present their drawings and make sure they are all correct.
10. Thank the group and organize the next meeting.
11. If children could not go to the market ahead, ask them to do so before the next meeting and note all the different foods available. They may consider the following questions during their visit: "Is it possible to eat well with food that is in the market? "" What are the most expensive foods? They can also observe how clean the market is. "Which are the cleanest stalls at the market?"

Continuation (second session)

1. Start with the reports on the visit to the market. What have they found? Is it possible to eat well in this town? Did they find foods of all three types? Is it expensive to eat well? What foods are the most expensive? If they want to add some foods to the drawings they did during the last session, let them do so.
2. Remind the children that they left an empty section in their drawings, but do they have an idea of what should go in the fourth section? There is another type of food that is not good for us, because it has little or no nutritional value. This includes candy, chips, fizzy drinks, such as Coca Cola, etc. Give some local examples. Also some foods with too much fat, salt or sugar can be bad for our health. Sometimes these foods are expensive and serve no purpose, so it is best to eat fruit or bread. Who has eaten unhealthy foods or junk food?
3. Have children complete the fourth section of their drawings with drawings of unhealthy foods or junk food. There will also be some local examples that they can add.
4. Display the drawings on the wall if possible and invite everyone out to look at them.
5. Ask if there are other types of food that can harm them. Ask if anyone has had diarrhoea and if they know why they can suffer from diarrhoea. If they do not know, explain that diarrhoea happens when one eats or drinks something dirty with germs. Therefore we must be very careful that our food is clean. How can we ensure that our food and drinks are clean? Explain the issue of food hygiene and what safety precautions must be taken to avoid diseases caused by poor hygiene.
6. Thank the children for all their good work and arrange the next meeting, during which discussions will continue.

Continuation (seasonal calendar)

1. Display the table again and add any foods not listed but seen in the market or mentioned by the children.
2. For each food ask when it is available and complete the fifth column for each of them.
3. Ask if each category of food is available throughout the year and if we can always find some food from each food group throughout the year. Emphasize the need to always eat something from each group.
4. Thank the child for all their good work and arrange the next meeting, during which we will decide what to do to improve the nutrition of the children, with the help of an action plan (see Chapter 14).

The children can:

- Insist on eating a balanced diet
- Educate others about the importance of a balanced diet
- Ensure food hygiene
- Educate others about the importance of food hygiene
- Growing vegetables and greens

The Children Say "No" to Junk Food - A Story from Swaziland, in Africa

This story is about a group of children from Manzini, a town in Swaziland. They had just begun to learn about how they could improve their health but they felt that this was very important and they enjoyed their lessons about nutrition very much. They all knew some malnourished children but were pleased to learn about the good foods that they should eat and about the foods that they should avoid, because they were often expensive but were not very nutritious. They called these foods "junk foods", and unfortunately many people came to sell these to the children in their school yard. Each day, they would be offered frozen ice, fat cakes, coca cola, sweets and other expensive snacks and the vendors made handsome profits in the schools, while the children got thinner.

They discussed what they should be eating with their teachers and were told about fruits and other wholesome snacks, such as nuts, carrots and other vegetables. They decided to tell the people selling snacks in the schoolyard that these were what they wanted and that they would not buy any more junk food. The vendors were a little surprised but they had to change their goods to suit the children, if they wanted to sell them anything more.

Red Rosettes for the Clean Market Stalls - The Children Improve the Market - A Story from Mali

Mali is a huge country in Western Africa and the children in a small town there were studying community hygiene. There were a lot of cases of cholera from time to time, but diarrhoea was a constant problem and killed many small children every year. How could they make their town cleaner and safer for themselves and especially for smaller children?

They visited the market to see how clean that was and they found that it really was not very clean at all. However, as children they did not feel that they could go and ask the stall-holders to improve their hygiene habits. Instead they decided to present the clean stalls with a red rosette which would show everyone that their stall met some basic hygiene standards. Of course, all the other stall holders also wanted a rosette, so gradually they all improved their habits in order to get one too.

Chapter 8: Health and Health Care

Health is fundamental to our well-being, but children are often vulnerable to health problems. In this chapter we seek to identify the most common health problems, so that we can try to find some solutions. The first exercise helps children identify their priorities in terms of health problems.

Health care is also very important to prevent and treat disease. Vulnerable children may often need care but often do not have access to it due to the high costs. Sometimes they do not even know where care may be found. The next exercise will help them locate the care services available.

Exercise 1: Our most frequent diseases

OBJECTIVES:

- ✓ Identify the most common health problems of children in the neighbourhood
- ✓ Organize the problems by priority in order to improve the situation.

TIME: 1½ to 2 hour

MATERIALS: Flipchart paper, markers or coloured crayons.

NOTES FOR FACILITATORS:

- There are many health topics discussed in detail in "The Child to Child Resource Book". If possible get a copy to follow the themes chosen by the children and youth.
- For each topic, try to find some solutions and prepare an action plan (see Chapter 14). Do not forget to evaluate the work of children (see Chapter 15).
- You can discuss the health care services using the next exercise after discussing all the topics chosen by the children.

PROCEDURE:

- ❖ Remind the children/young people that they have chosen health as a priority, but there are many aspects of health and we would like to discuss the topics that interest them most.
- ❖ Divide the children/young people in sub-groups of five or six people and ask each group to prepare a list of five or six health problems faced by children in their neighbourhood.
- ❖ Ask them to choose the two most important issues on their list.
- ❖ When they have finished, ask them to present their priorities to the larger group.
- ❖ Prepare a single priority list and ask the children to vote to determine the order in which you will discuss these issues later.
- ❖ Thank the children for their work and arrange future meetings during which discussions on the topics they have chosen will begin - there are many examples in the "Child-to-Child Resource Book" to help you.

Exercise 2: Mapping (services and activities)²

A map or mapping of services and activities shows where such services and activities (e.g. the services and activities for the prevention of HIV/AIDS, or the services and activities for orphans and vulnerable children) are available within a site or location. It can help plan the work for HIV/AIDS, providing information on who does what, what's missing and who is responsible for planning and coordination. We can also discuss where the most friendly services and care providers (with the young and vulnerable children) can be found.

OBJECTIVES:

- ❖ Identify existing services and activities, and the access that children/young people have to these.
- ❖ Identify who has access to services and activities and who does not.
- ❖ Identify gaps in services and activities.
- ❖ Explore the priorities of children/youth in terms of new services and activities.
- ❖ Explore the knowledge and views of children/young people about the services and activities.

TIME: 1½ to 2 hours, but longer if more discussion is needed.

NOTES FOR FACILITATORS:

- The quality of the drawings does not matter. What interests us is the information in the drawings that can guide us for future programming and improving the current programme.
- Allow children/young people to choose their own limits for the map.
- You can use symbols, pieces of card or other markers to indicate the importance of different services and activities that participants use and which they use most often.

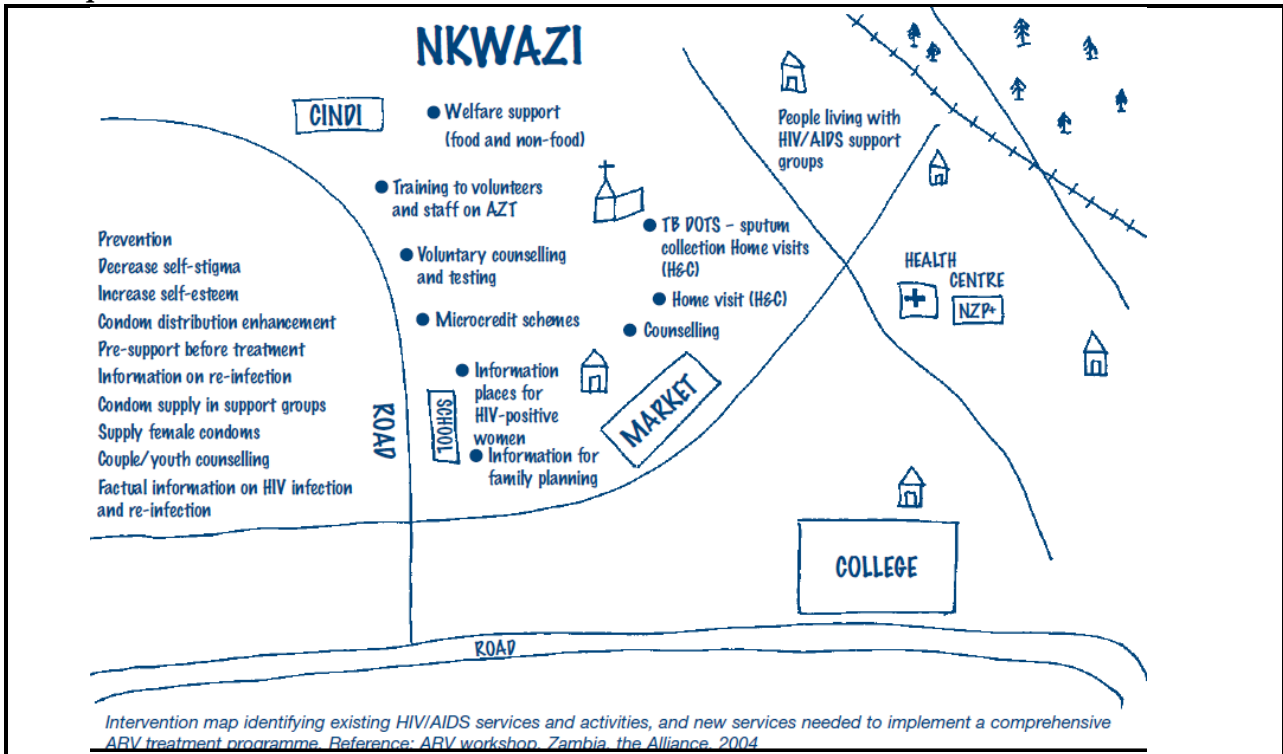
MATERIALS: Flipchart paper (at least one sheet per group), crayons or coloured markers.

PROCEDURE:

1. Explain the purpose of this activity.
2. Draw an example, explaining that they will draw their community, indicating all available services to orphans and vulnerable children. Emphasize that the quality of design does not matter - it is the information that interests us, and services available.
3. Divide the group into subgroups of six participants or less, and give each subgroup flipchart paper markers and pencils or coloured.
4. Ask them to leave a margin on the left side where they can list the services that they require but are not available.
5. As they work, make sure they have understood the task and they are proceeding well. If necessary, give them some suggestions to help them progress.
6. Once they have completed their drawings, ask each group to present their work to the others.

² International HIV/AIDS Alliance. Tools Together Now.

Example



7. Discuss the similarities and differences between the maps (especially those in the same locality), and all the interesting or important aspects shown in the maps. Look for further information, for example:
 - Level of satisfaction and impact observed (quality, distance, opening times, treatment/reception of young people/children)?
 - Whether or not the services cater well for youth and children?
 - General situation of OVCs in the area (including children who do not take part in this exercise)?
 - The unmet needs?
 - Do they have someone with whom they can discuss their concerns (adult, friends, other OVC), especially in matters of health? What do they do when they are ill, worried or unhappy?
8. Continue discussions to obtain all relevant information.
9. Thank the group for their work and organize the next meeting during which you will seek solutions and plan for action (see Chapter 14).

What can children do to promote health in terms of hygiene?
 They can help in the fight against malaria, against acute respiratory infections and many other diseases - see Child-to-Child Resource Book

Chapter 9: Psychosocial Support

All orphaned and vulnerable children need psychosocial support. Some need professional support, but all need love and friendship. They can suffer a lot of pain and grief due to illness or loss of their parents and other family members. They may be sick themselves. They may even have lost their homes and their support. The children can help and support each other in associations of mutual support, but adults and other children can also help and support.

Exercise 1: How can we help and support vulnerable children?

OBJECTIVES:

1. Increase understanding and empathy for children living in difficult circumstances;
2. Encourage support of and sympathy for these children.

TIME: 2 hour

MATERIALS: Flipchart paper, markers or coloured crayons.

NOTES FOR FACILITATORS:

- If all the children in your group are vulnerable children, help them help each other. They probably will not be able to help each other in material terms but may well help each other in terms of friendship, understanding and empathy. The opportunity to discuss their grief, pain and problems is often a relief and if they already begin to talk to each other they can form very effective support networks.
- If the group is mixed, we must be careful not to increase discrimination but consider the support that every child can give to others.
- There are many problems that the child may encounter, for example: living without adults, lack of food, no home, no school, feeling sad and alone, physical and sexual abuse, teasing from other children, fear, overwork, etc.
- Visits from friends, food, help with housework and school homework can all show solidarity and support to children, encouraging them and making them feel happier.
- It is important that all children know how diseases such as HIV/AIDS are transmitted, and that they cannot be infected with HIV by eating, kissing or talking to a person with HIV.
- This discussion can lead to feelings and awaken painful memories in children. It is therefore necessary to pay close attention and realize quickly if any child is troubled. Try to support them and if possible provide them with further support. If possible, include someone in your team who has expertise in psychological counselling for severe cases.
- If a child needs to tell his problems or talk about his life, take the time to listen.
- The "Child-to-Child Resource Book" is available for additional activities in support of children affected by HIV.

PREPARATIONS:

It may be useful to warn the parents, guardians and other caregivers of what you are going to discuss, while asking for their support.

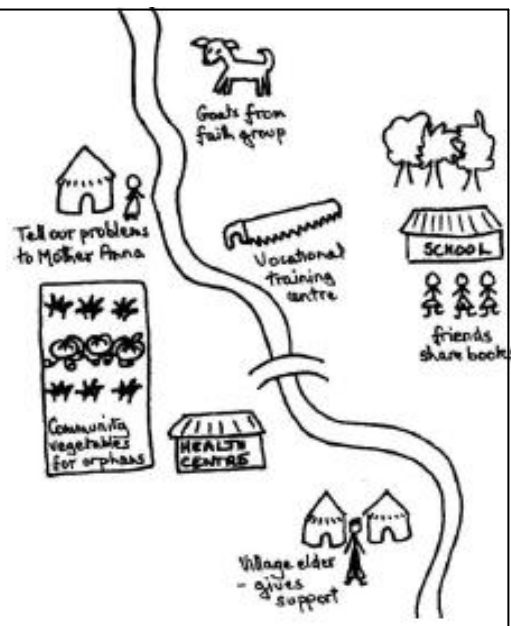
PROCEDURE:

1. Begin by explaining that some children in the neighbourhood have more difficulties than others. Ask them to give some examples. Discuss their ideas. They will probably mention orphans and vulnerable children, the subject of this exercise.
2. Divide the children into groups of five or six and give each group a large sheet of paper, markers or crayons.
3. Ask children to draw a sad child in the middle of the paper and discuss all the problems that children encounter when a family member is ill or has died of HIV/AIDS, the problems that make it as sad as their image. Then ask them to write these around the child on the paper.
4. Ask each group to present its drawing and discuss the results.
5. Ask the children to return to their sub-groups and give them another large sheet of paper and markers or crayons.
6. Ask them to draw another sad child on the second sheet and write around him all we could do to support him/her and make him/her less sad.
7. Ask each group to present their work and discuss their suggestions. Will it be possible to implement? When will they start? Encourage them to identify children who need support and to help them.
8. Are there any resources in the neighbourhood or community that are not currently used but could be used to help vulnerable children? How can we make them available to them?
9. Thank the children and arrange the next meeting, during which you will develop an action plan for children in need (see Chapter 14).

Where can we look for help?

A group of young people in Uganda wanted to find out where they could get some help. They drew a map of their community, indicating all the places where they could get help with problems linked to HIV/AIDS in their families. The children also made a list of other resources and services that they needed:

- Old uniforms
- Pens and books for school
- Soap
- An adult with whom they could discuss their problems
- Some children in the group could discuss their problems either with a trusted adult or close friends in the group.



The children can:

- Identify other children who seem isolated, sad or unhappy and seek to make friends with them.
- Discuss their problems with them and help them find solutions.
- Support children in difficult circumstances at the health centre.
- Insist that the other children are nice to children in need.
- Help children with their homework or housework.

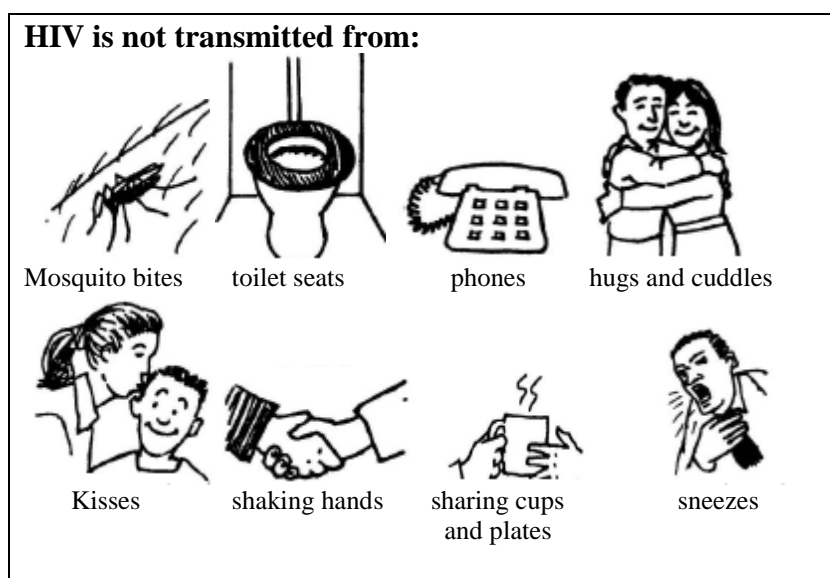
Chapter 10: Stigma and Discrimination

Some children may be isolated, stigmatized and discriminated against for many reasons. Whatever the reason, this makes the child suffer a lot. However, non-discrimination is a human right and a right child, so no child should be discriminated against.

Definitions of stigma and discrimination³

- **Stigma** is an attribute which singles out an individual or a specific group of individuals as different (e.g. ethnicity, religion, economic situation, etc.). They are regarded in a negative and judgmental way because they possess this attribute.
- **Discrimination** is one of the ways in which stigma is shown. It occurs when an person or a group of people is treated unfairly or unjustly on the basis of their belonging, or being perceived to belong, to a particular group. Stigmatised people are often discriminated against in laws, policies and social relations.

The many misconceptions about HIV/AIDS can lead to stigmatization and discrimination against children whose parents are sick or have died of AIDS. Sometimes, it is believed that the child can infect other children simply by talking to them, or that the parents have died because the child has bewitched them. This attitude increases the pain and suffering of the child.



In this chapter we seek to increase the understanding for vulnerable children, to create empathy for them and encourage solidarity and mutual support among them, in order to prevent the exclusion of any child.

³ International HIV/AIDS Alliance. Building Blocks: Africa-Wide Briefing Notes.

Exercise 1: Reducing stigma and discrimination

OBJECTIVES:

- Raise awareness among children of the causes and consequences of stigma and discrimination.
- Encourage children to reduce stigma and discrimination.

TIME: 2 hours (or more if you want for the role-plays)

MATERIALS: Flipchart paper, markers or coloured crayons.

NOTES FOR FACILITATORS:

- It is important that all children know how diseases such as HIV/AIDS are transmitted and that they cannot be infected with HIV by eating, kissing, or talking with someone who is infected. In addition, all children whose parents died of AIDS are not automatically infected.
- This discussion can lead to feelings and awaken painful memories in children. It is therefore necessary to pay close attention and realize quickly if any child is troubled. Try to support them and if possible provide them with further support. If possible, include someone in your team who has expertise in psychological counselling for severe cases.
- Stories can help children understand their own feelings and those of others.
- If a child needs to tell his problems or talk about his life, take the time to listen.
- The "Child-to-Child Resource Book" is available for additional activities in support of children affected by HIV.

PREPARATIONS:

- Prepare a table like the one above on HIV transmission and display it in the room where you are working with the children.

The story of a child who is being excluded

Marie was crying all the way home from school. It was another horrible day. No one spoke to her, except to call her names. Nobody would sit next to her. No one would share their food with her, although she was often hungry. Marie was very unhappy. She wanted to leave school.

Marie's father died last year. Now her mother was ill. At school the other children shouted that her father had died of AIDS and her mother now had an AIDS-related illness.

Marie worked hard taking care of her mother and her little brothers. Her mother still wanted Marie to go to school to get a good job. Marie did not tell her mother how unhappy she was.

Marie wanted the children at school to understand what HIV and AIDS are. Even if her parents had AIDS, that did not mean that Marie also had HIV. The other children should know that they cannot get HIV by sitting next to someone carrying the virus, touching, sharing food with him, or being his friend/girlfriend. Marie would like the other children to be nice to her and be her friends.

1. Read the above story to the children, asking them to pay careful attention.
2. After reading the story, ask children to form subgroups to discuss and answer the following questions:
 - ❖ Why Marie was unhappy?
 - ❖ In what ways did the other children make her feel rejected?
 - ❖ Why do you think the other children were unkind to Marie?
 - ❖ How could Marie's life improved?
3. Ask each subgroup to report its findings and discuss the results.
4. Ask the children if all children in their neighbourhoods are treated in the same way or if some children are treated worse than others. Which children are treated badly and why?
5. Explain the terms **stigma** and **discrimination** and ask if they believe that there is any stigma or discrimination against certain groups of children. What can we do to eliminate discrimination and ensure that all children are treated the same? Remind them that this is a right of the child.
6. Ask the children to return to their sub-groups and to prepare two sets of role plays based on the situation of Marie. In the first, they will show the life of Marie as seen in the story, but in the second role-play they will show a group of children with Marie and teach other children not to discriminate against any children.
7. Present the role plays and discuss the situations and solutions after each one.
8. Thank the children for their good work and move to Chapter 14 to plan action to reduce or eliminate discrimination.

The children can:

- ✓ Identify children who seem to be excluded, seeking to become their friends.
- ✓ Discuss their problems with them and help them seek solutions.
- ✓ Support children in difficult situations when they go to the health centre.
- ✓ Explain their situation to others, including adults.
- ✓ Insist that other children are kind to children in need.

Chapter 11: Education

Although education has a great impact on the future of the child, many vulnerable children are made more vulnerable by the lack of a good education.

Exercise 1: The problem tree - Causes and consequences of poor school performance

This exercise allows participants to study the causes and consequences of problems they face every day. In this case, we analyse a problem that has already been identified, i.e. poor academic performance.

OBJECTIVES:

- ❖ Allow children to analyze the causes and consequences of a problem.
- ❖ Allow a more appropriate resolution of the problem.

TIME: 90 minutes to 2 hour

MATERIALS: Flipchart paper, markers or coloured crayons.

NOTES FOR FACILITATORS:

- ❖ The instructions must be very clear
- ❖ This exercise should be done step by step.
- ❖ It is often easier to write the children's ideas on sticky notes or small pieces of card and then organize them and attach them to the tree. This can produce a clearer result.
- ❖ When seeking solutions to the problem, it is often more effective to address the causes rather than the problems themselves.

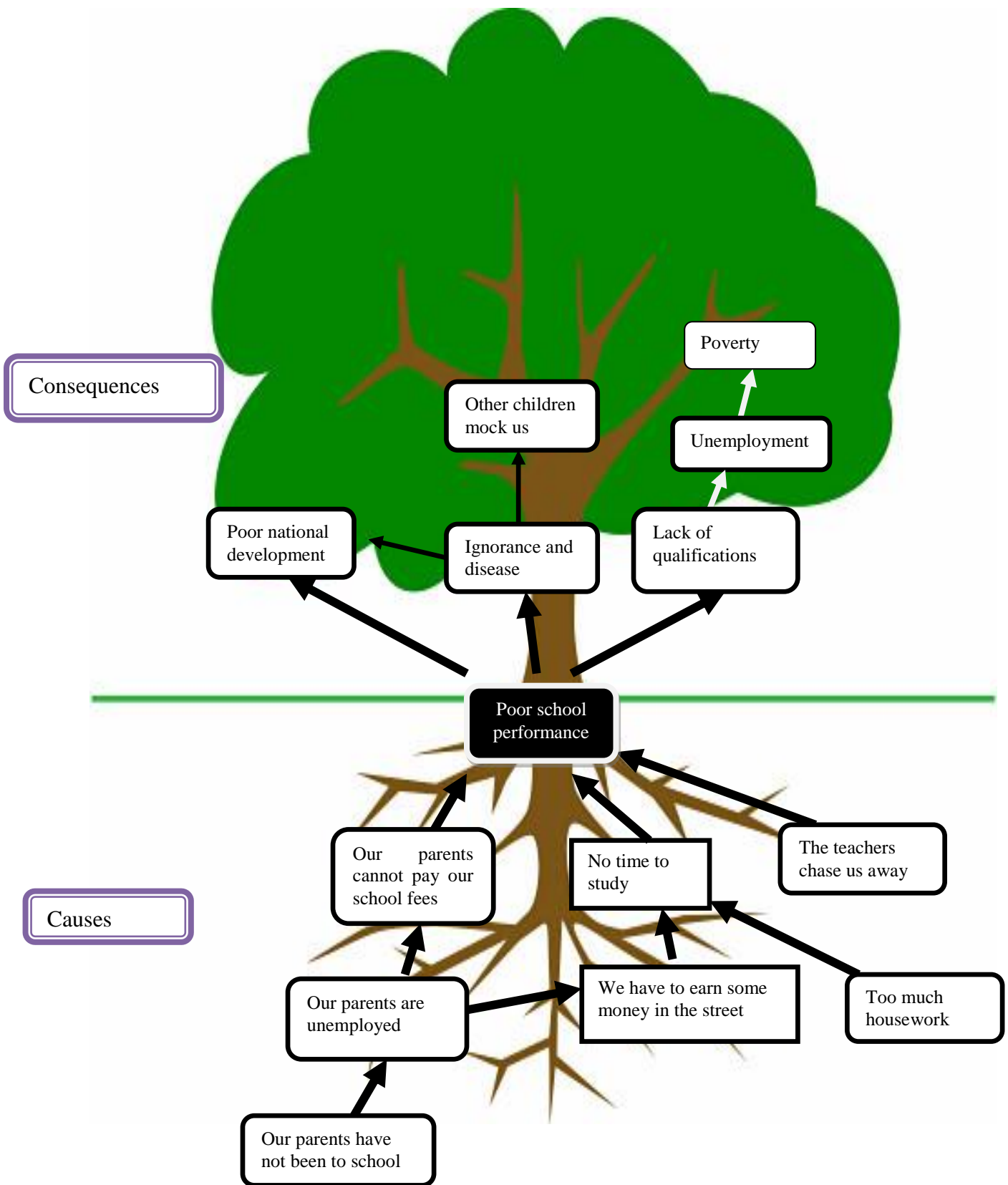
PREPARATIONS:

- ❖ Prepare an example of a problem tree on flipchart paper to show the group.

PROCEDURE:

1. Explain that we would like to deepen our knowledge and understanding of the chosen topic, i.e. poor school performance, and that we will use the idea of a tree to help us.
2. Show the drawing, prepared in advance, and describe the structure of the tree: the trunk represents the problem identified, the roots represent the causes of the problem and the branches represent the consequences or effects of the problem. Explain the whole design to the children/young people, especially the causes and consequences. When everything is clear, ask them to complete a tree in groups.
3. Divide the participants into groups of 4 to 6 people and ask for a volunteer from each group to draw a tree on a large sheet of paper. The drawing must show clearly the three main parts of the tree: the trunk, roots and branches.
4. Ask someone to write the problem chosen by the children on the trunk. If no one knows how to write in the group, they can agree on the principal symbol for the problem. The symbol must be very clear to everyone. Explain that the group will have to create other symbols. Once everyone understands and is in agreement, ask the volunteer to remain at the centre to write or illustrate the discussions on the drawing of the tree with symbols.

Problem Tree



Incomplete Example

4. Ask the group: "What are the main causes of this problem?" Write the name or decide with them on the symbol to be used in each case. Then place each one in the appropriate place on the roots.
5. Proceed, question by question, explaining to the children that they can search for secondary causes of a problem by asking, "Why?" For example, if the problem on the trunk shows that the child must work to support his family, asking "why?" When the response is given, ask again "why?" Continue in this way until the group members feel that all the causes have been thoroughly discussed.
6. Ask a volunteer from each group to summarize the work done so far, from the trunk to the smallest roots, so that children are sure that nothing has been forgotten, and that everything is in its place.
7. Explain to the children that they can now consider the consequences or effects in the same way. Ask them: "What are the main effects or consequences of this problem?" Write the word down or decide with them on the symbol for each effect or consequence, and place each one separately on the branches.
8. Explain to the children that they can consider the secondary effects of a problem by asking: "what is the effect of this?" Continue this process until all children feel that the effects have been thoroughly discussed.
9. Ask a second volunteer from each group to give an overall description of the group's tree with all its roots and branches. This allows group members to have an overall view of the problems. This also ensures that there will be no confusion between causes and effects.
10. If appropriate, draw a single tree for the whole group by putting all the causes and effects listed by all the groups on a single tree.
11. When they have finished, initiate a general discussion on the importance of education for a child's future.
12. Identify and discuss unused resources in the community which could help them study better, if any exist.
13. Thank the children for their good work and arrange the next meeting during which you will advance to Chapter 14 to plan some solutions to improve the situation.

The children can:

- ❖ Identify other children who do not attend school and encourage them to attend.
- ❖ Discuss their problems with them and try to find solutions together.
- ❖ Help with homework.
- ❖ Find books, books, uniforms which they need.

Chapter 12: Vocational Training

Vulnerable children often have no opportunity to reflect on their future, or to prepare for it. It is very useful to give them an opportunity to reflect and perhaps direct them to vocational training that could improve their prospects.

Exercise 1: My future

OBJECTIVES:

1. Allow children to think about their future, especially in terms of work and professions.
2. Seek opportunities to obtain vocational training to improve the children's chance of a better future.

TIME: 2 to 3 hours

MATERIALS: Flipchart paper, markers or coloured pencils.

NOTES FOR FACILITATOR:

- ❖ We must prepare this session well because it can really change the lives of children if there is useful information for their future.

PREPARATIONS:

- ❖ Find out about vocational training (formal and informal) available in the area, and conditions for access.

PROCEDURE:

1. Divide the children/young people into sub-groups of six or less asking them to discuss the work they would like to do when they grow up.
2. How can they go about it? Will they need any qualifications? In this case, how can they get these?
3. Give them enough time to properly discuss the topic.
4. Ask each group to present its findings and have a general discussion in the large group of children's interests and the opportunities that exist.
5. Continue to Chapter 14 to identify actions to increase training opportunities for children/youth.

- Study the document on simple surveys with children following Chapter 3.

PROCEDURE:

1. Start with a discussion of the importance for everyone to have good, safe housing, and ask what makes their homes safe and comfortable. Select a few suggestions from the children. If they have no ideas to start with, give them some examples, such as "the roof does not leak."
2. Divide the children into subgroups of five or six and give each group in a large sheet of paper and crayons.
3. Ask them to draw a house in the middle of the sheet and to indicate around it everything that makes it comfortable and safe for those who live there.
4. When they have finished, ask them to present their drawings to the larger group and discuss it, making sure they have mentioned the most important aspects.
5. Ask them to identify beside each item the number of children in their group who have a home that meets the criteria identified above. (For example, if the group includes six children, three of which have roofs that do not let water, we write 3/6 next to this criterion).
6. Show the first table, explaining that the smoke from the kitchen can be harmful, especially to young children. It is important to ventilate the house to avoid having too much smoke. In addition, adequate ventilation can kill germs and protect against certain diseases. Do a survey to ensure that people protect themselves from too much smoke and certain diseases through proper ventilation.
7. Ask each child if his/her house is well-ventilated or not, and indicate the answer on the table with a tick.
8. When everyone has replied, ask the children to calculate the totals and write these on the table.
9. Make sure everyone understands and ask the children if they want to do a small survey in their neighbourhood. If so, they can ask the same thing to six children and record their answers in a table like this one? They can of course explain the importance of good ventilation to other children too.
10. If they do not have an exercise book, give them the A4 or A5 paper and ask them to prepare a similar table but with six columns for responses, that is to say 8 columns with the titles and totals, instead of the 22 you prepared. They must be careful not to ask all the same children. Each child must reply only once, so they must always check that the child they are questioning has not already answered someone else.
11. Tell the children that you will discuss the answers they have collected at the next meeting.
12. Do the same with the second table, explaining that it is good to sleep in a clean and comfortable place. How is their bed? Do they sleep on the floor on a carpet or a mattress? Do they have covers or not? Complete the table in the same way and discuss the importance of cleanliness to prevent certain diseases. Are their covers clean?
13. Ask them to prepare another table so that they can ask about their sleeping place to the same children, i.e. the same six children with whom they discussed the ventilation of their homes.
14. Explain that they will also discuss the answers they collect at the next meeting and prepare an action plan to improve the situation.

15. Thank the children and arrange the next meeting.
16. Start the next meeting by discussing the results of these investigations. Collect their totals and calculate the total for each table. This information can be useful for the action plan.
17. Continue with Exercise 2 before proceeding to Chapter 14 to plan the action

Exercise 2: My friends and my support (Social network)

OBJECTIVES:

- ❖ Help children to think about their friends and the supports in life.
- ❖ Ensure that the children have a trusted adult with whom they can discuss their concerns.

TIME: 1 hour

MATERIALS: Flipchart paper, A4 or similar (enough to give each child a sheet), markers/pens or crayons.

NOTES FOR FACILITATORS:

- ❖ If the children do not have a trusted adult, encourage them to cultivate such a relationship with at least one person, or more if possible.

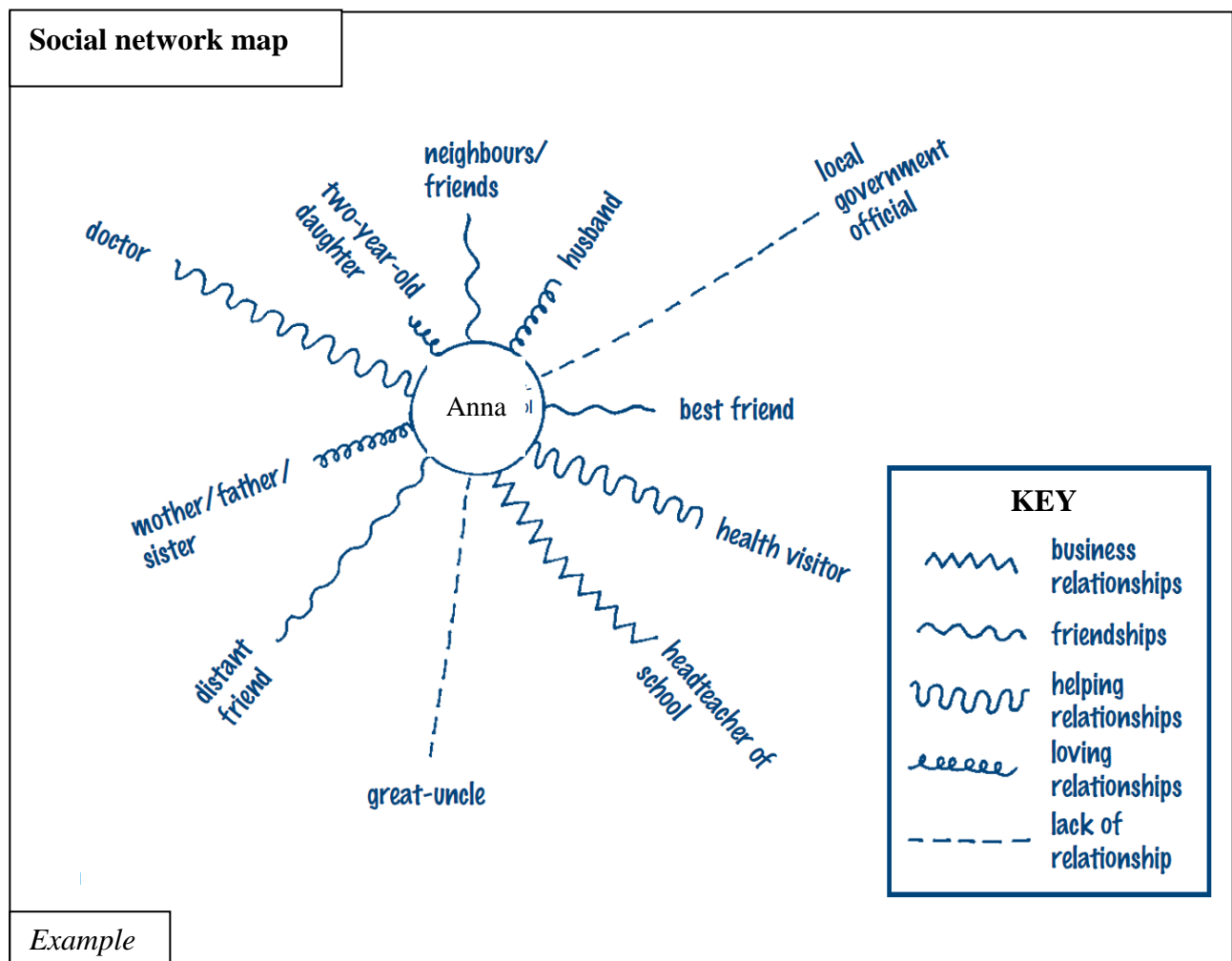
PREPARATIONS:

- ❖ Prepare an example of a social network chart as shown below on a large sheet of paper to show the children.
- ❖ The children can use colours to make their drawings more interesting and perhaps informative.
- ❖ Observe their drawings when they are displayed and while the children are working to see if each child does have someone with whom he/she feels comfortable.

PROCEDURE:

1. Explain that everyone needs friends and supports in life and that during this session we are going to think about and discuss some of these relationships.
2. We will work individually because each one has different relationships.
3. We will draw a kind of chart to show our social networks. This requires thinking about all the people we know well, that is to say the people with whom we have most to do, and if we are close to this person or not really.
4. Show the example you have prepared in advance and explain that they should draw a circle in the middle of the sheet of paper (which represents themselves) and then write the names of all the people they want to mention around the circle.
5. Explain that one can have different relationships with different people and it is precisely the type of relationship we want to show in this drawing. For people with whom we have no relationship, we use a dotted line for those with the closest relations are using a loop line (see diagram below), and so on. The shorter the line, the closer the link.

6. Encourage the children to make their diagrams as complete as possible and include all the people who are important to them.
7. When they have finished, ask them if they want to share and discuss their drawings and ideas in small groups. If they would like to do so, give them 10 minutes for this discussion and then invite the children to return to the large group to share ideas.
8. Repeat that it is important for everyone to have people with whom to discuss their problems and other life events and that it is important to find the time to talk to our friends and other people we help to live.
9. There may be children in their neighbourhood who have no friends or people who can help them when they have problems. Do they know of children who are alone in this? What can we do to help?
10. Thank the children for their work and arrange the next meeting when they will discuss the action plan (see Chapter 14).



Chapter 14: Planning Action

Once a problem has been identified and well understood, we must seek solutions and implement them. In this exercise, we hope to find some solutions to the problems identified by the children/young people and plan their implementation.

OBJECTIVES:

- ❖ Give children/young people the opportunity to learn how to find and plan solutions to their problems, or at least improve the situation.

TIME: This can vary depending on the problem in question, but will usually take at least an hour and a half, and often much more. In any case, the time dedicated to planning is time well spent.

MATERIALS: Flipchart paper, markers or coloured pencils.

NOTES FOR FACILITATORS:

- It is not always possible to solve problems, but we can almost always improve the situation.
- This is done in several steps: collection of possible solutions, sorting, and then planning actions chosen.
- Focus on actions that children/young people can carry out themselves, or with the support of others with whom they have contact. They should not consider what others can do for them (we cannot always rely on others!).
- Always be realistic and practical in finding feasible solutions.
- Support the children/young people in this job, where needed.

PREPARATIONS: A copy of the table on the next page on a flipchart.

PROCEDURE:

1. Remind children of the priority they chose and what they have learnt about it.
2. Ask what they can do to improve the situation and write all their suggestions on a flipchart.
3. Once the list is complete, discuss with them to reduce this list of the three or four most likely and most useful suggestions. Insist on things which they can do or can do together. They can also discuss in small groups. Subgroups must agree on what to retain in the end.
4. Show the table prepared in advance and explain that it should be completed by the group in planning out the actions they have chosen.
5. In the first column, write three or four actions they have chosen, and then systematically fill in each row (from left to right) before progressing to the next line.
6. Explain that you will monitor their progress; discuss it regularly with them to see the results and how to improve them.
7. Work with the children to prepare them for the actions that require preparation, especially role plays, surveys or advocacy.
8. Praise the children for the work done and arrange the next meeting, during which you will discuss the progress of the plan and results (see Chapter 15).

What we will do (Action)	Why ⁴ (Objective)	How ⁵ (Strategy)	Target group ⁶	Who will do it and with whose help? ⁷ (Responsible)	When	Where	What do we need ? ⁸ (Resources)

⁴ For every action, there must be a clear and precise objective so that they understand why they are undertaking this action and what they hope to achieve. This is also useful for evaluation.

⁵ How will they take action? Here, the precise details are very helpful.

⁶ Who is the activity for? For example, when you do a role play, who will be the audience?

⁷ It is important to choose a person responsible for each action to avoid the risk that everyone is responsible, which often means nobody.

⁸ It is important to identify all the resources needed for the actions planned and to ensure their availability. This aspect must be a full part in the planning process.

Chapter 15: Evaluating the Results

Evaluating our work is normal, and doing so will accustom the children to do this in order to help them continuously improve their efforts and understand any failures.

OBJECTIVES:

- ❖ Get to know the results obtained by the children;
- ❖ Teach children to evaluate their actions in order to improve their efforts.

TIME: 1 to 1.5 hours

MATERIALS: Flipchart paper, markers or coloured pencils.

NOTES FOR FACILITATOR:

- ❖ Give children time to implement at least part of their plan of action prior to this exercise. However, it is very important to do it before the finish in order to allow for adjustments if necessary.
- ❖ The use of role play allows us to see how the action has been implemented and explain the reactions.

PROCEDURE:

1. Check with the children that they were able to implement at least part of their plan and that they are ready to discuss it.
2. Explain that we would like to see their progress so that we can deal with any difficulties they have encountered.
3. Divide them into groups (depending on the working groups if appropriate) and ask each group to prepare a report on the work already done and the results obtained. They can also show aspects of their work through role-play if they want, but give a maximum of 5 minutes to each group to present (including role play), in this case.
4. When they have completed their reports, ask each group to present.
5. Initiate a discussion of the reports and have them discuss in each case whether something could be done differently to improve their performance.
6. Make sure the children are in agreement with the proposed changes and adjust the action plan incorporating the changes accepted by children.
7. Congratulate the children on the results already achieved and encourage them to continue their good work.
8. Arrange the next meeting.

Chapter 16: Co-operative, or Non-competitive, Games⁹

In co-operative, or non-competitive, games, there are no winners and no losers, and no-one should feel excluded¹⁰. They are fun and create a feeling of togetherness, so that many group activities become easier, especially once the group has been playing such games for some time. They help children (and adults) acquire social skills, confidence, concentration, communication and co-operation, as well as the academic subjects included in school. Thus they help develop the whole person and not just the intellect. They can also be refreshing after long, strenuous sessions in class.

Not all children will want to participate in every game and they should not be obliged to do so. If they sit out one game, they very often want to play the next. The teacher/trainer/ facilitator should always participate for maximum effect, and not just explain the game. These games should help create a pleasant, friendly atmosphere in the classroom and I hope that you enjoy them all.

Animal Parade

The game starts with everyone sitting in a circle on chairs and one person standing outside the circle – this is the parade leader, who begins making an animal noise and movements, and starts walking around the circle behind the group.

The parade leader (only) taps the shoulder of people sitting in the chairs at random, and they come up and join the parade, making the same noise and actions.

When the leader decides, everyone finds a seat and sits down, but they must move around the circle until they find an empty seat. The last one to find a seat begins the next round as parade leader, choosing a new animal.

Bubbles

Everyone finds a partner and holds hands. Use all the space you can. Imagine you are bubbles floating in the sky, and walk very slowly and gently around the room. When you bump or brush against another couple, your bubble *pops* and you swap partners. This is not a race.

*** A getting-to-know-you game. If being used as an introductory game, encourage people to talk to each other as they walk around.**

Buzz

Players sit or stand in a circle and count off, except the word "buzz" is substituted for the number seven, any number containing seven or any multiple of seven. Thus, seven is "buzz," seventeen is "buzz," twenty-one is "buzz," and seventy is "buzz." Players count as fast as they can, but each time a mistake is made, they must start again.

By the Numbers

The first step is to find two volunteers. Ask them to go out of the room and decide on a conflict situation. Then they are to come back into the room and act out the situation using gestures and numbers only. For example one may say questioningly "One... two three four... five six seven!"

⁹ Many although not all of these games have been adapted from "*Co-operative Games: Activities for a Peaceful World*" by Clive Baulch, Judith Holland, Maggie Freake, Mildred Mashedor, published by the Peace Pledge Union, and others.

while the other replies emphatically, "Eight nine ten eleven twelve!!!" etc. Judging from their body language and vocal intonation, the group must guess the subject or the conflict.

Car and Driver

Ask everyone to stand and move the chairs against the wall. Divide into pairs. Explain that one participant in each pair will be the car and the other person will be the driver. The car doesn't know where it is going so cars put one of their hands over their eyes and extend the other hand out in front of them to serve as a bumper. The drivers are to stand behind the cars and place their hands on the shoulders of the cars. The drivers are to guide the cars around the room and avoid any collisions. After a few minutes, ask the cars and drivers to exchange places.

(This L&L is an experience in trust and leadership. If you are doing this exercise in a Training for Trainers, you may debrief the exercise. Ask the drivers how it felt to be a leader and did they feel any responsibility for the cars who were participants? Then ask the cars how it felt to be a participant and trust their leaders to keep them safe?)

* A trust game.

Chairs

Chairs are arranged in a circle, facing outwards, with the same number of chairs as players. One person stands up and runs round the circle trying to find an empty chair but the remaining players must move round to fill the empty chair on their left as soon as it becomes vacant. The unseated player rushes faster and faster to get a seat.

* A hectic, fun and energising game, that gets everyone moving.

Control Tower

Players form pairs, and each pair decides who is to be the *plane* and who the *control tower*. Make a runway of two rows of chairs and place obstacles along the route. The *plane* is blind-folded and the *control tower* verbally guides it along the runway and around all the obstacles in its path to a safe landing. If successful, or if the plane crashes, the roles are reversed.

* **Instructions, listening. Success builds trust.**

Cooperative Musical Chair

That's right, Musical Chair! We all know the game of musical chairs but this is different. This is a cooperative game. The rule is that the game ends if there is one person that can't find a seat. Chairs are arranged in the centre of the room, back to back, facing outward. The participants march around the chairs and when the music stops, everyone must find a place to sit. One chair is removed each time the music is played. Of course, people will need to find ways to sit on each others laps, shoulders, etc. You may not get down to one chair, but ending up with four chairs is quite an achievement.

Do you love me, honey?

Sit in a circle. Starting with the person on leader's left or right, the leader asks: '*Do you love me, honey?*' That person responds: '*I love you honey, but I just can't smile.*' The first person then attempts to make the second person smile. This can be by making a funny face, or perhaps telling a joke, or tickling. It is up to the leader to choose what will be allowed or disallowed in the round. This continues around the circle until the first person asked: '*Do you love me honey?*' is made to smile.

- **Concentration, silence, fun, memory.**

Dragons

Get into teams of six to eight and find some space for each group. Each team lines up and each person holds the waist of the person in front. These are the *dragons* - young and playful - and just like puppies, they are always chasing their tails. The *head* of the dragon must try to touch the

tail, but everyone in between must try to prevent that from happening and protect the tail by jiggling and twisting about. When the *head* has managed to catch the *tail*, they can change places.

* **An energising tag game. Great fun.**

Elephant and palm tree

Begin with everyone standing in a circle. One person stands in the middle and points to someone in the circle, saying *elephant* or *palm tree*. To make an elephant, the person pointed to leans forward, clasping his/her hands to make a *trunk*. The person on the left makes the elephant's left ear by holding up their left arm and touching the top of their head with their left hand. The person on the right of the *elephant trunk* does the same with their right arm to form the right ear. To make the *palm tree*, the person pointed to stand with arms straight up (the trunk). Those on each side hold up their outside arms, hands drooping, to make the *fronds*.

When the elephants and palm trees become well known, we can add some more challenging items, e.g. When 'cow' is called, the middle person holds arms in front and interweaves fingers together with palms facing self [point fingers of one hand at fingers of second hand; keep fingers straight and slide together like plugging an appliance into a wall socket]. Then turn palms out, which leaves thumbs hanging down separately. Person on each side grabs a thumb and milks the cow.

We can also add jelly. When 'jelly' is called, each side person holds arms out like a bowl [like the elephant ear lying flat] and the middle person wiggles like jelly!

* **Fun and concentration.**

Earthquake

Ask the participants to divide into groups of threes. All participants should be in a group of three except the leader. Ask two members of each group to form a "house" by facing each other, raising their arms above their heads and joining hands. The third member of each group is the "tenant" and stands in the middle inside the "house." The leader, who is the odd person out, may call one of the three following commands:

A. "Tenants" In this case the houses stay in place and each tenant must move to a new house. The leader tries to find a new house and the person that is left out is the new leader.

B. "Houses" In this case the tenants stay in place and each house must move to find a new tenant. The leader tries to find someone to make a new house with.

C. "Earthquake" In this case all the houses are destroyed and everyone must change. New pairs make houses and tenants jump in to occupy them.

* **Fun and concentration.**

Face to Face

Ask everyone to stand and move the chairs against the wall. Divide into pairs. The leader is the odd person who does not have a partner. The leader calls positions rapidly such as "Face to Face" or "Back to Back" and the pairs follow the positions. The positions may be varied such as, "Toe to toe, elbow to elbow, shoulder to shoulder, knee to knee, head to head" etc. The leader can also call "Change" and everyone must change partners and maintain the previous position. At this point the leader can find a partner and the odd person becomes the new leader.

* **Requires some concentration and movement.**

Farmyard

The players stand in a large circle and choose a number of animals. For a group of twenty about six will be suitable. The names of the animals are written on pieces of paper, with as near the same number of each animal as possible. Then the players close their eyes and walk around trying to find another animal of the same kind by constantly making that animal's noise, e.g. baa, baa, or meow, meow, etc. When two animals of the same kind find each other, they should join hands and continue searching until they have found all the animals of their group and have all joined together. The idea is not to finish first but to find others of your own kind.

* **An introductory game. Trust game.**

Football

The purpose is to develop a spirit of cooperation in the group. The materials required are two tennis balls for each team. The object is for each team to move as many balls as possible across the finish line. Divide into teams of four. Each team of four will include three players and one ball placer.

Draw a finish line on the floor about 10 or 12 feet from one wall using chalk or masking tape. Divide the area between the wall and the finish line into lanes, one lane for each team. The three players will line up with their backs to the wall and hold each other by the shoulder. The outside players should place their inside feet adjacent to the feet of the middle player.

Give two tennis balls to each ball placer. The ball placer puts a tennis ball on the floor between the feet of the middle player and the two outside players.

The players must walk from the starting line to the finishing line in step, keeping the ball between the feet of the outside players and the middle player. Players must move their feet in unison in order to move the ball. (This is sort of like a three-legged race.) If the players lose the ball, they must stop and the ball placer can put the ball between their feet again. After they get across the finish line, the team returns to the starting line and repeats the process.

Fruit salad

The players sit in a circle with one person standing in the centre (caller). The caller asks three people to name their favourite fruits and then goes around the circle giving each person including themselves the name of one of the fruits in turn. (e.g. if the fruits are mango, pineapple, orange, go around in the same order over and over again until everyone has been given the name of one of the fruits.) When the caller calls out the name of one of the fruits, all the people who are apples must change seats and the caller tries to take one of the empty seats. The person left standing then becomes the caller. If the caller calls 'fruit salad', everyone changes seat.

* **This game is lots of fun, helps to break down barriers and encourages players to think and move quickly.**

Going on a Safari

Imagine that you are going on a safari and you can take anything you want from a teddy bear to a dozen purple elephants. The more outrageous the object, the better.

One by one, the players states what they would like to take with them on safari but must also repeat all the items named by the previous members of the group. Thus, the last person must remember every item named by the entire group.

***This exercise is a sure way to lighten up tensions after a heavy exercise.**

Slow Boat to China - Variation on Going on Safari

This is similar to Going on a Safari except that there's a catch. The items named must begin with the first letter of your name. However, the participants are not told about the catch. The leader gives an example such as: "I'm Mike, I'm going on a slow boat to China and I'm going to bring some music and some money." Then the question moves around the circle as follows: "My name is ... and I'm going on a slow boat to China and I'm going to bring Can I get on board?" The leader responds "yes" or "no" depending on if the items match his name. The participants begin to catch on as the question moves around the circle.

Hand slap

- Sit in a circle on chairs, with knees close together, so that you can reach your partners knees on either side of you.
 - Slap your own palms on your own knees twice
 - Reach across to your right and slap your palms twice, one on your right knee and one on your neighbours left knee
 - Back to your own knees.. slap twice
 - Across to your neighbour on left and as with above, slap your left knee and their right knee twice
 - Slap own lap twice
 - Clap hands twice
 - Click fingers twice
 - Jerk knee up once
 - Call out "hey!" or something similar
 - Repeat slowly to get everyone into it, then getting faster until everyone is doing it together!
- * **A rhythm game which brings the group into wakefulness, focus, is fun and quite fast.**

Here I Sit

The Light & Lively begins with all participants seated in a circle with one empty chair. The person to the right of the empty chair moves into the chair and says, "Here I Sit." This leaves an empty chair vacated by the first person and the person next to the chair moves into it and says, "In this chair." This leaves an empty chair vacated by the second person and the third person sitting next to it moves into it and says, "With my friend ... " (and names a person on the other side of the circle. The friend from the other side of the circle then moves to the seat vacated by the third person, leaving an empty seat on the other side of the room where the process repeats itself. Encourage the group to move quickly so that the game progresses with a good rhythm.

It can be helpful to put up a poster with the three phrases:

HERE I SIT....
IN THIS CHAIR....
WITH MY FRIEND _____

- * **Fun and invigorating if a good rhythm is kept up.**

Hot and Cold

Explain that in this game a volunteer will leave the room for a minute while the group chooses a spot in the room for the volunteer to find. The volunteer will find the spot by listening to everyone slap their thighs.

If the volunteer is going near the spot or “getting hot,” everyone will slap loudly. If the volunteer is far away from the spot or “cold,” the slapping will become quiet. If there are no questions, ask for a volunteer and have her/him step out of the room.

Ask someone to pick a spot and then have the volunteer come back into the room.

After the first volunteer finds the spot, ask for another volunteer to step outside the room. Continue, in this way for a while ...

How do you do?

Standing in a circle, one person volunteers to be the host of this very funny party. The host walks around the outside of the circle and selects one player by tapping them on the shoulder. The host shakes the hand of the guest and introduces him/herself saying: '*How do you do?*' The guest answers: '*Fine, thank you.*' and says his/her name. They do this three times, and after the third time, the host makes a dash around the circle in the original direction of travel, while the guest goes in the opposite direction. They are both trying to get back to the empty space, but when their paths cross they must stop and go through the entire ritual again, but with the guest becoming the host. You do not have to run, you can hop or crawl.

* **An energising, introductory name, game possibly not suitable for younger children.**

Indian Ball Pass

Sit on floor in tight circle and extend feet toward centre. A ball is placed on one player's lap. The idea is to move the ball around the circle as fast as possible without using hands.

Variations: Vary the size and number of balls; reverse the direction of the ball. (We take in blow up beach balls for large ones) If it doesn't work first time, try again.

Islands – Frogs and crocodiles

The frogs are having a lovely time in the river, but there is a crocodile who likes to eat them. When he sleeps they can play happily but when he wakes up (i.e. the music stops), they are only safe on a lily pad, represented by the sheets of paper.

Place several sheets of paper on the ground, to represent the lily pads. Players *swim*/walk around the room until the music stops, when they must stand on an *island*. Players move around once more and an *island* is removed. At the given signal, once again, everyone must stand on an *island*. The game continues, with an island being removed each time, until only one or two are left, depending on the size of the group. No-one must be left outside when the time for standing on an island comes. It can be done, if everyone helps. This can really be made into a cooperative game by insisting that as many people as possible can be saved.

* **Togetherness/co-operation. Problem-solving.**

Jack in the Box

The participants form a circle one behind the other, so that they can all move around the circle in the same direction. Then ask the members of the group repeat this little rhyme:

"Jack-in-the Box! Jack-in-the Box! I move like this, I move like that, I balance well, I balance well."

As they move, they all together thrust their right hands out calling “Jack in the Box”, and repeat with the left hand. One by one, each person goes into the middle, calling:

“Jack in the Box, Jack in the Box - repeated by the rest of the group

I do like this (accompanied by one gesture, usually to the right) - repeated by the rest

I do like that (accompanied by the same gesture but to the left) - repeated by the rest
 And I balance well.” - repeated by the rest.

They then return to the circle and the next person comes in.

* **Good fun and invigorating.**

Jungle morning

Everyone lies still on the floor. Imagine it is night in the jungle and all the animals are asleep. With the first light of dawn the animals stir, awaken, stretch themselves, yawn, begin to greet each other with their voices. The animals begin to move around, to touch each other, to speak by roaring, whistling, snorting, barking, etc., at each other - all the noise of a jungle waking up.

* **An introductory and energising game.**

In the Forest

Everyone sits in a circle, with one empty chair. The person to the right of the empty chair moves into it saying, “Here I sit,” The next person moves into the empty chair, saying “in the forest,” and the next person moves into the empty chair saying “with my friend ...” and names someone from the group. That person moves into the empty chair next to him and the quicker of the two people on either side of the vacated chair start the process all over again.

Let's build a machine

Divide into groups of four-seven and ask groups to build a machine using themselves for all the parts. See that each person is completely involved, either as part of the machine, the operator or the product. Show the *machine* to the other groups. The leader/teacher could assign each group a specific machine. A variation might be to make a factory, using all the machines together.

* **A game for all abilities, developing inclusion and decision-making.**

Magic microphone

All sit in a circle. An object such as a pen, shell, stone, etc. is passed from one person to another. Only if you have the object are you allowed to talk, otherwise you must stay silent. People must decide for themselves if they wish to talk, or pass the object on without speaking.

Can be used for co-operative story telling or for a class to tell the teacher their news, or to initiate a discussion where the teacher wants the shyer class members to participate.

* **Concentration, listening skills, social development.**

Mirrors

Stand in a circle. Watch the leader. Leader moves very slowly using just hands, then other parts of the body and face. The others must move with the leader as if they were his/her reflection. The leader should stress the slowness and the togetherness of this game. Illustrate the difference between following and mirroring. Alternatively, the teacher should choose to do this as a paired exercise, in which case the pairs could take turns at being mirror and reflection, i.e. leader and follower.

* **This game develops concentration, observation, group togetherness and silence. It is very good for drama warm-up and mime training.**

Mountains and Valleys

This game was originally a values clarifications exercise and isn't very active, but it gets people moving and thinking, and can be good when people have been involved in some tiring work.

Everyone stands up. The leader invites them to move to the side of the room that they prefer, according to their answers to the following questions. Ask them:

Would you prefer to be a Mountain or a Valley?

They go to the side they want to be. Some won't choose, so they can be in the middle.

Ask those on each side why they chose that side. A quick go round is all that is necessary.

Then proceed to other questions.

Are you more an island or a wave?

Picture or a window?

Countryside or city

clothesline or kite string

file cabinet or liquor cabinet

bubbling brook or placid lake

Then, you could do four corners with four seasons...

The awareness that comes from the reasons and who chooses which contributes to any group looking at differences or building community.

My name is ... and I like ...

The players stand in a ring, and each person thinks of something they like beginning with the same letter as their name, e.g. "My name is Therese and I like tea.". Moving in a clockwise direction, each person presents the person to their left (telling the group what that person said they liked) and then his or herself and what he or she likes.

* **A name to build confidence and get to know each other.**

Name train

Stand in a large, loose circle. One person is a railway engine and chuffs around the inside of the circle. The engine stops in front of a person and, if they know that person's name, shouts it out, while simultaneously leaping up and down making semaphore movements. The occasional whoop-whoop of the engine whistle is also effective. The engine reverses and 'couples up' and then both engine and carriage go chuff-chuffing around the circle again until the engine stops in front of another person, when both engine and carriage shout out the name and make semaphore movements and whoop. Then the engine reverses and couples up again and goes around the circle until a name train composed of everyone is chuffing around the playground.

* **An energising affirmation name game.**

Pass the squeeze

Sit in a circle. Link hands. One person **gently** squeezes the hand of the person on the left or right. That person passes the squeeze on to the next person, and so on around the circle and back to the first person. Some variations - the leader could pass a squeeze to both the people on the left and right. Watch the funny confusion!

* **The first of a few sitting down games for catching breath and calming down.**

Points of contact

Divide the players into small groups of five or six and explain that each foot, finger or thumb can be made a point of contact with the floor. You are going to tell them a certain number and each group must arrange to have that number of points of contact with the floor. Everyone in the group must participate, nobody can sit out. Give three fairly simple examples, eg. 48. And then give the number equal to the number in each group minus one (i.e. if there are six in each group, call out five.) Discuss the skills needed to play this game (e.g. cooperation, team-work, balance, counting skills, trust, etc.)

Scream

Participants stand in a circle, looking down toward floor. Leader calls "Go!" and everyone looks up and looks at someone. If the person you are looking at is looking back at you, you both

scream. The leader then directs you to look back at the floor and do it again. Sometimes no one will scream, sometimes many people will. Do this over and over until it feels finished. This is a great L&L if time is limited, because it can be a lot of fun in just 2 or 3 minutes.

Sticky popcorn

Everyone finds a space and walks around the room with their arms outstretched. When you brush against someone else, you *stick* together by holding hands, just like sticky popcorn. Eventually, the whole class should get stuck together until all the children are just one giant ball of sticky popcorn.

* **Another funny 'getting-to-know you' game. Younger children especially like this game.**

Stone, Scissors, Paper

The players are divided in two groups and each group decides whether it will choose stone, scissors or paper and at the count of three the two teams show their hands according to the team's choice:

- Paper wins over stone, as it can cover it;
- Stone wins over scissors, as it can sharpen them;
- Scissors win over paper, as they can cut it.

The first team to win twice is declared the winner.

A variant is lion, Samson and Delilah where the lion shows his teeth and arches himself to attack, Samson raises his forearms and shows his muscles, and Delilah curtsseys:

- Samson defeats the lion but is defeated by Delilah;
- Delilah defeats Samson but is defeated by the lion, and
- The lion defeats Delilah but is defeated by Samson.

Another variant is wizards, giants and elves:

- Wizards- arms stretched out in front, and fingers 'zapping' a spell
- Giants- hands above head, clenched fists, stomping feet
- Elves- bending down, hands with palms upright, fingers wriggling, trying to grab the treasures from someone's pockets

- Wizards can eliminate giants but need to run away from elves
- Elves can grab wizards, but need to run away from giants
- Giants can stomp on elves, but need to run away from wizards

Stop the Music

Ask all the participants to stand in a circle. Then take a tennis ball and begin to toss it around the circle in a random pattern. The leader then stands outside the circle and faces away from the group so he or she cannot see who has the ball. The leader then begins to sing a song. It can be any kind of a song that the person chooses. The leader then stops singing, perhaps in the middle of a phrase. The person in the circle that has the ball at the time the music stops is the next leader. The new leader then steps out of the circle, turns away from the group and sings another song.

* **A fun game, that needs little concentration and so can be quite relaxing.**

The sun shines on all my friends who ... (or the wind blows on all who ...)

The participants all sit on chairs in a circle, except for one who stands in the middle and gives the orders. The person in the middle chooses something which is true for him or herself and several people in the group (s/he may not know who) and pronounces that the sun shines on all their friends with that particular quality (e.g. brown shoes, two brothers, who have had an argument that day, etc.) "The sun shines on all my friends who are wearing brown shoes."

Immediately everyone with that particular quality (e.g. brown shoes) must get up and move to the seat vacated by someone else with that quality. The person in the middle attempts to find a seat while the others are moving about, leaving someone else without a seat. That person then moves into the centre and the game begins again.

Throw the mask

Sit in a circle. The teacher can choose someone to start, who has to make a mask of their face, as gruesome or as funny as they can make it. Then that person puts their hands up to their face, takes the 'mask' and 'throws' it across the circle to someone else who 'catches' it, puts it on their face and imitates it before wiping it off and making one of their own which they, in turn, must 'throw' to someone else in the circle.

* **Observation and imitation. A good pre-drama warm-up game.**

Titanic

Everyone stands anywhere in the room and imagines that they are on the Titanic which is sinking and shuddering in all directions. When the caller calls "Left", everyone runs to the left side of the room (previously indicated), similarly for "right", "front", and "back". When the caller calls a number, the players must form groups of that number exactly to go into the lifeboats as the boat will sink if it contains any other number. This is a lively game to get people moving around the room and can also be used to form groups.

Touch blue

Everyone finds a space and stands in it. The leader says '*Everyone touch blue*' (or another colour). Players must touch that colour on another person. Endless variations are possible with this game, especially if you introduce objects and body parts, e.g. touch elbow to another elbow.

* **An introductory game; very good for the less able-bodied.**

Tropical rainstorm

Stand in a circle. One person acts as the *conductor* of the storm and starts off this symphony by rubbing his/her hands together, which the person next to them, which the person next to them (choose which way you are going before you start) imitates, and then the next person and so on, until everyone is performing the same action. This is the increasingly heavy rainfall. The *conductor* then repeats the whole process with another action, e.g. snapping fingers, hands slapping thighs, stamping feet - which makes the sound of the crescendo of the storm. As with any sudden storm, the conductor decreases the volume of the storm symphony by going through the above steps in reverse until the last person rubbing hand is silent. If there is stillness, allow a moment to enjoy it.

* **A finishing or calming game. Younger children are often awe-struck by the effect of this games, which can leave a nice magic feeling.**

What If?

Hand each participant a 3"x 5" slip of paper with the words "What if" written on the upper left corner. Each participant is asked to complete the statement in whatever way they wish, such as: "What if all prisons were closed?" or "What if an elephant moved into the house next door?". Then each slip is handed to the person on the right and the person is asked to turn the paper over and complete the statement on the front. This might be: "Inmates would have to look for jobs." or "He'd have to buy a cast iron sofa." Then each slip is handed to the person on the right. Each person is asked to read their slip, reading the answer first and then the question, which sounds quite funny.

Who Am I?

Print the names of well-known people such as Elizabeth Taylor, Madonna, George Bush, etc. on cards. Make enough cards for all participants. Ask all participants to stand. Then tape the cards on the packs of all the participants without allowing them to see the names on their backs. The objective of the exercise is for each person to find out what name is taped on their back by asking other people questions about themselves. You can only ask two or three questions of each person, then move on to another person. All questions must be answered only by "yes" or "no." When you have guessed correctly, move the nametag from your back to your front and continue until everyone finds out who they are. (This exercise might be used before role plays.)

- **Fun but can also be quite demanding as regards general knowledge.**

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