



REPSSI

PYSCHOSOCIAL WELLBEING SERIES

"where there is no counsellor"

Making a Hero

(Active Citizen) Book

Leading children and youth, in groups, through a series of autobiographical story telling and art exercises, designed to explore solutions and to mobilise a community response, in the face of specific personal and social challenges.

A guide for facilitators

NOVEMBER 2006

This particular manual was developed by Jonathan Morgan, however the approach is heavily influenced by the work of Michael White. A special contribution to this version of the manual has been made by the 2006 UWC, Social Work Students. Please feel free to photocopy and use this manual with due acknowledgment to REPSSI and the author. This material however is copyrighted and may not be reproduced and sold for profit.

jonathan@repssi.org,

www.repssi.org,

www.10mmp.org



To the facilitator

Many of the children, youth and adults that we work with face psychosocial “obstacle-problems” that might stand in the way of their goals or overwhelm them. Making a Hero Book in a safe space, amongst people they know and trust, will help people to think about these obstacle-problems and find ways to address them.

The process is also designed to learn more about the person’s inner world and everyday life. But the process goes beyond assessment. Hero booking is therapeutic interview, as well as Art, Narrative and Solution Focused “therapy”. Taken separately, each exercise has its own specific agenda many of which include elements of history taking, history making, and community mobilization. The group and the facilitator enter strongly into the person’s story as friendly editors and supportive co-authors in what is hoped is hoped will spill out beyond story telling into (community) life itself, and that will strengthen the circles of support around the child. The process is strongly biased in the direction of finding heroes, survivors, active citizens and master solution-finders, rather than patients or victims. The combined job of the facilitator and the child, is to help the participant see and experience their own story in a new way, and to have at the end, a well illustrated and graphic document as testimony to these positive problem-busting, solution generating, community mobilising skills of the person. This guide gives you the steps to follow if you want to help the people you work with make a Hero Book. Each person will make their own Hero Book.

This guide gives you:

...The purpose of each activity in a block like this

“The exact words you will need to say to the children when you work with them (in bold, shaded and in inverted commas)”

Safety notes

AGE APPROPRIATENESS AND SAFETY

- The language in this manual is pitched at the age range, 10-15 years and should be adapted for use with younger children or adults.
- There is only one version of the manual but for children aged less than 9 years, it is important to leave out activity 8. Hero booking is not suitable for children who are younger than 5 years.
- This process is neither designed nor suitable as a group trauma debriefing tool and should NOT be used for this purpose
- After screening out possible participants of all ages on the basis of suitability for group work, all participants aged 10 years or more, can do all the activities.

GENERAL NOTES TO THE FACILITATOR

- This process is designed to take about 20 hours. That is 20 sessions of approximately one hour each allowing time for art, writing the words and sharing. You may take longer or shorter depending on many things including the age of the participants, the size of the group, the personality of the facilitator, etc.
- Each session is only as long as the participants, who are often children, are able to concentrate. You can try for one hour-long sessions, aiming to do one or two exercises per session, with breaks as needed.
- Since this process was designed for children, when we refer to participants we will use the term children, but this does not mean that the process cannot be adapted for use with older participants
- The examples of the drawings in this manual, do not follow one child's hero book or hero story, but come from different ones.
- Make your own hero book following the manual, before expecting others (particularly children) to follow where you have never been before.
- Encourage but don't draw for children. You can however help them if they can't write.

SAFETY NOTES TO FACILITATORS

- Hero books are not designed for, nor are they suitable as, a group therapy tool for "outside" professionals or paraprofessionals to use for trauma counselling or trauma debriefing. When screening potential candidates for inclusion in the hero book process, it is important to exclude people who have suffered recent trauma or severe distress. There is a risk that merely by asking them to draw and express themselves, irrespective of the exact wording of the prompt, just because the trauma is likely to feature heavily in and on their minds, the process might cause them secondary traumatisation. Group work of any kind for acutely traumatised individuals is generally contra-indicated.
- Before embarking on a hero book process, ensure that you have everyone's written informed consent, and that everyone understands that the process is entirely voluntary, and that anyone is free to leave or exit at any point.
- Before embarking on a hero book process, take special care to negotiate the ground rules about confidentiality, shared confidentiality, and to create a safe and trusting relationship between and within yourself and the group.
- Never criticise what a participant has drawn. Emphasize that this there is no such thing as a bad artist or a poor drawing. Encourage them by praising their drawings and stories profusely. If they have not drawn what the activity seems to ask– do not ask them to rub out or cross out what they have drawn. Work with what you have or just ask them to draw what the activity is asking for on the next page. Remember these books belong to the children, they are the authors, editors, illustrators etc.
- Within the process be on the look out for accusatory identifying information (e.g., a child writes that a certain person is abusing them), information that might invite retaliation or escalate tensions. Do not discourage the disclosure of such information but be extra careful that this information does not fall into the wrong hands or make the situation worse.
- Don't be seduced into trying to generate examples of powerful sensationalist literature, which nearly every hero book has the potential to be. Rather keep paying attention to the process, and to safety issues, don't rush the process, and remain available as a friendly supportive co-author, custodian, counselor and editor.
- Be sensitive that for some, sharing their stories might feel very threatening and unsafe. Respect the choice of some participants not to share and don't link this to their exclusion from the group. Rather follow the suggested ways to keep them engaged in the role of "person on private journey" within group and witness to other stories.
- End every session with a NORGS ladder check, i.e., ask child to take a minute to draw a small NORGS ladder on the page or corner of the page after every session. We do this to keep track of how things are going for them. You can read about the NORGS ladder later on.

IN GENERAL

Give the children about 10-20 minutes to draw. Do not interrupt them or help them, do not draw for them. You can walk around and just give encouragement.

THE PROCESS GOES LIKE THIS:

- 1) INSTRUCTION by facilitator
- 2) A DRAWING by child
- 3) THE CHILD IS ASKED TO EXPLAIN THE DRAWING. IF THIS INFORMATION IS NOT OFFERED BY THE CHILD, THE CHILD IS ASKED IN A RESPECTFUL NON-INTRUSIVE WAY, WHAT THE PEOPLE IN THE DRAWING ARE THINKING, FEELING AND DOING, AND THE CHILD IS GIVEN THE OPTION NOT TO ANSWER, OR TO SAY ONLY AS MUCH AS FEELS COMFORTABLE.

After 10-20 minutes, make sure everyone has stopped drawing and has put down their pens. If the child cannot write, a helper should go round and interview each child about their drawings, writing down more or less the exact words the child uses onto the blank page opposite the drawing. If the child can write, allow the child to write in their own words. To promote sharing, even if they can write, it is good to ask participants if they would like to interview each other about their drawings and to have their words written opposite the drawing directly into the book by the interviewer.

This is how to make the books. Work it out yourself, or make one yourself, before you take children through it.

- You will need cardboard for the cover, paper for the pages, a piece of string or wool, a paper clip, and a few long thick nails. A hammer is also useful.
- Decide on the size of your book and cut out a cover using two pieces of cardboard.
- The next step is bookbinding. You will need 30 blank pages (15 new pages or 30 pages that have been printed on one side). You will also need 2 pieces of cardboard (from an old cardboard box) for the cover. Take the nail and hammer. Punch the nail through both covers and all the pages half way down the page about 2 centimetres from the edge.
- Leave that nail in and make some more holes along the spine of the book until you get near to the edges of the cover.
- Take the paper clip and bend it into a needle and then thread the string through the holes till the book is bound. Tie a knot in the string.

INTRODUCTION TO CHILDREN SOME BUILDING BLOCKS

FACILITATOR TO CHILDREN: "By participating in these activities, it will be easier for you to know what hero booking is all about and to decide if you want to make a hero book."

INTRODUCTION 1: GOALS, OBSTACLES, PROBLEMS, AND TRICKS AND TACTICS.

"WE ARE GOING TO PLAY A GAME THAT WILL TAKE LESS THAN A MINUTE. THE PURPOSE IS FOR YOU TO UNDERSTAND THE MEANING OF THESE WORDS: GOALS, OBSTACLES, PROBLEMS, AND "TRICKS AND TACTICS."

- A) GET INTO GROUPS OF 3
- B) FIND AN OBJECT (FOR EXAMPLE A STONE, A PENCIL, ETC) AND PUT IT ON THE OTHER SIDE OF THE ROOM
- C) ONE PERSON MUST STAND BETWEEN THE PERSON AND THE GOAL AND MUST SAY, "I AM THE OBSTACLE, AND WITHOUT HURTING YOU I AM GOING TO TRY AND STOP YOU REACHING YOUR GOAL."
- D) THE SECOND PERSON MUST STAND FACING THE OBJECT AND SAY, "THE OBJECT IS MY GOAL, WITHOUT HURTING YOU I AM GOING TO TRY AND REACH IT. I'VE GOT SOME TRICKS AND TACTICS THAT IM GOING TO USE TO GET PAST YOU."
- E) THE THIRD PERSON MUST NOW ENTER THE GAME AND MUST SAY, "WITHOUT HURTING THE OBSTACLE, I AM GOING TO SUPPORT YOU TO REACH YOUR GOAL."

POINTS FOR DISCUSSION:

- 1) ARE YOU CLEAR ON THE MEANING OF GOAL, OBSTACLE, PROBLEM, TRICK AND TACTIC?
- 2) DO YOU AGREE THAT THE WORD PROBLEM AND THE WORD OBSTACLE HAVE A SIMILAR MEANING

INTRODUCTION 2: WHAT IS A HERO?

FACILITATOR TO GROUP: BEFORE YOU DECIDE IF YOU WANT TO MAKE A HERO BOOK, LET'S TALK ABOUT WHAT A HERO IS?

1. ON A ROUGH PIECE OF PAPER (NOT IN YOUR HERO BOOKS) CAN YOU MAKE 5 DEFINITIONS OF THE WORD HERO USING ONE OF THESE WORDS IN EACH DEFINITION? (OBSTACLE, PROBLEM, GOAL, TRICKS AND TACTICS)

Allow them to try (orally or by writing)

Here are some answers “rolled into one” to check understanding:

A hero is able use his or her tricks and tactics to get past obstacles, solve problems, and reach her or his goals.

“If you like, write your definition of a hero onto the first page of your hero book.”

INTRODUCTION 3: WHAT IS A HERO BOOK?

- **A hero book is a book which can help you** think about your hopes and goals in life
- Think about what kind of problems and obstacles are getting in the way of these hopes and goals
- Think about your rights
- Find ways to get closer to your goals or to have power over your problems
- Think about how we can give and get more love and support in our lives

Would you like to make a hero book in which you are the main character, the author and the illustrator?

+ A main character is the hero or active citizen in a story

+An author is the person who writes the story or the book.

+An illustrator draws the pictures or does the art work.

Activity 1: Your GOAL (the most important activity of all)

Purpose: To set the course for hero booking as a goal orientated, solution-focused exercise, in which problems can be seen just as obstacles blocking the path to the goal

INSTRUCTION: ask the participants to think about the following questions without drawing or writing anything.

1. **Think about a big goal in your life, for example, to become a nurse, to have a nice house, to study at a college, etc.** Close your eyes and imagine how things will look, smell, taste, and feel once you have reached your goal? **If you like, share this with someone else or with the others in the group. Then on a new page of your hero book, please draw a picture of this goal.**
2. **Problems and obstacles are the things that stand in the way of us reaching our goals. Without drawing anything I'd like us all to have a discussion about some of the problems young people like yourselves are facing in this community. You don't have to talk about your own problems, just some of the ones you know about that are happening to people like yourselves. (facilitator to record some of the problems children are facing)**
3. **When you think about making a hero book, what goal would you like to set for yourself?** for example, "By the time I have finished my hero book, I want to feel happier/less worried" or "...I want to cry less". ".....I want to argue less with my brother"...I want to find solutions or tricks and tactics to overcome the problem of
4. **How will you know when you have reached this goal?** (for example, "I'll know I am happier if I cry less and don't have bad dreams at night," or "I'll know my relationship with my step father has improved if he hits me less and I we don't argue so much."

Please write or ask someone to write down the answers to questions 3 and 4 in your hero book. Make a nice border or box around the answers to these questions.

A symbol is a simple picture or image that can talk without words or explanations. Choose a symbol that represents your big goal in life (question 1) and your goal for making this hero book (question 3). Divide the next page of your hero book into 2 and draw the 2 symbols for your goals. If you like you can then share your symbols with others in the group.



MY GOAL IN LIFE

"My goal n life is to be a sailor and to live in a place where no one hurts each other and they also don't hurt animals like whales and dolphins."

SYMBOL OF MY GOAL



3. "By the time I have finished my making my hero book, I want to be doing my homework every day."
4. "I will know I have reached my goal and I am doing my homework, if I don't get into trouble every day at school. Even if there is one day I don't get into trouble, I will know I am beginning to reach my goal."

SAFETY, GROUND RULES, CONFIDENTIALITY

INSTRUCTION: It is very important that you always feel SAFE in this hero book group.

- If you decide to make a hero book, no one, not even the facilitator is allowed to read your hero book without your permission
- If you give permission for the group and the facilitator to look at your hero book, whatever is said in the group or written in the hero book, will not be shared with anyone else outside the group, unless something you said or wrote makes me believe that someone including yourself is about to be seriously harmed, then according to the law, I have to try and stop this, and this might mean I have to discuss with others what you wrote or said. This is to protect you. We can talk more about this if you don't understand.
- If there is something in your life that is very scary for you right now, and you are worried that this will come out in the hero book work, and you are worried about this in any way, please come and talk to me in private
- At the end of each session I will ask each of you how things are going for you, what you liked about the session, what you didn't like and how we can improve things for next week
- If things are not going well for you in the hero book group, I really want to know and if we can't fix this, you can stop at any point, its not like school where you often have to do things, you are free to leave but we will want to know why and make sure that you are feeling ok.
- I will never criticise what you have drawn and no one else is allowed to either. This is not about good drawing and bad drawing, it's about telling a true and powerful story about a hero called you.
- First you will just make your book for yourself, then you will be asked if you want to show it to others in the group, then you can think about if you want to show it to others outside the group, but here you will be given the chance to change your name and other things before it gets read by outsiders. To make sure you are protected in this way, we will sign some forms.
- It is possible to make a hero book, and think about a problem and its solutions, but not ever have to share WHAT the problem is in the group or with anyone else. Some of you might find it safer to keep the problem to yourself but still work with it in the group, and others will find it good to share (there is a saying, a problem shared is a problem halved)

THE BEST WAY TO UNDERSTAND HERO BOOKS AND TO DECIDE IF YOU WANT TO MAKE ONE, IS TO TRY AND READ SOME OF THE HERO BOOKS OTHER CHILDREN HAVE MADE FOR THEMSELVES. HOPEFULLY SOME OF THESE ARE AVAILABLE. IF YOU DON'T HAVE THEM, IT IS STILL POSSIBLE TO MAKE YOUR OWN FOLLOWING THIS MANUAL. *IF YOU LIKE, YOUR BOOK CAN ALSO HELP OTHER CHILDREN MAKE THEIR OWN. WE CAN TALK ABOUT THIS LATER.*

If you decide to make your own hero book. The way it works is you listen to what I say before every drawing, then you draw, and when you have all drawn your picture, you will each have a quick turn to explain or write about what you drew. Someone else might write down the words you say on the page opposite the picture, or you might want to write the words yourself.

IN GROUPS, READ EXAMPLES OF HERO BOOKS THAT COME WITH THIS MANUAL. THIS CAN TAKE A WHOLE SESSION, EACH GROUP SHOULD READ AT LEAST 3. LEAVE TIME FOR DISCUSSION AND FOR EACH AND EVERY CHILD TO DECIDE WHETHER THEY WANT TO MAKE A HERO BOOK OR NOT.

PROTECTION FORMS – HERO BOOKS – CONFIDENTIAL VERSION

It has been carefully explained to me in language that I can understand that:

- I am making this version of my hero book for myself as part of a therapeutic process.
- What I write and draw in it, will remain confidential between me and the people I choose to share it with.
- Unless I give my permission, it cannot be photocopied or reprinted.
- If anyone wants to do this for purposes of keeping records or for monitoring and evaluation, they must first get my written permission which will explain the reasons why they want to do this and who it will be shown to.

It has also been carefully explained to me that:

- If I want someone to publish my hero book, and I give my consent for this to happen in a separate contract to this one, I can change my name and other identifying details, or anything else I don't like in the hero book, right up until the moment my hero book goes to print.

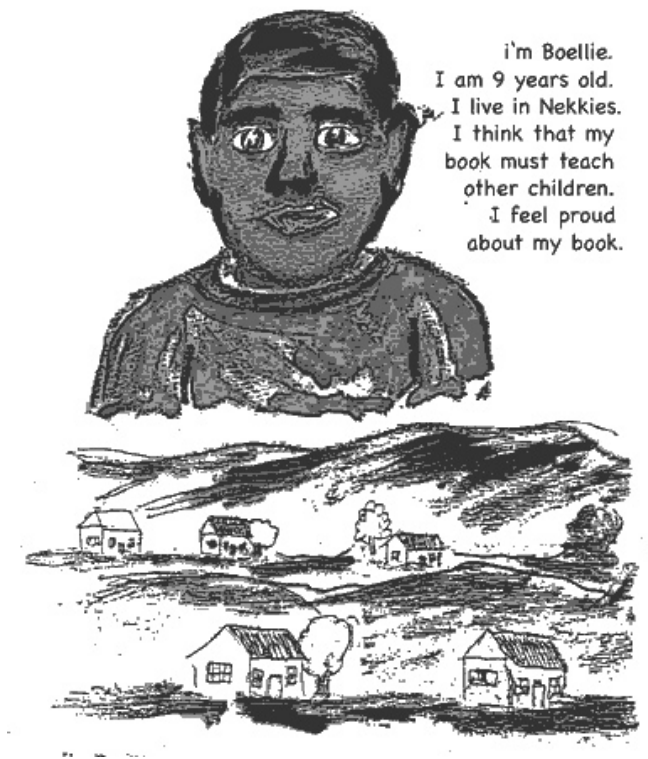
Name of child:	
Name of facilitator:	
Name of organization:	
Date:	

Activity 2: HERE AND NOW

Purpose: To begin the story and for the child to introduce themselves in the present, as the main character HOWEVER THEY WANT TO (no pressure to be a hero).

INSTRUCTION: Every story needs a main character who introduces him or herself to the readers. Draw yourself in any way that you want to, telling us your name, if it has special meaning, where you live (country, town), how old you are, and anything else you feel comfortable to say and would like us to know about you. Your voice and your words must come from you, NOW and HERE (wherever you live). Remember, we are going to help you to reach your goal as much as we can.

GIVE 10-20 MINUTES FOR CHILDREN TO DRAW



Activity 3: A hero in my life

Purpose: This activity is designed to strengthen the concept of a hero, to find out what kind of role models the child has. If the hero is dead, this activity can help the child grieve and hold on to positive memories of the person.

Instruction: “We can only learn to be heroes through other heroes. Maybe there is a hero or two in your life, in your family, or in your community. They might be dead or alive. Please draw a picture or portrait (head-only picture) of one or two heroes on the same page. Then explain why they are a hero, and why they mean so much to you.

GIVE THE CHILDREN 10-20 MINUTES TO DRAW.

My hero is Larry,
because he is the
most special person
in my life. He is the
most comfortable man.
He does anything
for our group.



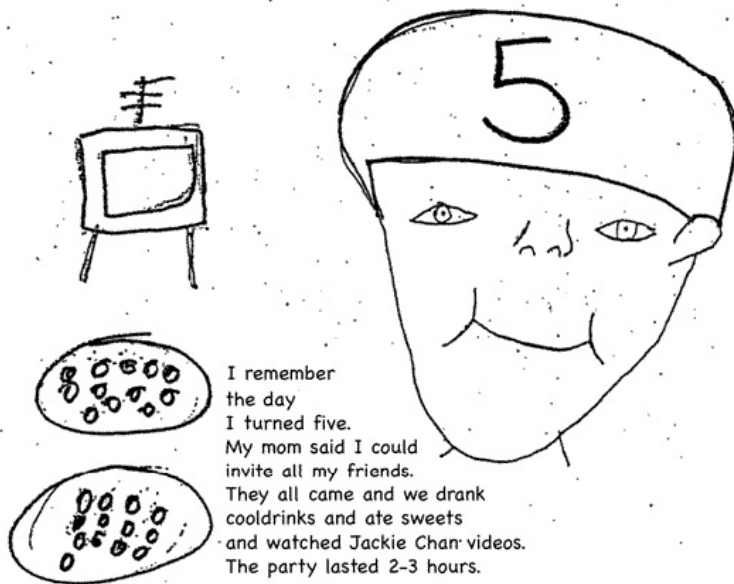
Activity 4: THEN AND THERE, an earlier memory

Purpose: Every story needs a beginning, middle and an end. Every step we take is part of a journey towards our goals (even though any journey has ups and downs).

Instruction: On any day, we either feel closer or further away from our goals. Draw any memory that is important to you in the telling of this story. It can be a sad or a happy memory. Whatever you feel like drawing or sharing.

GIVE THE CHILDREN 10-15 MINUTES TO DRAW.

Instruction: "Then write down or tell your scribe (the person who is writing for you), what you are thinking, feeling and doing in the picture."



Activity 5: The Road of Life

Purpose: This activity is designed to help us understand what kind of support the child has within the “household”, and whether he or she has remained within the biological family of origin. For children whose family structures have not remained intact or have split up, this activity might be difficult, but the exercise is explained in a way to make this easier and so the child can understand where this enquiry is going and why. The activity ends on a positive note, i.e., with the Circle of Support / Club of Life, which is designed to strengthen and mobilise other circles of support around the child.

#SAFETY NOTE: MAKE SURE YOU END ON “CLUB OF LIFE” IN THIS SESSION, I.E., DON’T STOP AT “WHERE YOU LIVE NOW”#

INSTRUCTION: Your goals might all be different but I’m sure that on the day you reach yours, there will be care and support in your life. Today’s hero book activity is to try and lead you along the road to your goal to a “place called “care and support.”

Before we begin I want you to understand what mean by “care and support”.

- 1) In groups of 3 talk to each other about how you understand “care and support.” You can talk about how to give it and how to get it.
- 2) As a group try and agree on a symbol that stands for “care and support.” (e.g., a circle of joined hands around a smiling child)
- 3) On the next page of your hero book, please draw this or another symbol of “care and support.”

Ok, there are 3 more parts to this exercise.

The first part asks you about your birth family or where you come from. For everyone, for one reason or another, the road of life takes us away from our birth family. Not everyone knows about their birth family so don’t worry if you don’t know about yours, the most important things are where you are now and where you are going (to care and support)

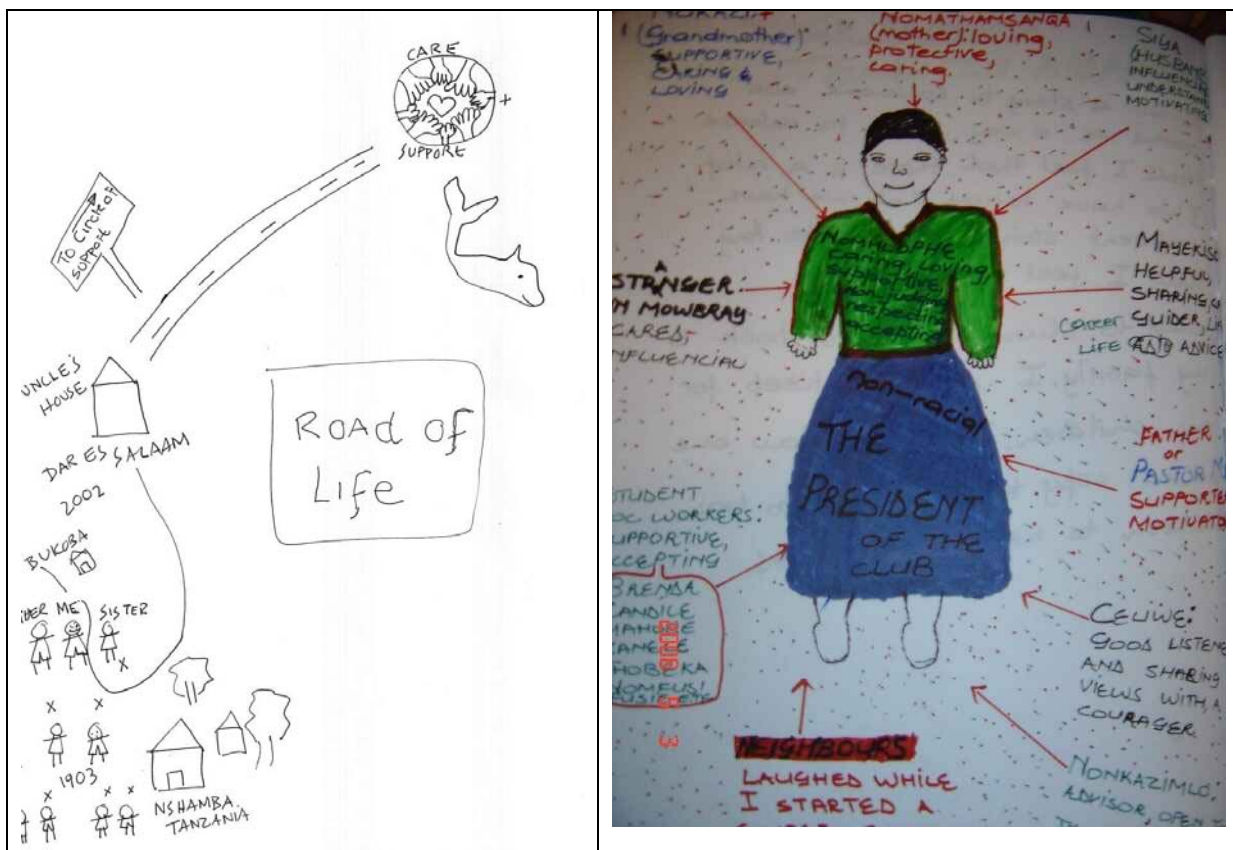
The second part asks where you are living now –sometimes where we live is not part of our goals, dreams or wishes, it is just a step on the ladder to our goals

The third part asks, who are those people with whom you feel have cared, or care about you. We call this group the “Circle of Support” or the “Club of Life”. We will do this as a separate activity.

Together the 3 steps make up your Road of Life.

First we set up the page like this:

- 1) In the top right hand corner, please draw your symbol of care and support, and beside this draw the symbols of your goals (in life and for making this hero book).
- 2) In the bottom left hand corner, please draw small pictures of your parents and grandparents and if you know their names and the village or city they come from, fill this in. Show which members of your family of origin are still alive (you can show this with a cross or mark beside those that have passed on (died)) or in any way you want to
- 3) If there were some places in your family road where you lived before you ended up where you live now, draw and explain these
- 3) In the rest of the page please draw who you live with, and where you live now
- 4) Somewhere on the page, make a sign post that says,, “To CIRCLE OF SUPPORT, ONLY 1 KM”



Activity 6: My Circle of Support / Club of Life

Purpose: This activity is firmly based on what Michael White calls “Re-Membering Conversations and the Club of Life,” and it is designed to offer the (often bereaved, orphaned or displaced) child an opportunity to feel part of, and to reinvigorate, a community of care and support around themselves.

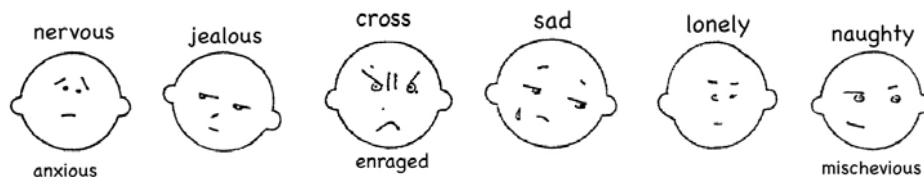
Instruction: Remember that we said that all family roads lead to a place we all want to end up in called the “Circle of Support” or the “Club of Life”. You are the President of this club or the VIP (very important person in the centre of the circle of support). We want you to draw all the people who have been, and who are important to you, so that they form a circle around you. Maybe you still feel the love and support of people who have passed away.

Have a look at the example on the opposite page and then begin to make your circle of support or club of life

1. As president or VIP of the club, draw yourself in the center.
2. Fill in the names or draw small pictures of all the **people who have been a comfort or important to you in your life (household, community, school, passed away, organisation, church)** .
3. Joining you to each member, draw an arrow pointing from the member to you, and next to this write a word that shows what this member contributed or gave to you (eg love, support, encouragement...)
4. Draw an arrow going from you to them, and write a word that tells how you contributed, contribute or can contribute to their lives.
5. Make a special section or leave space for new members, people in your community who you don't know that well but who you'd like in your club of life or circle of support

Something to think and talk about: Look at the whole list and think about who out of the whole list would be the least surprised to see you making a hero book and receiving recognition as a true hero. Why would they not have been surprised to see you develop into a hero?

#SAFETY NOTE# LEAVE OUT ACTIVITY 7 FOR CHILDREN LESS THAN 10 YEARS



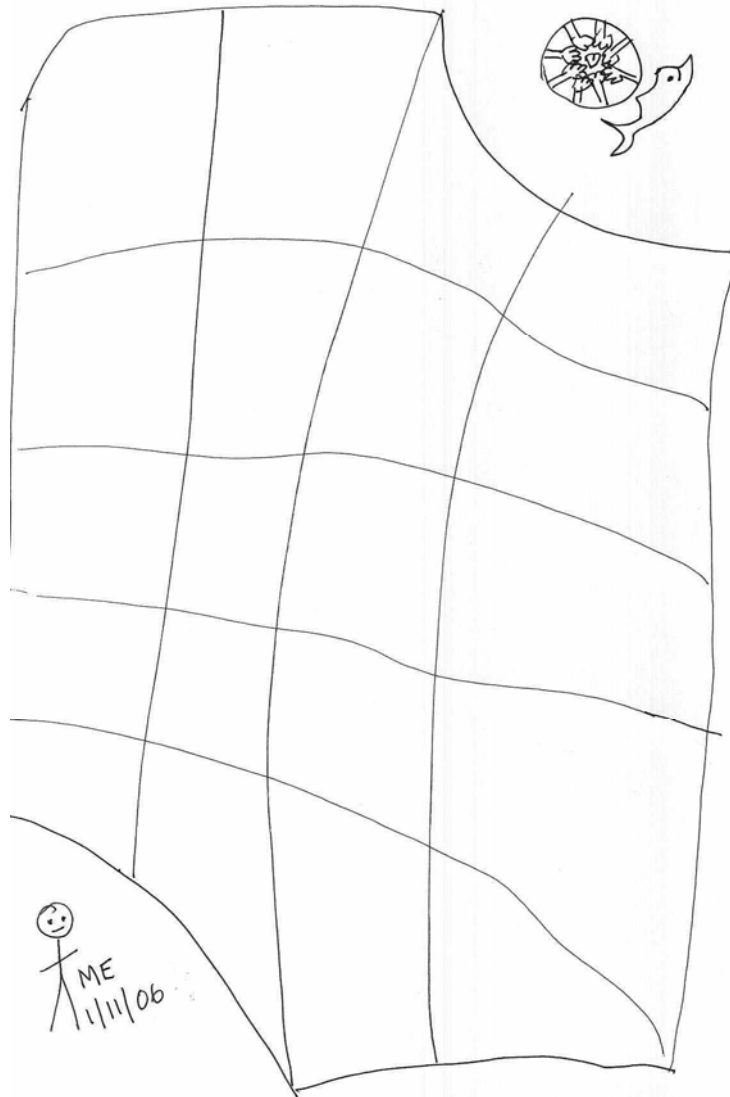
Activity 7: Problems as Obstacles, a Net to Catch them and Clear the way.

Purpose: Every problem has an exception, that is, times the problem could have happened in its full force and usual way, but didn't. These exceptions are the entry point so that we can begin to develop and strengthen successful goal-orientated, problem-busting strategies. In this activity we throw a net to capture and name the problem in the richest possible way. Out of this rich and complex description, we ask the child to come up with one symbol to represent the obstacle - problem.

Instruction

We are going to help you make a net to catch different words to describe one of your problems. Once you have it in a net, you might be able to understand it better, see it as an obstacle that is separate from you , and learn to move past it or round it. Once you have caught your obstacle-problem in the net, drawn it and named it, it might be easier to control and avoid this obstacle-problem. If at any time any of this feels too scary, call me and I will come and work with you and stay by your side. If you have a problem-obstacle that feels too scary to think and talk about in this group, choose a smaller and less scary one to begin with.

- Look at the example below:



- In the bottom left hand corner of the page, draw a stick figure that stands for you, yourself, now! Write today's date
- In the top right corner of the page, draw the symbols that represent your goals and "care and support."
- Between you and the goal, is one of your obstacles, as well as a big net we are going to use to catch it. Please draw in the net between you and your goals.
- Please answer the following questions and fill in the answers into the net next to the same number as the question
- **You might find some questions easier or more difficult to answer, just do as many as you can then see what you have caught in your net**

Net Questions - Part 1:

Go back to page one of your hero book and remind yourself why you are making this hero book and how you will know if, and when it has helped.

Then ask your facilitator to remind you what some of the problem-obstacles are for young people in this community.

- 1) As a first guess, can you think of a name for the obstacle-problem that most often stands between you and your goal? If you are stuck here, don't worry, just go on to question 2 and come back to this question if you like

Maybe this is your biggest problem but maybe some other obstacle problems are standing between you and your goal, we will ask lots of different questions to try and catch them in the net –

- 2) When and where and near whom do you often feel “not so nice”? or where and when do you often get into trouble?
- 3) What **FEELING WORD** would you use to describe how you feel when you don't feel nice?

Remind yourself of your goal ... and dance – shake – shoutthis feeling OUT

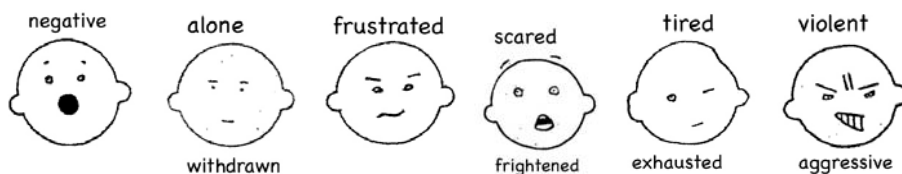
- 4) Is there a name or a word(s) in your first language or in your culture that can be used to describe this “not nice” feeling?
- 5) Does this feeling seem like a mood, a curse, a spell, a cloud, an animal, a monster or something else?
- 6) Do you have a **REACTION** to this feeling or this obstacle-problem that is also a problem or obstacle? For example, if you feel very very **SAD**, do you feel like **hurting yourself**, or if you feel very very **ANGRY**, do you want to hit someone?
- 7) **WHERE INSIDE** your **body** do you feel this feeling?

Remind yourself of your goal ... and dance – shake – shoutthis feeling OUT

Now we want you to think about **WHERE OUTSIDE** your **body** or **in your COMMUNITY** you mostly feel this horrible feeling,

and also where are you free of this horrible feeling?

Before you can fill these answers into the net, please go to the next activity (8), the community map. You need to do this before you can answer questions 8-2. So skip questions 8-12 and go to Activity 9, then come back and answer questions 8-12.



ACTIVITY 9 - My Community

For everybody: Purpose: The main purpose of this activity is to shift the focus for the child who might now begin to see that the problem, in a very real sense, begins and ends **outside** of his or her mind or body. That it is not their fault and responsibility, even though they might be feeling it strongly **inside** their mind or body. The community map helps the child begin to think about the root cause of the problem. This activity is designed to map where the problem feels less oppressive and more oppressive,

Instruction: "Think about the community or area/village/neighbourhood where you live.

Think about 2 places where you feel the horrible feeling the least....

and 2 places where you feel it the most."

To show where you feel "not nice", (unhappy, sad, scared or vulnerable) you can draw yourself small with a mouth turned down at the edges.

To show where you feel stronger and safer and better, you can draw yourself big with a mouth turned up at the edges.

In your map include the places you go to as part of your life. Put the place where you sleep in the middle of the page. Then move outwards and include things like other people's homes, school, places you meet other children, wherever it is you go. The important thing is to communicate how you feel in these different places. Make sure you show 2 places you feel good, and 2 places you feel not so good.

Net
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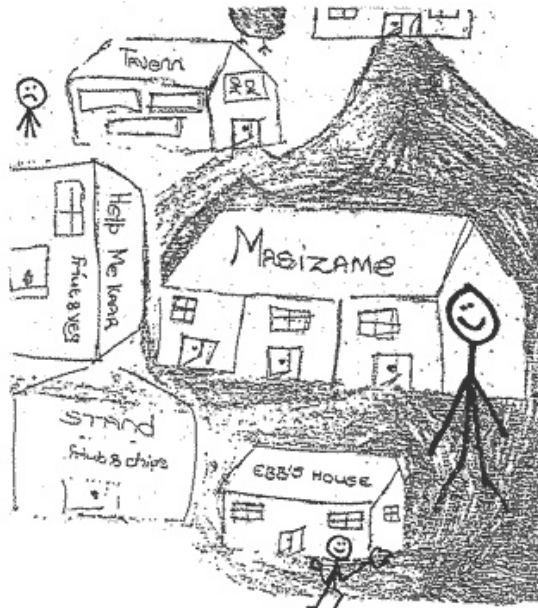
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This is my community, Nekkies, near Knysna in South Africa. You can see my friend Ebby's house, and the stand where they sell fruit and chips.

It has a nice name, "Helpmekaar", which means "help each other."

You can also see the tavern where people buy their beers and then get drunk.

You can also see Masizame Art Centre where we all are a part of MADaboutART.



- unity map, enter into the net, the names of 2 of the places where you feel not nice
- 9) What is it about these places you live in or visit that makes you feel not nice? (for example, too much noise, violence, shouting, people are unkind, overcrowding, litter, traffic, how men and boys treat girls women, poverty, no jobs, no hope for the future, too many parents have died, etc)
- 10) What would you like to change about your community?

Remind yourself of your goal ... and dance – shake – shoutthis feeling OUT

11) Think of a real or passed on person, who has looked, or might look at you, with kind and loving eyes and who knows you well. If we had to ask this person what they think is a good **word** to describe your obstacle-problem, WHO do you think we should ask, and WHAT do you think they might say? If you are not sure, and such a person is around, you can ask them now (this can be the facilitator or one of your friends in the group)! How does this fit with what you have said already?

Note to facilitator:

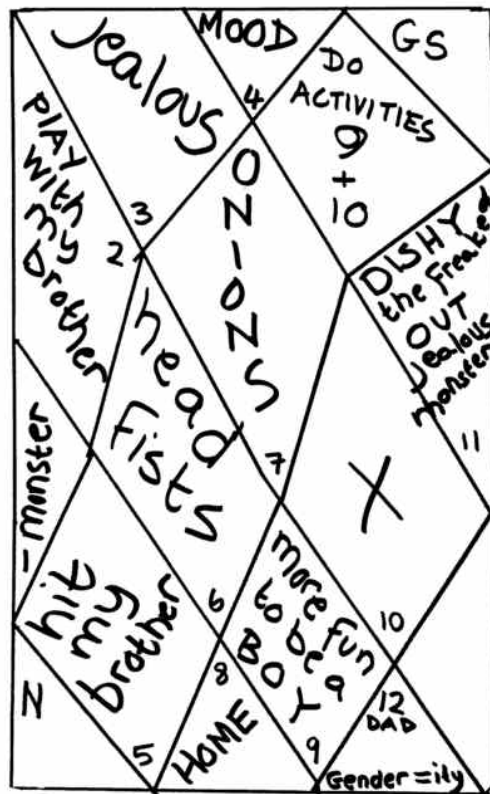
Before you ask the child to continue, you need to make time to spend at least 5 minutes with each child. Have a look at their hero book and what they wrote in the net and tell them a story about what you see.

Eg, I see a boy/girl who has a beautiful goal (say what it is). I also see some obstacles between you and your goal. I see that you don't feel so nice at school and at home and that you call this not nice feeling anger. I also see that when anger gets the better of you you sometimes hit your younger brother. I also see that this feeling feels a bit like a monster inside of you/cloud hanging over you/mood that comes and goes and that you feel it most in your arms. I also see that you think lots of people all living in the same place makes them short tempered and angry and that this might also be the reason short temper sometimes gets the better of you. You also said that you trusted your mother who passed away and that you believe she understood you well and that if we asked her what your problem – obstacle might be, she might have said its "short temper."

Having given this summary to the child, congratulate them on catching the problem so well in the net, then ask them to draw themselves now in the bottom left hand corner of the page, the symbol of their goal in the top right hand corner, and then to have another look at their net and to **draw what they think their obstacle looks like.**

And then to name it

NOW DRAW A PATH JOINING YOU NOW (bottom left hand corner) AND YOUR GOALS (top right hand corner) THAT DUCKS AND DIVES THROUGH ALL THE OBSTACLE – PROBLEMS AND THAT ENDS UP IN THE GOAL.



DISHY the FRIEKED OUT JEALOUS
HITTING monster



Activity 10 - SHINING MOMENT (when you felt you had some power over the obstacle-problem)

Purpose: to clearly identify and hold on to, what based on even a tiny taste, seems possible, a different way of being, which might become a turning point in the life of the child and the obstacle-problem-solution.

Instruction for everyone: "If most of the time the obstacle-problem feels like it is a 100 size obstacle-problem, and it stays that size nearly all the time, but there was this one time it felt like a "99 and a half" sized obstacle-problem, or maybe for a moment you just felt closer to your goal, that is a SHINING MOMENT. Usually our obstacle-problems block or beat us, or have power over us, but sometimes, just sometimes, we beat them or get past them, or we feel that we might be able to beat them or get past them.

We are going to try and draw an actual time, a moment, when things felt different in the sense of feeling a little or a lot more hopeful, when you felt close or even a little closer to your goal.

Go back to the name and picture of your obstacle - problem, remind yourself what it is called, look at the community map but this time look for and mark the times and places when it has the least power over you, or stands the least in your way. this should help you choose and remember an actual time and day, when you felt the best ever in relation to the obstacle-problem and close to your goal,a shining moment. Read on for more examples to help you go forward with this."



It was on the 4th January, 2004, when I was appointed to become an assistant among the 85 - 90 girls living in the City of Hope. I felt really that the Sisters must be seeing something in me. I was chosen out of many girls the same age as me. The Sisters know that I am responsible

My Shining moment was on
 July 2 2003 at quarter past 12
 At last the wire fence was open,
 she visited and bought me shoes.
 I was so happy to see her
 and she was happy to see me.
 A shining moment
 about my mom.



In this picture, Olwhetu tells us that usually he feels sad and hopeless, and that township life is so terrible, but one day there was a moment when he noticed these two little frogs in the gutter. In that moment, he thought, gee those are beautiful, and he felt that the place in which he lives is not all bad, that it actually has some things going for it



FINAL INSTRUCTION:

"DRAW YOUR OWN SHINING MOMENT IMAGINE SOMEONE TOOK A PHOTO OF YOU AT THIS SHINING MOMENT. ALSO DRAW A **CLOCK** SHOWING THE EXACT **TIME** AND A **CALENDAR** SHOWING THE EXACT **DATE**. LOOK AT THE EXAMPLES IN OTHER PEOPLE'S HERO BOOKS TO SEE HOW TO DO THIS."

ACTIVITY 11- Your Tactics and Tricks that bring you closer to your Goal, that give you power over problem-obstacles and that are likely to result in lots more Shining Moments

Purpose: Tricks and tactics are a kind of recipe for success, things they might try, or are doing, to stop the obstacle-problem winning every time. These are things they can do alone or with others. By mobilising children into groups facing similar challenges and by facilitating the sharing of solutions to problems, children are more likely to find solutions to their problems.

Remember the list of problems and challenges we made, problems and challenges facing children in this community? Now let's see what kind of tricks and tactics children in this community have (up their sleeves) to beat these problems.

Facilitator to make list.

It seems clear to me that not only do you sometimes have power over your obstacle-problems, but that there are definite things you do that help you to beat them, get past them and feel hopeful. Look at your picture of you trying to get to your goal, with the obstacle-problem blocking the way, and think about what you do or can do to get past your obstacle – problem to reach your goal. Things you do or might do to make shining moments more likely to keep happening over and over again.

To help you record your tricks and tactics, we are going to divide your page into 6 blocks. Into each block, draw one of the tricks or tactics (T&T) by answering these questions.

1. Things you do or might do alone (personal or inner-peace t&t) e.g. every time I see my shadow I say to my shadow, "you are a hero," or "I go sit by the river and let my mind become still."
2. Things you do or might do with at least one other person (social t&t) e.g., I talk to someone I trust or I play with my friends
3. Things you do or might do with others or as part of an organisation to enforce your rights or to make the problem smaller for you as well as others (collective action t&t) e.g. "collecting signatures from other children and giving these to the mayor, so that the government can put up street lights to keep crime down and so that it's safer for us to walk home when it's dark because safety is a basic right" or "joining a children's organisation where we know we are part of the solution and not just part of the problem" ...
4. A t&t that can help make the problem smaller in the home
5. A t&t that can help make the problem smaller outside the home
6. Any other t&t you can think of

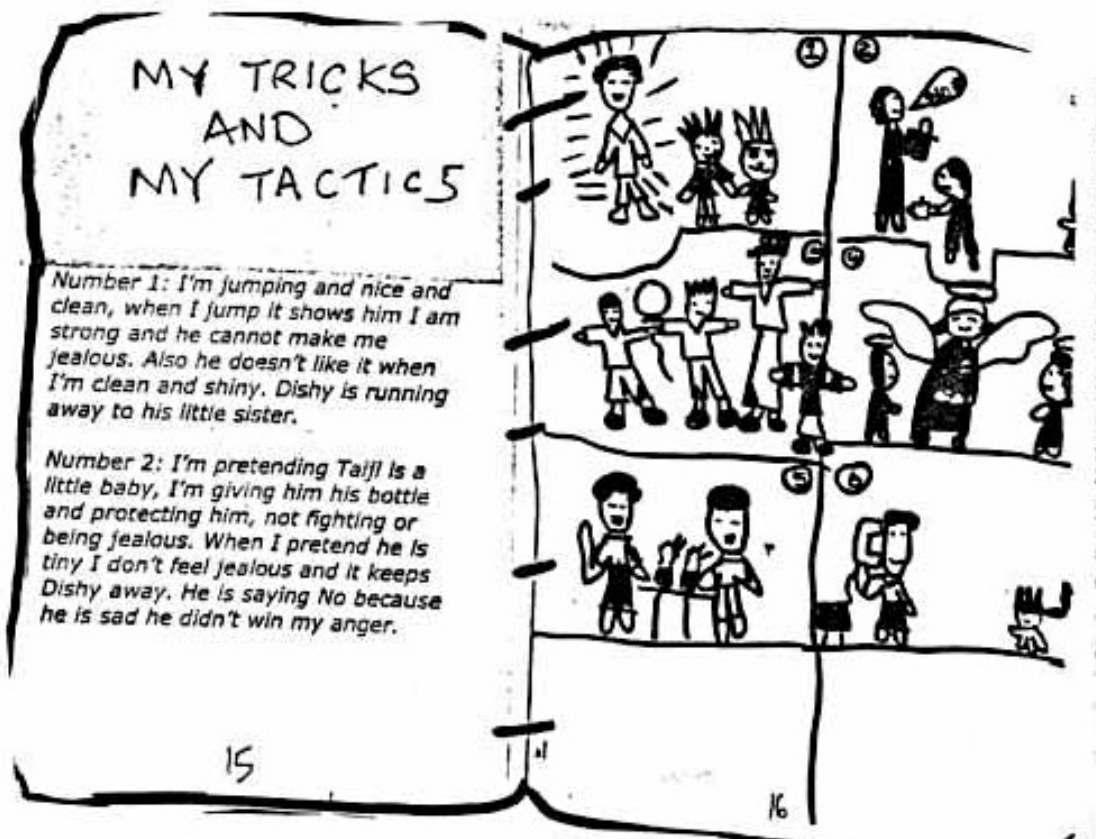
Your tricks and tactics might be things you already do. Or they might be things you have thought of but not tried yet. This second kind you can mark with a question mark, then come back once you have tried them, and either tick them, or change them if they don't seem to work.

The boy, whose absent mother feels like a wire fence around a flower or around his heart, told us that his shining moment was the day he remembered his mother visited him and brought him a pair of shoes. He also told us that two of his tricks and tactics that give him power over this broken hearted feeling (obstacle-problem) of missing her, are to play with friends and to share his feelings with people he trusts, and to make a hero book that can help other children. These tricks and tactics take him nearer to his G-day, which is a feeling of being cared for and safety.

The boy who said his obstacle-problem was feeling sad and sorry for himself, also told us that his shining moment came to him when he saw the two frogs in the gutter, and that two of his tricks and tactics that give him power over this hopeless feeling are to go to Church and to the art club. (One could call his type of Shining Moment, a moment of realization, or an AHA! moment, because this is the sound some people make when they realize something important, "AHA!")

Some children in South Africa took their hero books to parliament to show MPs who were busy drafting a law that affect children.

This is how another girl called Masego drew her tricks and tactics.



Activity 12- The Hero me!

To explore some images of the future to build dreams and hope.

Remind yourself what your goals are (activity 1) and what your main obstacle is (activity 2) Imagine you have got past this obstacle and you are near or have reached your goals.

Divide the page into 6 blocks and on the left hand side, draw a picture of this hero (you), in the future, doing the kind of things you want to do, or being the kind of person you want to be. Label the top block, in 5 years time, the middle block “in 10 years time”, and the bottom block “in 20 years time”. In the column to the right, you can leave space to fill in those tricks and tactics that will be most important to keep doing, in order to make these dreams comes true.

GIVE THE CHILDREN 10-15 MINUTES TO DRAW.

Something to think and talk about but that you don't have to write about.

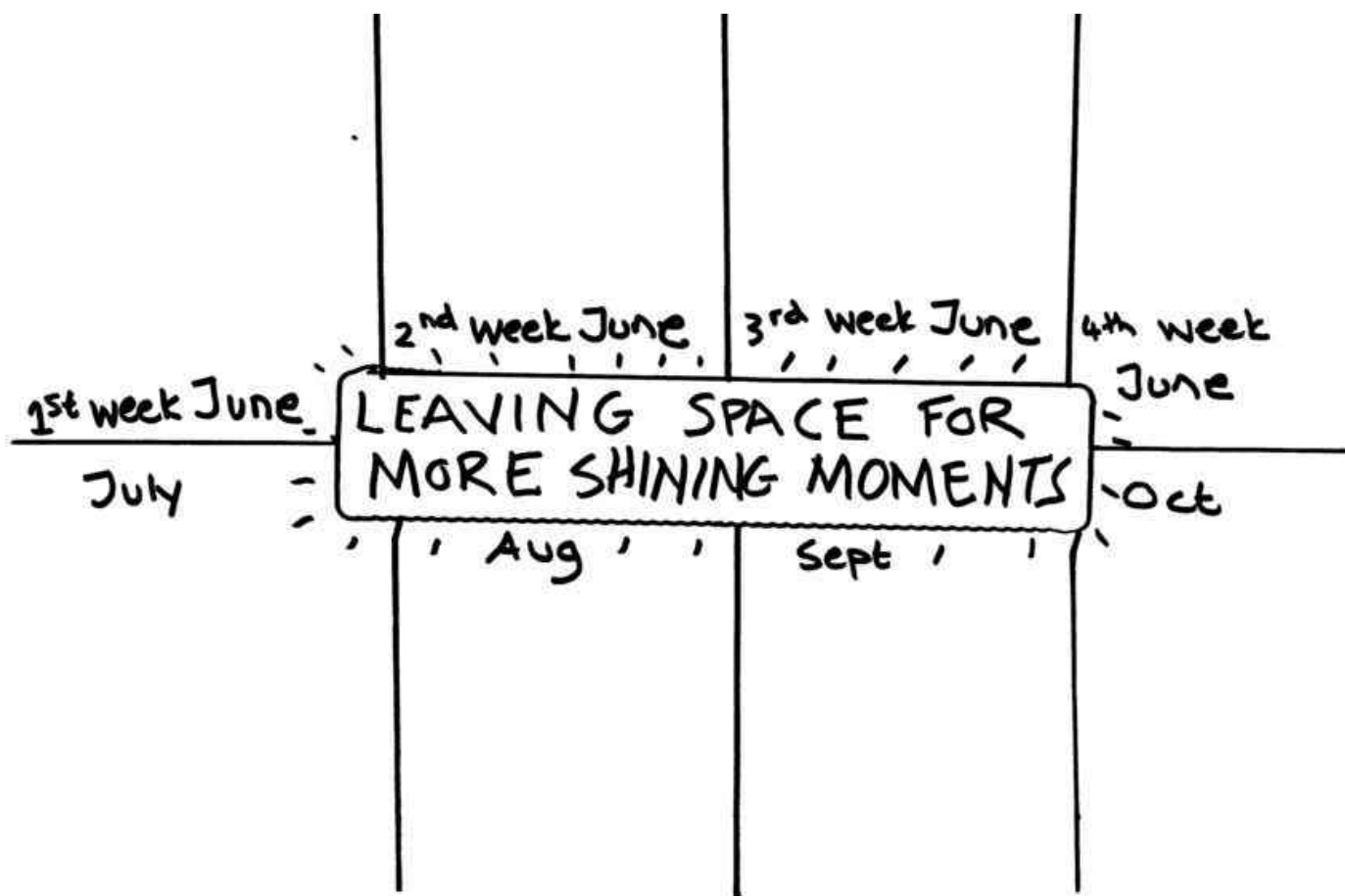
- Who (someone who has passed away or who is still alive) do you think would be least surprised to see you develop in this way or be like this in the future?
- What do you think it might be like for this person to see you like this in the future, knowing the part they have played in your development, and also the contribution you have made to their life?



Activity 13: Looking ahead: Weeks and months at a glance. Leaving space for more shining moments

The purpose here is to keep the hero story alive in the future and to provide a measurable way of checking how things are going

Instruction: "Today's date is On the last page of your hero book, you drew the hero, you, someone who is learning how to make more moments in their life into shining moments. Now go to the next blank page and divide it into 8. In each block, leave a space to "capture" a shining moment in the future. You can make some of them a week apart, and some of them a month apart. Write the title, "My shining moment in" in each block. When you fill them in, be sure to include a clock and a calendar. We want you to be on the look out for these important moments when the obstacle-problem felt smaller, you felt nearer to your goals, and you just felt better. When you experience these, try drawing them in, before you forget they ever happened!"



ACTIVITY 14 - The group reflects the hero via a Portrait-Poem

Purpose: Hero books were first introduced to the children, as books they are making for themselves. We also told them that they might want to think about sharing them in the wider world. By offering them the opportunity to share them in the group, is a step in this direction, if this feels safe for them, and if this is a direction they want to be moving in. In the hero booking process, we also want to strike a balance between individual work and group work and community work. The portrait poem is a group or pair orientated exercise whose purpose is to make each participant feel like a hero. We recommend that children work in groups of 3 however a higher number can also work.

Instruction: A Portrait – Poem is a picture of your face, drawn by several members of your group, plus a personal message to you written by them, in which they say why each of them sees you as a hero.

- 1) We want to find out from you how it feels to share your book or a part of your book with others in the group. If you don't want to share or show any part of your book to anyone, this is fine and you can still be part of this activity.
- 2) If you do want to share, please find just one page of your hero book that you want 2 others in the group to see.
- 3) Get into groups of 3 and take turns to show this page to the others
- 4) Then write your name on the top of the next blank page in your hero book and pass your book to another person. If you don't want others to draw in your book, just use a loose page with your name on it. All 3 of you should do this and each of you should have someone else's book or page in front of you.
- 5) Take a look at the person whose book/page you have in front of you, and take a minute to draw half their face, maybe just the shape of their face, and their hairstyle, and their eyes, but leaving the ears and mouth and nose for the other person to complete.
- 6) Remembering what they shared with you when they showed you one page from their book, and anything else you know about them, on the side of the picture write (or say and have someone else write for you) what you most like about them, and why you think they are a hero. This can just be a word, or it can be a phrase, or a short message. Sign your name under your "message / portrait/ poem."
- 7) Everyone should be working all the time, and make sure that each person gets a picture of themselves with at least 2 messages of encouragement and support.
- 8) If there are any children who don't want to share a page of their book, they can still make a receive a portrait poem.

ANYONE WHO DIDN'T WANT TO SHARE THEIR BOOK OR PARTS OF IT WITH SOMEONE IN THE GROUP, CAN STILL PARTICIPATE FULLY AS A WITNESS AND RETELLER OF SOMEONE ELSE'S STORY. THE RETELLING IS DIVIDED INTO TWO PARTS:

1) THE VERBAL RETELLING

- A) LOOK AT YOUR NOTES AND JUST IN WORDS, WITHOUT MORE WRITING, RECONSTRUCT or RETELL THE STORY BACK TO THE PERSON WHO TOLD IT TO YOU.
- B) BEGIN WITH, I HEARD YOU SAY AND READ BACK THE EXACT WORDS YOU WROTE DOWN WHICH ARE THE EXACT WORDS YOUR PARTNER SAID . THEN - YOU DIDN'T WRITE DOWN EVERYTHING THE TELLER SAID, OUT OF HUNDREDS OF WORDS, YOU WROTE DOWN ONLY 10 OR 20 OR 30. BRIEFLY SHARE WHAT ABOUT EACH OF THE EXPRESSION YOU WROTE DOWN MOVED OR TOUCHED YOU.
- C) GO BACK TO THE DEFINITION OF A HERO ON PAGE X AND SAY WHAT KIND OF HERO THEY ARE AND WHY YOU THINK THEY ARE A HERO

2) WRITTEN RETELLING

YOU NOW HAVE ABOUT HALF AN HOUR TO COMBINE THE HERO BOOK ITSELF, THE NOTES YOU MADE,, AND THE ORAL RETELLING, INTO A WRITTEN RETELLING. IN THIS VERSION YOU CAN ALSO SAY WHAT IT HAS BEEN LIKE TO WITNESS THIS PERSON'S STORY. THEN YOU WILL SIGN IT AND GIVE YOUR WRITTEN RETELLING BACK, AS A GIFT TO THE PERSON WHOSE STORY IT IS.

MASEGO THE HERO and DISHY THE FREAKED OUT JEALOUS MONSTER

A retelling by Jonathan Morgan

In early 2003, after kicking the idea around with first with Genge, and then with my daughter Masego, Masego and I began working on her very own hero book. The idea from the outset was that we needed one book, just one example that could then be used as the "starter / fire-lighter to spark off the next 9 million, nine hundred thousand, nine hundred and ninety nine hero books as part of the 10 Million hero book project (10MhBP) also known as the "One Child, One Hero Book Campaign."

We sweated big time to get it off the press (stand offs, go slows, tool downs, cajoling, bribery, threats, accusations of child exploitation, you name it) but finish it we did. With the completed Dishy story under my arm, I set off across Africa inviting front line workers who worked within organizations like the International Federation of Red Cross and Red Crescent Societies and other REPSSI partners, all of whose business it is to support the psychosocial wellbeing of children, to read Dishy and then to make their own hero books.

Masego has seen some of the truly stunning and moving books that Dishy has spawned and inspired. I hold my breath every time she sees one, for I know that it is in these exact moments that the awful Dishy himself, chooses to strike. I too am jealous and envious that I can't lay claim to having made the beautiful and powerful books being generated all over Africa and the planet under the umbrella of the 10MhBP. It has gone way beyond my control. Since early 2003, the hero booking methodology has changed, and continues to change, but rather than update Dishy, it is presented just as Masego authored and illustrated it. It is a classic and holds a special place in the history of hero books and the Ten Million Hero book Project.

Thank you Masego.



Activity 17: Finding a title, and making a cover

Purpose: In a hero and solution focused way, this activity can help the child focus on what seems central in this new alternative story about their life. You can also ask the child to explain the cover. In this explanation by the child, which might be a kind of summary of the book, be on the look out for a hero or solution focused story, as opposed to a problem saturated story.

Instruction: "Now that you have almost finished your hero book and you have heard your hero story told back to you, please draw a picture that can be the cover of the book. Also make up a title for your book to put on the front cover. Books also have the name of the author, and the illustrator on the front cover. Who is the author and illustrator of your book?"

ACTIVITY 18: Touching base and thinking about Publishing

Sit in circle and ask each child

- How did it feel to make hero book and to share your story
- Is it ok to let the others in the group read your book? It's fine if you'd rather not.

Circulate those books where child gives permission, then, in circle again, ask group

- Since we all started making hero books together, did you learn anything about each other you did not know?
- Do you feel like you are a hero or an "active citizen" in any way?
- What was the most interesting part for you?
- Do you think your story "is happening to you" or "you are making your story happen?"
- Outside of this group, is there anyone who you want to show your hero book to?
- Outside of this group, is there anyone you don't want to show your hero book to?
- What do you want to do with your hero book? Leave it here for safekeeping? Change some things in it, then take it home and keep it as a bed time reader? Make another one just like it but maybe change your name and other identifying information, and put it somewhere like in the school library or on the internet for other people to read? Allow one edited copy to be used to train other children to make hero books?

For those of you who want to share your book, or a version of your book, outside the group, we are going to spend a whole session seeing if you want to change anything in the book, or if you want to make another one, that is less private.

Then we are going to ask you to sign a form that will protect you and us, so that it is very clear who you want and don't want to see this book.

SAFETY NOTE ###!!

HERE IT IS RECOMMENDED THAT THE FACILITATOR OUTSIDE OF THE GROUP, IN PREPARATION FOR THIS IMPORTANT SESSION, READS EVERY BOOK AND NOTES IDENTIFYING INFORMATION THAT MIGHT COMPROMISE THE CHILD OR THE FAMILY OR THE HOUSEHOLD, IN ANY WAY, SHOULD IT BE READ BY OUTSIDERS. FOR EXAMPLE, A CHILD MIGHT WRITE IN THE BOOK THAT A FAMILY MEMBER HAS HIV, WHERE THAT PERSON HAS NOT PUBLICLY DISCLOSED. OR A CHILD MIGHT ALLEGE THAT A THIRD PERSON IS BEING ABUSIVE, AND SHOULD THIS PERSON READ THE BOOK, THEY MIGHT VENT THEIR ANGER AGAINST THE CHILD. THE CHILD MIGHT BE UNABLE TO RECOGNISE THOSE PARTS OF THE BOOK THAT ARE UNSUITABLE FOR PUBLICATION, SO IT IS IMPERATIVE THAT YOU SCAN FOR THESE PARTS, THEN WORK WITH THE CHILD TO DEVELOP A SAFER NON CONTRERSIAL VERSION. IT MIGHT BE THAT YOU DECIDE TO SKIP THIS STEP OF MAKING BOOKS READY FOR SHARING, BUT THEN YOU HAVE TO BE CERTAIN THAT THE BOOKS WILL NOT BE READ BY ANYONE ELSE OUTSIDE THE GROUP. THIS MEANS THE CHILD CANNOT TAKE THE BOOK HOME WITH THEM! SINCE THIS IS UNPREFERABLE, JUST AS A SAFETY PRECAUTION, WE RECOMMEND EVERYONE GOES THROUGH THIS STEP.

THE FINAL PART HERE IS TO ENSURE THAT THE FOLLOWING INFORMED CONSENT PROCESSES AND FORMS ARE SIGNED BY YOU AND EACH CHILD.

CONSENT FORMS – HERO BOOKS – PUBLIC VERSION

It has been carefully explained to me in language I can understand that

- I am making this version of my hero book so that it can be photocopied or reprinted so that other children and adults can read it, so that they can either make their own hero book or learn more about my life, some of the obstacle-challenges, and some of the solutions.
- I give permission for anyone to do this, as long as the purpose is not to make profit but to raise awareness about social issues.
- I understand that at any time right up until the moment it goes to print, I have the right to further change my name or any other identifying details, or anything else I don't like in the hero book.
- My facilitator has carefully gone through my hero book and we both felt that there was nothing in it that might cause me or anyone I know harm or embarrassment.
- I understand that this version of my hero book or parts of it, might be published in another form, for example a manual, text book or collection of hero books in print form or on a website.
- Any money made from these would go not to me, but to projects to teach people to make hero books that I might or might not be a part of.
- If me or my organization is able to sell the rights to publish this hero book, just as I cannot stop anyone from publishing it, no one else can stop me or my organization from publishing it. Nor can they make any claim to any money made from that.

	Name	Signature	Witness	Date
Child				
Facilitator				

ACTIVITY 19 - PLANNING A RE-MEMBERING PARTY OR CELEBRATION

Purpose: The idea here is to celebrate the finished hero books. With the children's permission, we share the books taking care to protect the children (making sure there is nothing in the books that might result in the child being harmed). The sharing is with a wider circle of people, who can be moved to offer ongoing support to the children. The purpose is to re-invigorate valued connections between the children and the people who have been and are in their lives.

Instruction: Well done for finishing your hero books. Today we are going to plan a party or celebration to mark this amazing event. Not everyone in the world gets to be the author, illustrator and main character in the same book! Here are some steps to help you think about and plan this event. The idea is to invite some people who were not part of this hero book making group, but who maybe are in your clubs of life / circles of support, or your community to this event.

1. does this sound like a good idea to you? Remember you can celebrate finishing your book without anyone else reading it. You also had a chance last session to change anything you want to in your hero book. Maybe you need more time for that.
2. if you like the idea of a celebration, decide on a date and venue
3. each hero book maker please look at your club of life and make a list of the people you want to invite to this celebration
4. as a group make an invitation (see example) and prepare award certificates (see example)
5. plan the meeting by answering the following questions:
 - is there going to be food and drinks and who should bring it
 - opening speech and welcome – decide what should be included in speech, how long it should be and who should deliver it
 - hero book presentations and speech by each child – each child might flip through but not read word for word own hero book and say how it was for them to make hero book (decide how many minutes each presentation should be)
 - how much time should be allowed for hero books to be circulated and looked at by guests
 - how to make sure for those of you who don't want others to see their books, that this doesn't happen
 - handing out of award certificates (by individual children to re-membered and honoured club members accompanied by just a few words) and (by group representative/facilitator of group to children for completing hero books)
4. Way forward and closing remarks – decide what should be said and who should deliver the speech
5. PRACTICE WHOLE CEREMONY



Certificate / Invitation to Club of Life Celebration

Dear

- THIS CERTIFICATE and invitation HEREBY HONORS you as someone WHO HAS MADE A SPECIAL CONTRIBUTION TO MY LIFE.
- I especially REMEMBER THE TIMES you and I

- This was special to me because

- FEELING SO CONNECTED TO you made me feel we are MEMBERS OF A SPECIAL CLUB OR NETWORK OF PEOPLE WITH JOINED VALUES AND PURPOSES
- I HEREBY WANT TO RECHARGE THE CONNECTION BY RE-MEMBERING you AND NAMING you AS A SPECIAL MEMBER OF MY CLUB OF LIFE
- IF THERE IS ANY WAY THAT I CAN CONTINUE TO CONTRIBUTE VALUE AND MEANING TO your LIFE, I WILL BE HONORED TO DO SO, please let know how
- One thing I can think of here is to

- Please come to our Re-Membering party

- Date
- Time
- Place

SIGNED

ACTIVITY 20 – REMEMBERING PARTY

Go for it!

ACTIVITY 21 – Touching Base for some M&E

Purpose: To get more of a sense of how it went / is going for everyone

Immediately after the hero book process:

Remember at the beginning of the hero book, you wrote down why you were making a hero book and how you would know if it made a difference. Now you have finished your hero book. Go back to the first page, then think and talk about these questions.

- 1) Did making the hero book make you feel closer or further away from your goal(s)?
- 2) Did making your hero book make any of your problems feel bigger or smaller?
- 3) Can you explain why it helped or didn't help?
- 4) What did you like about making a hero book? What didn't you like? How can I improve the way we did it for the next group I make hero books with?

A few months after the hero book process:

- 1) Have you filled in some shining moments in the spaces you left in activity
- 2) How do you feel about your hero book now? Do you feel you have more power over your problem than you had before you made a hero book?
- 3) Is there anything else you would like to tell me?

OPTIONAL EXTRAS

These activities might be useful but were not introduced in the correct order in case you under pressure to complete the process in a limited amount of time.

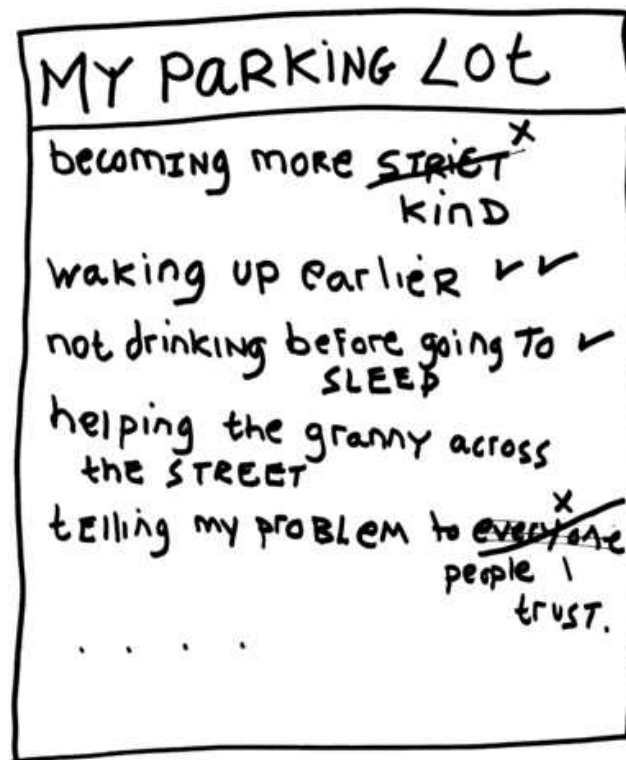
PARKING LOT FOR TRICKS AND TACTICS

If you want to work with this exercise, introduce it before activity 1 (goal)

Purpose: In terms of Solution Focused Approaches, the key life skill strategy might be said to be this one: "Find out where you want to go (your goal), think about the things you might do to get there, keep doing the things that work, stop doing the things that don't, and try something(s) new". If you as the facilitator are interested in giving the participants a more structured opportunity to test and evaluate strategies and possible solutions, you might find this option useful.

Instruction: Later you are going to learn about "Tricks and Tactics", even though these are probably things you are already doing or thinking about to reach your goals. Between every time we meet as a group, I want you to think about what things you do or might do that might take you a little closer towards your goals. But not just to think about these things we shall call "Tricks and Tactics", but to try them out. Every time we meet we will begin by turning to this page and inviting

you to share with the group which tricks and tactics worked, and which did not. You can edit (change) things that you tried but that didn't work. Or you can cross them out and try brand new ones. You can also tick the ones that seem to be working.



ACTIVITY 9+ MY RIGHTS – A BIG PART OF THE SOLUTION OR A BIG PART OF THE PROBLEM - Leave out for children 0-9 years – if you do this one, do it after the community map

Purpose: There is a direct relationship between the enjoyment of human rights by individuals, and their mental health and psychosocial well-being. Violations of human rights negatively impact on the mental health and psychosocial well-being of individuals. The respect for human rights reduces mental health and psychosocial risks. At the same time, the promotion of mental health and psychosocial well-being helps put people in a position to assert their rights and prevent further rights abuses. Appropriate information received at an appropriate time may counter exploitation and abuse. Information and communication systems can be designed to help community members to become active survivors rather than passive victims (IASC, 2006)

Instruction/Questions: Do you remember what the “R” in the NORGS ladder stands for? (Rights). Do you think other children or people might also have the same problem as you?

Do you think there are any laws in the country or in the world that protect you and them in relation to this problem? Do you know what your rights are in relation to the problem you have identified and named so well?

Allow for a discussion and provide input. You might have to do some joint research here allowing time for you and the group to bring knowledge or documents to the group the next time you meet.

Examples

Problem	Right	Law / guidelines, universal, national	Appeal to for protection
Having to sleep outside	Right to shelter	UN convention of the rights of the child, SA Children's Bill	Gov, police, UN
Sexual / physical / verbal abuse	Right to protection	UN convention of the rights of the child, SA Children's Bill	Gov, police, UN
Stigma	Right not to be discriminated against	SA constitution	Gov, police, UN
Recruited as child soldier	Right to	UN convention of the rights of the child, SA Children's Bill	Gov, police, UN
Child labour	Right to play and enjoy childhood	UN convention of the rights of the child	Gov, police, UN
Lack of support		UN convention of rights of the child	Gov, police, UN
Lack of privacy / overcrowding	Right to privacy	IASC residential care guidelines	Gov, police, UN

Instruction: Now that you have done some research, can you try fill in the table below for you and the problem you are facing. You can also leave space to copy or paste in the exact bits of the laws which protect your rights (in relation to the problem)

Problem	Right	Law guidelines	Appeal to for protection



REPSSI, MEMORY WORK, THE ONE CHILD ONE HERO BOOK CAMPAIGN, AND THE TEN MILLION MEMORY PROJECT

REPSSI is a regional capacity building organization working in 13 countries in East and Southern Africa to enhance the psycho social wellbeing of children, families and communities affected by HIV/AIDS, poverty and conflict. REPSSI is also the host organization for the Ten Million Memory Project.

Memory work has been defined as the deliberate setting up of a safe space in which to contain and explore the telling of a life story. This space might be a room, the shade under a tree, a drawing, map, memory box, basket or book. In therapeutic contexts, the scope of memory work is not necessarily restricted to the past, its purpose is often to deal with obstacles in the present, and its main orientation most often tends towards planning and the future. Memory work acknowledges and reinforces the amazing capacity people have to survive, celebrate life and find solutions to challenges.

Memory work is widely practiced in Africa and beyond. Many practitioners are collaborating under the umbrella of the Ten Million Memory Project (10MMP). The 10MMP includes a deliberate mix of academics, faith basers, flat earthers, grass rooters, youngsters and veterans. Our joint vision is to share evidence based memory and life story work approaches with at least 10 Million Children across Africa by 2010. This is being accomplished by working into existing extensive networks like the Red Cross, and by developing key partnerships in at least 15 African countries.

The broad strategy at this stage includes the development of simple training material, the establishment of pools of regional master trainers and mentors, media and communications advocacy, the mainstreaming of psychosocial work, as well as ongoing monitoring and evaluation.

Under the banner of the Ten Million Memory Project, many children are creating their own hero books and mini libraries of hero books that can be read by other children.

For a fully referenced article that presents hero book in a theoretical perspective as well as providing some information on its impact –as well as for more information and updates see www.10mmp.org and www.repssi.org

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