

PSYCHOSOCIAL WELLBEING SERIES

Making a Hero (ACTIVE CITIZEN) Book

A GUIDE FOR
FACILITATORS

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ABOUT THIS BOOK: The process of making a hero book involves leading groups of children through a series of autobiographical storytelling and art exercises. By doing this, the children find solutions to the personal and social challenges they face. The process also helps to encourage the community to respond to these challenges in an active way.



REPSSI is a regional capacity building organization working in Southern and Eastern Africa to enhance the psychosocial wellbeing of all children affected by HIV and AIDS, poverty and conflict.

“Developing the Hero Book tool has been a protracted process dating back to 2003. Prior to joining REPSSI, Jonathan Morgan had substantially developed the approach. Since 2005 however, REPSSI has invested significantly in hero booking to bring it to the level of completion evident in this manual. REPSSI is proud to publish this evidence based approach in the emerging REPSSI Psychosocial Wellbeing Series.”

Noreen M Huni
REPSSI Executive Director
27 August, 2007

INDEX

- 01** Notes To The Facilitator
 - 02** Mainstreaming Psychosocial Support For Psychosocial Wellbeing
 - 04** Age Appropriateness
 - 04** Safety Notes
 - 05** General Notes
 - 06** Confidentiality
 - 07** The Process
 - 08** Not Just About Production, But Also About Sharing And Reflection
 - 10** Making The Book
 - 11** **Activity 1** – Building Blocks
 - 15** **Activity 2** – What Is A Hero?
 - 16** **Activity 3** – What Is A Hero Book?
 - 17** **Activity 4** – Power Over Sharing – What, Whether, How Much And To Whom You Want To Share
 - 21** **Activity 5** – You And Your Goals
 - 23** **Activity 6** – Monitoring and Evaluation – Collecting Base Line Data
 - 26** **Activity 7** – Making It Safe
 - 27** **Activity 8** – Reading Other Hero Books And Watching Hero Book Films
 - 28** **Activity 9** – Filling In Protection Forms
 - 29** **Activity 10** – A Hero In My Life
 - 30** **Activity 11** – An Earlier Memory
 - 31** **Activity 12** – The Club Of Life (Also Called The Circle Of Support)
 - 33** **Activity 13** – My Community
 - 34** **Activity 14** – Catching In A Net – The Obstacles Which Prevent You From Reaching Your Goal
 - 42** **Activity 15** – The Telling And The Retelling (1)
 - 45** **Activity 16** – Drawing And Naming The Obstacle
 - 47** **Activity 17** – Shining Moment (When You Felt You Had Some Power Over The Obstacle)
 - 49** **Activity 18** – The Tactics And Tricks That Bring You Closer To Your Goal, That Give You Power Over Your Obstacles, And That Are Likely To Result In Lots More Shining Moments
 - 51** **Activity 19** – The Hero Me!
 - 52** **Activity 20** – Looking Ahead: Leaving Space For More Shining Moments In The Weeks And Months Ahead
 - 53** **Activity 21** – The Group Reflects The Hero Via A Portrait-Poem
 - 55** **Activity 22** – The Telling And Retelling (2)
 - 58** **Activity 23** – Combining Our Tricks And Tactics, Sharing Our Knowledge
 - 59** **Activity 24** – Communities Of Solution Finders
 - 60** **Activity 25** – Finding A Title, Making A Cover
 - 61** **Activity 26** – Thinking About Publishing
 - 65** **Activity 27** – Planning A Re-membering Party Or Celebration
 - 68** **Activity 28** – Re-membering Party
 - 69** **Activity 29** – Some Monitoring And Evaluation
 - 71** Credits And Acknowledgments
 - 74** Hero Book Adaptation Guide
 - 76** Copyright Information
-

GLOSSARY



Community mobilisation: encouraging the community to do something together about a problem or problems that affect community members

Custodian: someone who looks after something important or valuable

Birth family: the family you were born into

Identifying details: information about you that tells another person who you are, for example your name

Non-intrusive: a way of doing something that is welcome and that keeps it private

Prescriptive: saying how something should or must be done

Psychosocial: psychological aspects of our experience (thoughts, emotions and behaviour) interacting with our wider social experience (relationships, environment, traditions and culture)

Stigmatise: To be treated as if you should be ashamed of your situation or behaviour


Sustainable: something that can continue to exist for a period of time

Symbol: a simple picture that can talk without words or explanations

Therapeutic interviewing: the counsellor asking the client a series of questions when taking a case history in a counselling situation

Trauma debriefing: counselling that helps people who have recently experienced trauma to deal with the effects of the trauma

Secondary traumatisation: where the counselling process causes the client to be further traumatised, by asking questions or by asking for retellings of the trauma.



A Hero Book is a document, and a process, in which a child, youth, or adult is invited to be the author, illustrator, main character, and editor of a book that is designed to help them set goals, and give them power over a specific challenge or obstacle in their life. Through Hero Bookmaking, groups of individuals are led through a series of drawing and autobiographical storytelling

exercises. Each person makes a choice and decides if they want to work alone, share in pairs, share in the group or eventually share outside of the group. Hero booking can also be described in terms of community mobilization whereby the author, having reflected on the limits of his or her internal problem solving skills and knowledge, is assisted with identifying, strengthening,

and mobilizing a wider circle of external support and resources. At the end of the process (25 exercises that on average take an hour each to complete), each person has a hand-bound storybook of their own making which is a kind of solution focused mission statement, but one that also documents and reinforces their problem busting strategies.

TO THE FACILITATOR

Many of the people that we work with face psychological and social obstacles that sometimes get the better of them and that may stand in the way of their goals. Making a hero book in a safe space, amongst people they know and trust, will help people to think about these obstacles and find ways to deal with them.

During the process of making hero books, we invite children to share some of their inner world and life story, which helps us to learn more about them. But the process goes beyond assessment. Making hero books can be described using the language of art, narrative and solution focused therapies.

Each exercise has a different purpose. The exercises include elements of history taking, history making and community mobilisation. The group and the facilitator

enter strongly into each participant's story as friendly and supportive co-authors and editors – but hopefully the process will go further than storytelling, and will strengthen the wellbeing and the circles of support around the child.

The process aims to develop heroes, survivors, active citizens and solution-finders. As a facilitator, you work with participants to help them to see and experience their own story in a new way. At the end of the process, each participant will have a well-illustrated document as testimony to these positive solution-building and community-mobilising skills.

The basic method involves inviting children to make a book in which they are the authors, illustrators and main characters. However, to make the process safer

for children, they don't have to use their real names, either as the author, illustrator or main character. Hero books can be 'the truth', 'based on the truth', or 'completely made up'. It is up to the author to decide.

The making of the hero books is both a process and a product. A process which involves finding out more about oneself, one's friends, and thinking and feeling about difficulties and obstacles in their lives.

TO “QUALIFY” TO LEAD CHILDREN OR OTHERS THROUGH THE HERO BOOKING PROCESS, ALL YOU NEED TO DO IS READ THIS MANUAL VERY CAREFULLY AND MAKE YOUR OWN HERO BOOK. UNLESS YOU HAVE DONE THIS YOU ARE NOT QUALIFIED TO BE A HERO BOOK FACILITATOR.

Mainstreaming Psychosocial Support (PSS) for Psychosocial Wellbeing



We use the term 'psychosocial' to highlight the close connection between psychological aspects of our experience (thoughts, emotions and behaviour) and our wider social experience (relationships, environment, traditions and culture)¹. Psychosocial wellbeing means that we, (our feelings, thoughts and behaviours) feel 'well', and that we feel close to and supported by others.

Mainstreaming PSS means making sure that in every part of the child's life (at home, in the classroom, on the playground, in the street, on the way to school, at the clinic, at the soup kitchen, at the kids' club, etc.) the child feels socially and emotionally supported. Mainstreaming PSS means making sure that this 'stream or river' of wellbeing flows widely, strongly and continuously in and around the child – that we look at every aspect of a child's life through PSS-tinted lenses. Caring relationships in everyday life, at home, school and in the community, provide children with the most suitable and sustainable psychosocial care and support².

As the pyramid on the next page shows, in terms of wellbeing only a tiny percentage of all children

need, and have access to, specialised professional, or paraprofessional psychosocial interventions.

Around the development of PSS tools, REPSSI tries to strengthen rather than replace everyday psychosocial care and support. We also don't want to harm or stigmatise children by offering them unsuitable 'blanket' or 'packaged' group interventions because they seem to belong to a category like 'orphans', 'street children', 'ex-child soldiers' etc.

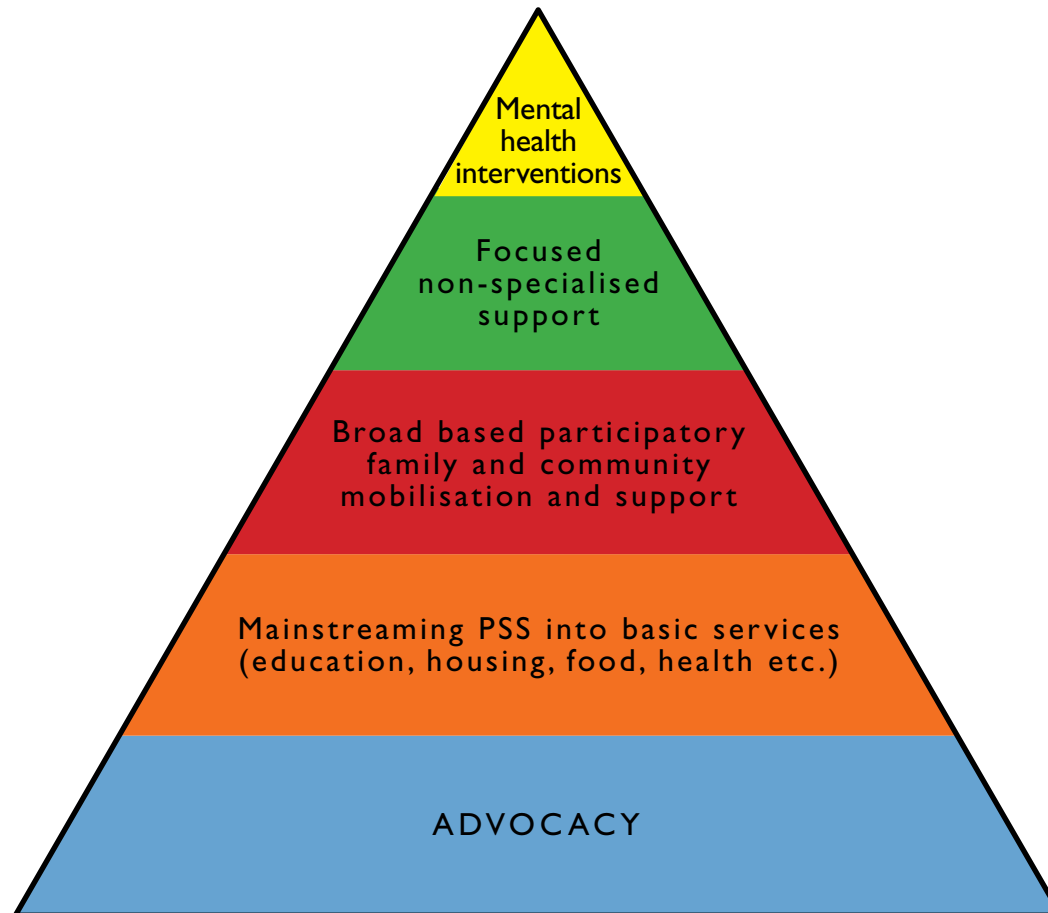
The REPSSI Psychosocial Wellbeing series include approaches that are aimed at different layers of the 'all children' target group (bottom of the pyramid). Hero books do not single out any 'at risk groups'. They can be offered to all children. The ideal and recommended way to make hero books is for whole classes to make them in schools. Hero books are being mainstreamed into and across the curriculum in schools; but the process of making hero books can also be used further up the pyramid. Hero books can be offered in kids' clubs, youth groups, support groups, and a variety of other settings.

¹ Psychosocial Working Group, PS Intervention in Complex Emergencies, undated working paper.

² Where the Heart Is, Richter, Foster and Sherr; Bernard van Leer Foundation, 2006.

Multilayered, Integrated Psychosocial Support

few severely affected children



all children

LEVELS OF PSS:

5. SPECIALISED MENTAL HEALTH SERVICES:

psychiatric, clinical psychological, and specialised traditional healer services, for children with clinical mental health diagnoses (potential to benefit only small numbers of the most severely affected children at any time)

4. FOCUSED NON-SPECIALIST SUPPORTS

for special needs of children who are not coping, and who are exhibiting symptoms of distress (potential to affect and benefit hundreds but probably not thousands of more severely affected children at any time)

3. FAMILY AND COMMUNITY SUPPORT:

everyday care and support provided by caregivers, friends, community members (potential to affect and benefit thousands of children at any time, the most powerful and sustainable form of PSS)

2. PROVISION OF BASIC SERVICES:

food, shelter; education, housing, health etc into which PSS needs to be mainstreamed (potential to affect and benefit millions of children at any time)

1. ADVOCACY

to influence policy and direct change to the social conditions that directly affect wellbeing (potential to affect and benefit millions of children)



AGE APPROPRIATENESS

- Since this process was designed for children and young people, when we refer to the participants we will use the term 'children'. Hero booking can also be adapted for use with adult participants. Many adults have found making their own hero book useful. Especially adults who work with children for whom it can be done as a 'caring for the carer' intervention.
- Making hero books is not suitable for children younger than 5 years.
- The language in this manual is aimed at children aged from ten to fifteen years. Adapt the language you use for younger children or adults.
- Please note – for children aged less than 9 years, it is important to leave out the activity (14) in which a net

is thrown to name and catch the problem.

- Some children might not be able to write but all children who are 5 years and older should be able to draw and explain their drawings. With the younger child's permission, a facilitator or an older child who can write, can help out to write down into the younger child's own hero book, what the younger child says about their drawing.



SAFETY NOTES

- Hero booking is also not suitable as a group trauma debriefing tool. It should not be used for this purpose.
- When you screen potential participants, it is important to exclude people who have suffered trauma or severe distress recently. Because the trauma is likely to weigh heavily on their minds, there is a risk that the process of drawing and expressing themselves might cause them secondary traumatisation. Group work of any kind is generally not suitable for acutely traumatised people.
- Before you begin a hero book process, ensure that you have everyone's written informed consent. All participants need to understand that the process is entirely voluntary, and that anyone is free to leave at any point.
- Don't try to produce examples of powerful, shocking material, 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. Make sure you are always available as a friendly, supportive co-author, custodian, counsellor and editor.
- Think about and prepare in advance – how you will react when and if a participant or several participants become distressed or upset as a result of exploring their story and painful feelings. You should feel confident that you have sufficient counselling skills, that you have the support you need to offer one-on-one time for these participants, and that a referral procedure is in place, if need be.
- End every session with a quick evaluation. Ask participants to share what they liked about the session, what they didn't like, and how things might be improved.
- Be sensitive that for some people, sharing their stories might feel very threatening and unsafe. Research on the impact of hero books has strongly indicated that many participants prefer not to share the content of their hero books in the group, and that by forcing or putting pressure on these participants to share within the group, you are more likely to do harm than good. Research also shows that many participants like and find it useful to share the content of their books. Make it very clear from the outset



Whenever you see the symbol, it means you, the facilitator, need to pay special attention to safety issues.

that it is possible and quite okay to make a hero book without sharing and that there is no obligation to share, but for those who want to share, sharing is most welcome. Respect the choice of those who don't want to share, and make sure they aren't excluded from the group. Rather follow the suggested ways to keep them engaged in the role of a 'person on a private journey' within the group. They can play an important role just by being a witness to stories that others want to share. To help you communicate this strongly and clearly to all the participants, see the power over decisions to share activity on page 17.

- Also take special care to negotiate rules about confidentiality and shared confidentiality, and to create a safe and trusting relationship between yourself and the group, before you begin the process.
- Look out for information in all hero books that identifies people who have done the child wrong. (For example, if a child writes that a certain person is abusing them). If the person who is named sees the book, he or she might try to punish the child or make the situation worse. Do not discourage the child from disclosing such information, but be extra careful that it doesn't fall into the wrong hands or make things worse for the child.

GENERAL NOTES

- This process is designed at a minimum to take about 20–25 hours over a few weeks or months. Each session should be about one-hour long. This allows time for making art, writing the words, sharing, plus individual and group support. You may take longer or shorter, depending on the age of the participants, the size of the group, your way of working etc. It is highly recommended however that the process is not rushed. Perhaps the best time span is to do hero booking for an hour a day, two or three times a week, over two or so months. This ideal is however only really possible in settings like schools where the facilitator is part of the ongoing everyday lives of the children (which is also recommended), and where the facilitator is not an outside facilitator who might feel a need to rush the process.
- For non school settings, it is recommended that especially for less experienced facilitators, you begin with a small group (4–8 children). With more experience you might want to increase the size of the groups. For larger groups, try and have at least one facilitator for every 5 children.
- The activities are divided into separate 'activities'. They take from 10–60 minutes to finish. You can also do them faster or slower.
- Each session should only be as long as the children can concentrate for. You can try for one-hour sessions. Aim to fit in a realistic amount of acts per session,

with breaks as needed.

- Encourage participants by often praising their drawings and stories. Remind them often that there is no such thing as a bad artist or a poor drawing. Never criticise what a child has drawn – if they haven't drawn what the activity seems to ask for, do not ask them to rub out or cross out what they have drawn. Work with what you have, or 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 and illustrators.
- Before you, as a facilitator, expect others to make a hero book, **make sure you have made your own**. Do not expect children to follow where you have never been before.
- Encourage the children to draw, but never draw for them. If they agree, you or another child can help them if they can't write.
- Some children might prefer to work with the term 'active citizen' rather than the term 'hero'. An active citizen can be defined as a member of a community or country who plays a very energetic and active role, trying to influence and shape the quality of his or her life, as well as the lives of others.
- To write and illustrate a book about your life is a long process. Some children might become tired or bored from lots of drawing and writing, session after session. Make sure you balance hero book activities with other fun, outdoor and physical activities.

CONFIDENTIALITY

Confidentiality means that what is shared in a certain group, is not shared or repeated without the permission of the person who shared that information in the first place.

The hero book facilitator needs to set up a group agreement with the children to jointly create a safe space where children feel free to share. This could be done as a discussion with the children. Key points to include are


- need to show respect to one another by not “talking over”, interrupting or teasing one another
- confidentiality- this means not talking about what is said in the group, outside of the group
- need to respect differences of opinion. This means not laughing/teasing one another

This agreement then can be used throughout the process with the children as a point of reference.

HOW TO DEAL WITH UNCOMFORTABLE AND DIFFICULT EMOTIONS IN A GROUP OR CLASSROOM CONTEXT.

If during a hero book session, a child becomes visibly upset and cries, the facilitator may begin to feel overwhelmed and not know how to respond

The following guidelines are offered:

- Several of the hero book activities (activities 11, 12, 14, 16) are more likely than others to cause strong emotional reactions in some children. These have been marked with a symbol of a hand. 
- Facilitators should proceed with caution during these activities and be prepared to offer additional support to children in these activities, if necessary.
- It is not necessarily “bad” that a child expresses some sadness or sheds a few tears.
- The facilitator need not feel they have to comfort the child or interrupt the process at this point
- If the child cries so much or is so upset that he or she can't continue to read or share, it is appropriate for the facilitator to intervene.
- This might take the form of placing a hand on the shoulder of the child, and telling the child that you can see they are very upset, that they are very brave, and that they can take a few minutes of ‘time out’ if they like
- The most important thing is to create a trusting relationship with all the children in the group.
- The facilitator can also ask the child if they want some feedback from the others. This takes the child out the spotlight, and allows the other children to offer support to the child (see action research case study on page 8 for some ideas).
- If the child continues to be upset or withdrawn after

the session, the facilitator can offer further individual support if he or she is able, or he or she can refer the child for additional professional support from a social worker or psychologist if this is available.

- The child's hero book might be very useful to the social worker as a kind of “history” or “assessment” of the child. You will need to explain to the child that you are making the referral because you are worried about the child and want to try set up additional support.
- It is important that the facilitator has an awareness of age and developmental related psychosocial related issues of the children in the group (such as sexuality, need for experimentation and autonomy, etc).
- Allowing time and space for reflection, and not just rushing through all the activities, will help children to hear other about each other's problems and help them ‘normalise’ their own problems. This might prevent them becoming very upset when thinking and talking about their own problems.

USEFUL HERO BOOK RESOURCES

1. Other Hero Books

- If you have access to an internet connection – you can download some examples of hero books from www.uct.ac.za/depts/cgc, click on 'research' then 'hero stories'. www.repssi.org also has some examples
- To view some digital hero books, and hero book anthologies see www.digitalherobook.org and www.repssi.org

2. Hero Book Films

'Three in a Million' directed by Mital Guttman is a 15 minute documentary film in which several South African youths talk about what making hero books was like for them. 'A Hero Book in the Making' directed by Stan Watt and Kirsti Cumming is a 15 minute animated cartoon. Through the story of Tiger, whose father has recently passed away, the film spells out all the steps of the hero book process.

3. Hero Book Resource Pack

This dvd contains the hero book manual, a mini library of hero books and the two films referred to above. For enquiries about how to order these resources, please visit the REPSSI website. If you are able to access these resources, they are very useful for training purposes. Allowing children to watch the films as well as look at some other hero books is a great way to begin a hero book workshop.

THE PROCESS

The process goes like this:

1

Give the instruction.



3

The facilitator 'facilitates' (goes around encouraging, explaining, asking the children to explain their drawings in words which they should write if they can, or 'tell' with either another child or a facilitator recording their exact words).

4

Children are 'invited' to share in small groups (but they don't have to).

5

Facilitator uses the following prompts to help group reflect on today's activity

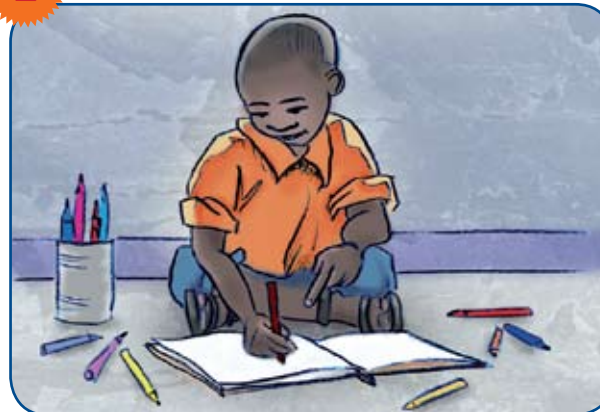
- What did you learn about each other today?
- What did you learn about yourself today?
- What did you like about today?
- What didn't you like about today?
- What should we do differently in the next hero book activity?

Tips:

Step 5 is very important. Don't leave it out.

2

The children do the drawing.



NOT JUST ABOUT PRODUCTION, BUT ALSO ABOUT SHARING AND REFLECTION

An Action Research Case Study on a Hero Booking Sharing Session at Eikendal Primary School, August 2008

Action research means we can observe what we do while we do it, think about this, and change how we might do things. This case study shows how we observed our own practice, got feedback from the participants, and changed the way we now do hero books.

The grade 7 learners were lucky to have Druscilla Van Niekerk as their teacher. She already had some experience with hero booking from the previous year.

When we walked into Druscilla's English language class, to observe how the process was going, she told us that the class had gotten as far as activity 8 with their hero books, and that this lesson had been set aside for sharing rather than producing new material. She also told me that in the South African Educational National learning outcomes for language, there is an assessment standard relating to orals, and that this lesson would help her meet these learning outcomes.

Druscilla made it clear to the learners that sharing was voluntary and that learners could share only as much as they wanted, and that they could also change or withhold identifying information as they shared.

She then addressed the class, "Now who would like to share, let's focus on activity 3, Who I am and my goal?"

Several hands shot up. The first child to share was Mary. She told us that she is 13. That she lives with her mother; that her father had died, and that her sister whom she loves so so much is about to leave home to study at university. She also said that her own goal is to become a teacher. As she told the bit about her sister leaving the home, her eyes filled with tears.

Druscilla asked Mary if she would like a hug. Mary gave a big nod and walked over to Druscilla who comforted her. I noticed that some other children were also tearful. The class clapped and the next child prepared to share.

At this point I interrupted the action and asked if we could try something new. I reminded the class that it was completely voluntary to share, but that while each child was sharing, could all the other children take note of what touched and moved them the most, and that they must be prepared to give this feedback to the person

who shared. Druscilla rephrased this in a better way and asked them to write down what they felt (in their hearts) and what they thought (in their minds) as the person shared. I added that it was ok to say what the story reminded them of in their own lives. I added that the children who shared were very brave and that I could see that their stories were also causing others to have strong feelings. "But if we just clap, the person who shares might be left feeling like they don't know what others felt and thought about their story and this might leave them feeling uneasy. Maybe you think you are saying nothing if you keep quiet, but to the other person they might think your silence is saying that you don't care."

So we began again. The ground rules being.

- 1) All listen to the sharer who shares something from their hero book for a minute.**
- 2) All write down on a spare piece of paper what you think and feel and what it reminds you of in your own life.**
- 3) 2 people volunteer to give 1 minute short feedback to the sharer telling them what you thought and felt while or after they shared.**

This worked really well but after some time I noticed that it was still only the most confident children who were giving feedback and sharing. So I said,

“Ok, I can see there are lots of you who are really listening fantastically well, but you still have not shared what you are thinking and feeling. We want to give you all a chance to do this, so everyone please stand up, pretend you are at a party and socializing. Just move around and talk to anyone you want to, if you want you can tell them what you are thinking and feeling. Or you can give them some words (or hugs of support with their permission). You needn’t only talk to those who have shared. The listeners have also been doing a fantastic job.”

This was really fantastic to observe. I thought the boys would be more restrained in their support and perhaps “punch each other on the shoulder and say, “Cowboys don’t cry kind of thing.” Not at all. Boys as much as girls were hugging each other, smiling gently into each other’s faces, the mood was subdued and respectful, many eyes wet.

We then went into a final round of sharing leaving 10 minutes for the sharers to have a chance to say what it was like to share and to get feedback, and for the listeners to say what the experience was like for them.

One boy said, “I have been with Peter since we started school together 5 years ago, I never knew he had a

sister who died. I only learned this today through his hero book.”

Another boy said, “Bongani is my best friend but I never knew he loves animals and wants to be a vet, I liked his story so much, I am proud to be his friend,” and as he said this he put his arm over Bongani.

Then Druscilla asked the group to think about what they liked, didn’t like and what they had learned about themselves and each other in today’s activity. This went really well with lots of the children volunteering to share, even the quiet ones.

Perhaps you will find this case study useful when you do hero booking in a group. Remember, hero booking is not just about getting through the activities. It’s mostly about sharing and support.

Here are the key points for these “reflecting” sessions once again:

- 1) Children are invited (but NOT forced or “told”) to share any part of their hero book or what they wrote in the most recent activity, for 1 minute. Try give all children who want to share a chance to do so.**
- 2) All listeners (the rest of the group) listen to the sharer**

- 3) As the listeners listen, they must all write down (not in their own hero books but on a spare piece of paper), key words or notes summarizing what they felt in their heart, what they thought in their minds and what they were reminded of in their own lives as they listened to the sharer**
- 4) 2-4 children are then asked to volunteer to use their notes to give 1 minute feedback to the sharer.**
- 5) Children are asked to walk around and give each other feedback and support “one on one” or in small groups.**
- 6) Once everyone is seated again, the sharers get another chance (1 minute each) to say what it was like to get feedback and which parts of the feedback they liked or didn’t like and why.**
- 7) The facilitator invites and encourages the whole group, especially those children who have not said anything thus far, to say what they liked about the session, what they didn’t like, what they learned about themselves, what they learned about others, how they might do something differently in and after the next activity.**

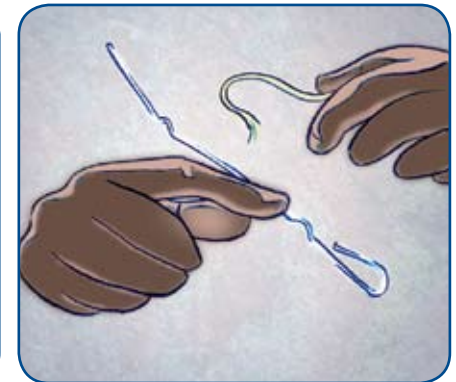
MAKING THE BOOK

Expected time: 30 minutes

NOTE: 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 which can be from an old cardboard box or an old poster.
- 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 two pieces of cardboard (e.g. from an old cardboard box or old poster) for the cover. Take the nail and hammer. Punch the nail through both covers and all the pages halfway down the page about 2 cm from the edge on one side.
- Leave that nail in, and make some more holes along the spine of the book until you get near to the top and bottom edges of the cover.
- Take the paper clip and bend it into a needle. Thread the string through the holes till the book is bound. Tie a knot in the string.

- This plus a pen or a pencil is all you need to make a hero book. But if you can get some colored pencils or markers, some paint (or just small bottles of food coloring which can be used as paint), and some paint brushes and glue, this is great for the children and the hero books.



Activity 1

Building Blocks

Expected time: 20 minutes

PURPOSE: to introduce hero books to the children you are working with.

Tips:

Go to page 45 and 46 of the manual and show the children the drawings done by the 3 other children. All 3 identified their goals and drew them in the top right hand corner of the page. They also identified obstacles or problems that stand in the way of these goals. After catching these in a net (like a fishing net, page 35), they drew the obstacle and then found ways to beat the obstacle (pages 38, 40, 41). Tell the children: if you make a hero book you will do the same kind of thing.



INSTRUCTION

Tell the children:

These activities will show you what making a hero book is all about. Taking part will help you to decide if you want to make a hero book. We are going to play a game that will take just a few minutes. At the end of this game, you will understand a lot about what making a hero book is all about.

We want you to understand the meaning of these words and ideas:

- Goals
- Obstacles
- Problems
- The importance of being able to see the obstacle, to name it, and to understand how it works
- Tricks and tactics
- Support.

For this game, you will need:

- Two objects (for example two stones or two plastic bottles)
- A blindfold – a piece of material to cover the eye's of one of the participant's. If they are afraid to wear a blindfold, they can cover their eyes with their hands.

The first time you play the game:

- Put one of the objects (object A) on the other side of the room.
- Ask for a volunteer who does not mind having his or her eyes covered (with a blindfold or just with one of his or her own hands).
- Ask the other group members to watch what happens.
- Before you cover the volunteer's eyes, give them another object (object B). Ask the volunteer to make sure they know where object A is. Tell them, 'When I say, 'go', your goal is to touch object A with object B. I promise not to hurt you and you must also promise not to hurt me.'
- Make sure the volunteer's eyes are covered. Move object A to another place without telling them, and keep on blocking them whenever they try to move toward where they think object A is.
- Play this game for only 20 seconds.
- Take the blindfold off the volunteer. Get the group to tell him or her what was going on.

Ask the group to answer the following questions:

- What was the goal?
- Who and what was the obstacle?
- What tricks and tactics did the obstacle use to stop the volunteer from reaching the goal?

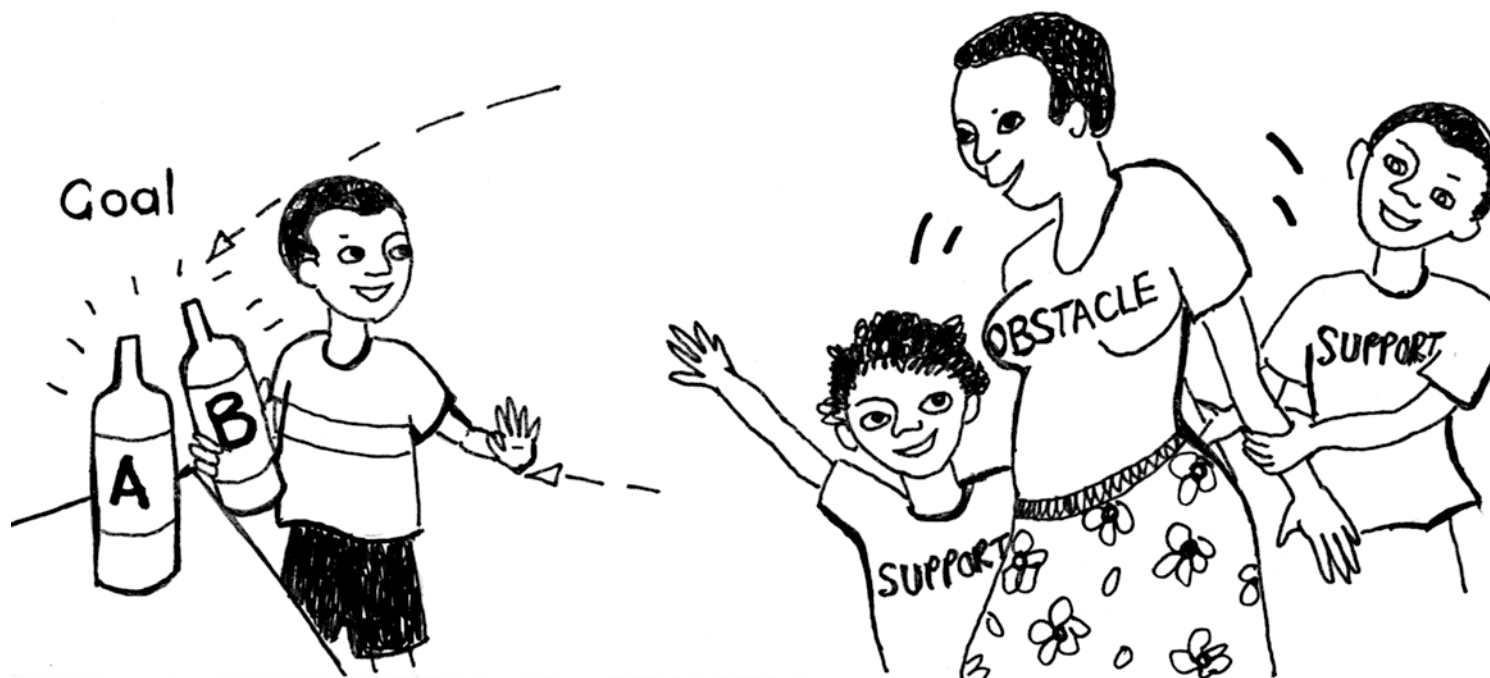




Now repeat the game:

- This time the volunteer can have the blindfold off.
- Again make yourself into an obstacle, and try to prevent the volunteer from reaching the goal.
- Promise not to hurt him or her before the game begins. The volunteer must also promise not to hurt you.
- Play the game for 30–60 seconds.

Before you play the game for the last time, ask the group, 'What was the main difference between the first and the second time we played the game?' After the children have answered correctly, tell them, 'You are right, if you can see what the obstacle looks like, name it, and if you know how it works, you have a much better chance of getting past it to your goal. Problems and obstacles are nearly the same thing. From now on we are mostly going to use the word obstacle.'



Now play the game again for the last time:

- This time the volunteer has the blindfold off but he or she can also get support from the rest of the group.
- You are again the obstacle. You are going to try to prevent him or her reaching the goal.
- The group stands with the volunteer. They offer as much support as they can. They cannot hurt you and you cannot hurt them – but they can do whatever else it takes to help the volunteer to reach the goal.

After the game ask the children:

‘What made a difference this time?’

After the children have answered correctly, tell them, ‘You are right, if you have support, you have a much better chance of getting past it to your goal.’

‘If we all make hero books, we will look at some of the obstacles that keep young people in this community from reaching their goals. Then you will all choose one obstacle that affects you personally. You will research and

name that problem, and tell us what tricks and tactics you believe can help you and other young people beat this problem. We will then make a list of all the tricks and tactics for all the different problems, and offer these to other young people facing the same kind of obstacles. Does this seem worthwhile or meaningful to you?’

Activity 2

What is A Hero?

Expected time: 20 minutes

Tips:

- If you have a dictionary all of you can look up the word hero.
- Explore the concept of a hero in the local language, e.g., in Ateso which is a language of Uganda, a hero is a 'conqueror of problems that are there but that are somehow controllable'.



INSTRUCTION

Tell the children:

Before you decide if you want to make a hero book, let's talk about what a hero is. You can write some of your own ideas about heroes on a piece of paper.

Do you know what a hero is? There are many ways to define a hero. How would you define a hero?

Share your ideas in small groups then write on your own paper a definition of the word 'hero', using all of these words:

- Obstacle
- Problem
- Goal
- Tricks and tactics.

If you have a dictionary, look up the word 'hero' and see what it says.

Here are some answers:

- A hero knows how to be happy by making others happy.
- A hero knows how to use his or her tricks and tactics to get past obstacles, solve problems, and reach her or his goals.

Copy your own definition or ones that you like into the first page of your hero book. Later you will draw a picture of your hero.



Activity 3

What is A Hero Book?

Expected time: 10 minutes



INSTRUCTION

Tell the children:

A hero book can help you to:

- Think about your hopes and goals in life.
- Think about what kind of obstacles are getting in the way of these hopes and goals.
- Find ways to get closer to your goals or to have power over your problems.
- Think about how you can give and get more love and support in your life.

You don't have to decide now. We just want to hear how you are feeling about this now. Remember, you can make a hero book without using your real name and without sharing in the group. And before you decide if you want to make a hero book, we want you to do this activity.

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 4

Power Over Sharing – What, Whether, How Much And To Whom You Want To Share

Expected time: 60 minutes

PURPOSE: to make hero booking safer for everyone.

INSTRUCTION

Tell the children:

- Many children have found it very useful to see and hear what other children in the same group as them, write and draw and say about their hero books.
- Others find it very scary to have to share their hero books with others in the group.
- Some children are worried about who will read their books when they leave them in the classroom or the room where they make them.
- Others don't want to take them home because they are afraid people at home might read them.
- Still others choose to write everything they are feeling in their books but only share as much as feels comfortable at the time.
- By each of you filling in the table on page 18, the facilitator will get to know your feelings about these kind of things, and we will also give you some ideas about how you can make hero booking completely safe for you.
- Tick the sentences that express how you feel in the last column.
- What has helped many children feel safe in the hero book process is this. First they begin to write and draw without showing or sharing with anyone. Then they begin to share just with one or two friends who they trust. Then they increase this circle of sharing to include 4 or 5 children. And then if they like they share with the whole group.
- Remember, if you want to share at all, you don't have to share everything, but can decide what and which parts of your hero book you want to share.
- Also remember that what you hear and see in this

Tips:

Very important activity, don't leave it out, and honor what the children express in this activity

group is confidential. This means that all of you cannot just go and repeat what you heard or read or saw in this group with anyone else outside of the group. When this rule is obeyed, it helps all of you feel safer to share in the group.

Tips:

- The facilitator must collect this information for each child (from this form) and enter all the information onto the sharing list on page 19.
- If the facilitator is able to photocopy one sharing form for each child, the child only has to tick statements that are true for them.
- If the facilitator is not able to photocopy this (or other forms), the facilitator must copy the form onto the blackboard for each child to copy and tick in their own hero book.

Sharing Form For Each Child

Name:

Date:

I'm not worried about who might read my hero book	
I'm a little worried about who might read my hero book	
I'm very worried about who might read my hero book	
Even in this group, I'm worried about who might see my hero book	
For the characters (people in the book), I want to use real names (mine and others) in my hero book	
For the characters, I want to use pretend names in my hero book so if someone reads it they won't know I'm talking about me or my family or community members	
For the author and illustrator, I want to use my real name	
For the author and illustrator, I want to use pretend names	
When I choose an obstacle or a problem that is getting in the way of my goal, I don't want to choose the most painful and difficult problem, because it's scary for me to share this with the group, or to have others read about this. I would rather choose a problem or obstacle that is real but that is not so serious and that is one that I feel comfortable to explore in this group	
When I choose an obstacle or a problem that is getting in the way of my goal, I want to choose a real and serious one because I see this as an opportunity to get support and learn how other children are dealing with similar obstacles. I don't mind that others will learn about this problem	
Some scary things are happening to me in my life at the moment and making a hero book feels scary because of what might come out	

NOTE TO FACILITATOR

Based on the children's responses to the questions in the form on the previous page, complete the following list with all the children's responses recorded in the columns provided.

This will guide you throughout the hero booking process, around who might be feeling vulnerable and who might need special attention and protection.

Children whose responses are clustered to the right hand side of the table are likely to be those children who need this special kind of attention.

This form or list is only for you and NOT for the children.

Sharing List For Facilitator

Name of facilitator:

Date:

Name of child	not worried who might read	real names	deep or big problem	little bit worried about who might read	very worried about who might read	even in this group, worried who might read	pretend names	not so serious problem that I'm comfortable to share	scary things in my life now – hero book feels scary
Jabu					✓	✓	✓	✓	✓
Nomsa	✓	✓		✓					
Tiger		✓	✓	✓					
Lillian	✓	✓	✓						



Special attention and screening

- There are parts of the hero book that are completely safe, and that are extremely unlikely to upset or retraumatise children.
- For children for whom hero booking feels very scary, and who don't want to make a hero book, find an alternative activity for them to do (either in the same room or with another facilitator in another room) while the others make hero books.
- For children, who say they want to make hero books, but who you know to be distressed at the time of the hero book project, or who have been through trauma recently, be sure to help them identify a problem in Activity 14 that is related to their recent trauma.
- For other children for whom hero booking feels scary but who still want to make hero books:
 - 1) make sure you respect their wishes as expressed in the form
 - 2) try give them as much individual support as you can
 - 3) try set up additional support in the form of another person / counsellor to help you help them to deal with sensitive issues and feelings that might come up and that might be behind their fear of hero booking.

PARENTAL OR CAREGIVER CONSENT FORMS



At this point, you might want to get the informed consent of the children's caregivers. Because hero books are a psychosocial intervention, and because the participants are likely to be minors, it is important to think about getting the consent of their primary caregivers.

The need to get consent in terms of the law has to be balanced with the children's right to get the chance to express themselves to someone outside the household. If a potentially abusive caregiver gets to decide whether the child can make a hero book or not, this decision could stop the children who most need a chance to express themselves from doing so. We have also taken into account that by following the 'how to make it safe' hero booking steps, hero booking for example in a classroom, for all the children, is a normal school activity like writing an essay on 'my family', 'my school holidays' or 'what I want to be when I grow up', for which teachers or facilitators would not normally ask parents or caregivers for their informed consent.

To balance these two issues, we have not included parental or caregiver consent forms as part of the hero

book making process. Rather we recommend that you hold a meeting with caregivers, explaining what you are doing and what you hope to achieve.

- You ask the child if they would like to invite the caregiver to help him or her make parts of the book at home.
- You ask the child if they are interested in inviting the caregiver to help to make a joint hero book. The obstacle might then be not only the child's problem, but one that stands in the way of a good relationship between child and caregiver, and one that they seek strategies around together.
- You give the child and the caregiver the choice to work on their own hero books, each one reaching for their own goals, and tackling their own obstacles, but supporting each other along the way, as well as being the outside perspective for each other in many of the activities. They can then choose to bind their two hero books into one cover if they want to.

Remember that the caregiver might not want to or be able to do any of these things, but it is important that you let them know what is going on and that you give them a choice to be involved.

Activity 5

You And Your Goals

You and Your Big Goal

Expected time: 40 minutes

PURPOSE: To introduce yourselves, and to set the course for making a hero book as an exercise that focuses on goals and solutions.



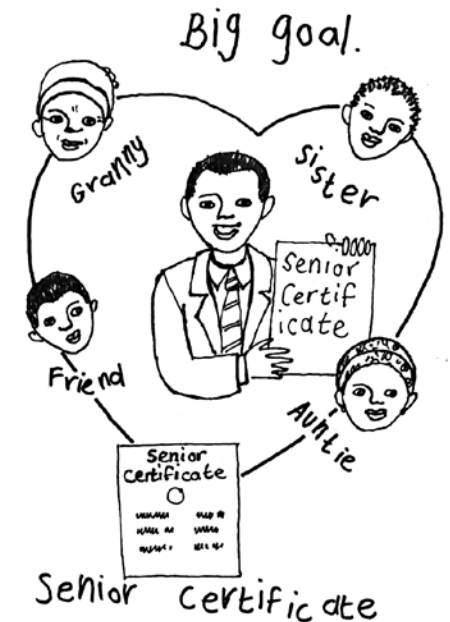
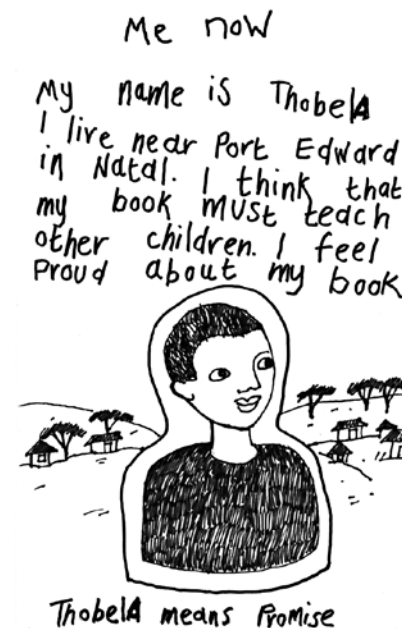
Tell the children:

Every story needs a main character who introduces himself or herself to the readers. We also want to get know about your hopes and goals.

- Divide your page into two. On the left hand side, at the top of the page, write 'me now' and add the date. On the right hand side, at the top of the page, write 'big goal'.
- On the left hand side, draw yourself now, in any way that you want to, but looking towards a big goal in your life. For example, your big goal might be to finish school and get a school-leaving certificate, or to graduate from college.
- On the right hand side, you will draw yourself sometime in the future once you have achieved your big goal.

Tips:

Maybe the child has a name that they don't like – e.g., one that means "Born to Suffer." Give them a chance to choose a nickname or alternative name they would like to be known by.



Writing Part

On the left hand side, write your name, if it has a special meaning, where you live now (your country and town), how old you are now, and anything else you feel comfortable to say and would like the reader of the hero book to know about you.

For the right hand side, write or tell the reader what your goal is and anything else that feels important.

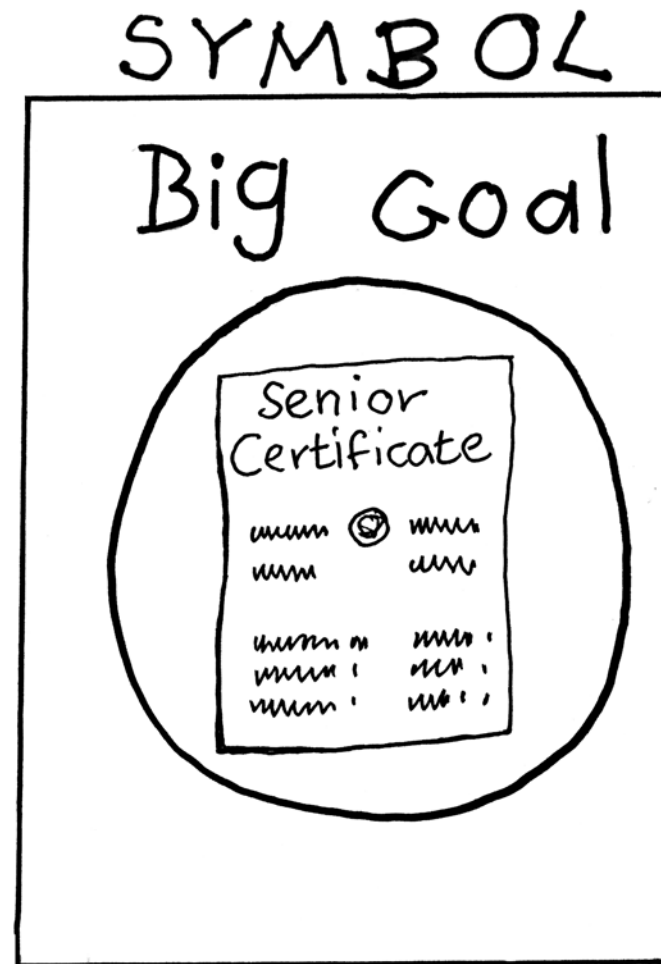
Give the children 10–20 minutes to draw, and then ask them to explain or write about the drawing. If the child offers no information, ask if you can interview them and write their responses next to the drawing. In a way that respects their need for privacy, you can ask what the people in the drawing are thinking, feeling and doing. Tell the child they don't have to answer any questions. They need only say as much as feels comfortable.



Tell the children:

A symbol is a simple picture that can talk without words or explanations. Draw a symbol of your goal. For example, Thobela drew himself holding a certificate and surrounded by Granny, Auntie etc as his goal in activity 5, but for the symbol of this goal, he just drew the certificate.

Have a look at the example drawings on pg 45 and 46 to see more symbols of goals.



Activity 6

Monitoring and Evaluation – Collecting Base Line Data

Expected time: 30 minutes

PURPOSE: As the facilitator of the hero book process, you should be very interested to find out if it is making a difference in the lives of the children who you are leading through the hero book process. It aims to measure or give a rough measure of the psychosocial wellbeing of each child early on, and at the end of the hero book process.

INSTRUCTION

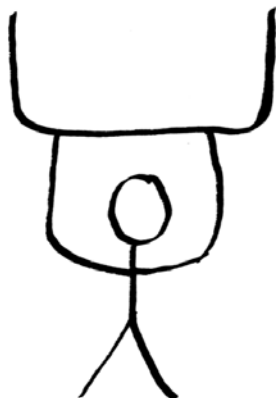
Tell the children:

- We will do this activity twice. Once now and once at the end of the hero book process. It will help us know if the hero book has helped you feel better about your worries.
- Ok, you have now all drawn form SI (page 24) with the child with no face and no stones in the basket into your books. Now please put down your pens and pencils and just listen till I tell you can pick them up again.
- Please imagine that this child is you, on the way to your goal, carrying some of your problems above your head.
- The next step is for you to draw your own face and clothes onto the empty drawing you now have in your book.
- Later (but not now) you will move some of the stones from the pile of stones into your basket above your head.
- Once you have filled in all of these things (faces, clothes and stones), your form will look a little like this (show form SI EXAMPLE on right side of page done by Jenny Smith) but your face and clothes and number of stones in the basket will be different
- Ok you can now pick up your pens and pencils

Tips:

- The first step is for the children to reproduce or copy form SI, page 24 (with an empty face, no clothes and no stones in the basket) as accurately as they can
- If you have resources, you can photocopy this form for each child and they can stick it in their books
- Read through and make sure you understand the instructions before you read them to the children
- Don't forget to bring a sack and lots of different sized rocks and stones (you can use books if this rocks and stones are hard to find)

CHILD'S NAME:	SCHOOL / GROUP:
CHILD'S CLASS:	FACILITATOR / RESEARCHER'S NAME:
CHILD'S AGE:	



BEGINNING OF HERO BOOK : TODAY'S DATE	END OF HERO BOOK : DATE
TOTAL WEIGHT OF BASKET : Kg	TOTAL WEIGHT OF BASKET : Kg

* EXAMPLE * * * * *

CHILD'S NAME: Jenny Smith	SCHOOL / GROUP: Goodall Primary
CHILD'S CLASS: 6B	FACILITATOR / RESEARCHER'S NAME: Sipho Dlamini
CHILD'S AGE: 13	



BEGINNING OF HERO BOOK : TODAY'S DATE	END OF HERO BOOK : DATE
TOTAL WEIGHT OF BASKET : 70 Kg	TOTAL WEIGHT OF BASKET : Kg



Tell the children:

- If we imagine that problems are like stones, both stones and problems come in different sizes and some are heavier than others, right?
- Would you agree with me if I said, a BIG problem might feel like you are carrying a heavy stone like a 20 kg ROCK (like this one here (point to stone with 20 kg written in it), and a smaller problem feels more like you are just carrying a stone or a 1 kg rock like this one (point to stone with 1 kg written in it)?
- We could call this rock, a size 20 problem, one that weighs a lot, and this little stone, we could call a size 1 problem, one that doesn't weigh too much. Does this make sense? (check understanding)
- If you are carrying lots of heavy problems or a mixture of lots of some heavy and some lighter problems, your basket of worries will feel very heavy.
- Let us suppose that the heaviest weight a child can carry without collapsing or falling down and not being able to get up again is 100 kg.
- Also remember that it is part of life and that it is normal for all of us to carry some problems – but that it is NOT normal to feel like the load of problems is just too heavy to carry on walking or carry on living
- **I have brought a sack to represent the basket and**

some stones. I'd like you all to try placing some stones in the sack and trying to carry it. Don't make it so heavy that you hurt yourself. (Allow a few children to place some rocks and stones in the sack and to lift and carry it.)

- OK now go back to your form.
- If you think about the load of problems you are carrying at the moment, what would you guess is the total weight? Do not try and answer straight away, to answer this question we want you to:
- Draw some stones in the basket by choosing different sized stones from the pile of stones and putting some of them (whatever size you want and as many as you want) in the drawing of the basket on your head to show the different cares and worries you are carrying. You don't have to tell us what the different worries are.
- We just want to see what you think the total load you are carrying is. **DON'T WORRY ABOUT ACCURATELY ADDING UP DIFFERENT SIZED STONES, JUST DRAW AS MANY DIFFERENT SIZED STONES AS YOU LIKE IN YOUR BASKET AND THEN GUESS OR ESTIMATE WHAT YOU THINK YOUR BASKET OF WORRIES ADDS UP TO.**
- Remember that a child cannot carry more than 100 kg without collapsing but maybe you do feel that you are collapsing!
- Also remember that it is normal for a child to have

some worries (let's say about 10 -20 kg of worries is normal)

- For example if your basket is full of worries, you might say that it adds up to 100 kg, or if it is nearly empty you might say that it adds up to 15 kg of worries, and that if you really really feel you are not coping and you are collapsing, it might weigh more than 100 kg.
- **FILL IN THIS TOTAL KILOGRAMS IN THE SPACE ON THE BOTTOM LEFT SIDE OF THE PAGE WHERE IT SAYS, (Beginning of hero book, date(fill in today's date) AND ...total weight of basket.....(fill in total in kilograms)**
- **DO NOT FILL ANYTHING INTO THE SPACE ON THE BOTTOM RIGHT HAND SIDE WHERE IT SAYS "End of hero book".** At the end of the hero book project we will repeat this activity to try and see if the hero book project has made a difference to how you feel.
- Ok let's look at the example form SI on page 24 but do not copy what Jenny looks like or how many stones and worries she is carrying. All of this will be different for each and every one of you.

Activity 7

Making it Safe



Expected time: 15 minutes



INSTRUCTION

Tell the children:

- 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 me, is allowed to read your hero book without your permission.
- If you give permission for the group and me to look at your hero book, I won't share what you said in the group or wrote in the hero book with anyone else outside the group, unless something you said or wrote makes me believe that someone, including you, is about to be seriously harmed. The law says that I have to try to stop this. That might mean I have to discuss what you wrote or said with others, to protect you. We can talk more about it 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, or 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

These are **NOT** just notes to you the facilitator. They are the exact words the facilitator must read to the children. It is very important that you do this. Our research tells us that children do not feel comfortable to share their books with facilitators whom they do not feel safe with or do not trust!

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. If we can't fix this, you can stop at any point. It's not like school where you often have to do things you don't want to do – you are free to leave but we will want to know why and make sure that you're feeling okay.
- I will never criticise what you draw, and no one else is allowed to criticise what you draw 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. If you do, you will be given the chance to change your name and other things before outsiders read it. To make sure you are protected in this way, we will sign some forms.

- Even for sharing in the group, you will be given control and power over:

- ✓ Whether you want to share
- ✓ Who you want to share with
- ✓ Which parts you want to share and which parts you don't want to share
- ✓ Which parts you want to stay in the group and which parts you are happy to share outside the group
- ✓ How you would like the group to respond to your sharing. In other words, do you welcome questions and comments?
- ✓ In the hero book sessions, it is very important that you and I all show respect to one another. We need to respect differences of opinion. This means not laughing or teasing one another, and not "talking over" or interrupting each other.
- ✓ When I invite you to work in small groups, you can choose who you want to work with, that is friends you trust and feel safe with

Tips:

Read the exact words / instructions to the children.
Don't miss out this activity

Activity 8

Reading Other Hero Books & Watching Hero Book Films

Expected time: 60 minutes

NOTE: Hopefully you have some hero books to show the children in your group. These can be from a previous group who have given you permission to share their books. Or they can be from a website or from an anthology of other hero books. If you don't have any examples, it is still possible to show children how to make their own hero books using this manual. See page 7 for information about how to access Hero Book resources.

Tips:

If you can't get hold of any of the hero book resources (e.g., film, anthology of hero books, etc), use examples of hero books you have made with other groups where you have permission to use in this way.

Viewing the films and reading and discussing other hero books can take a whole session. Leave time for discussion and questions – this will help each child take time to decide whether or not they want to make their own hero book.



INSTRUCTION

Tell the children:

The best way to understand hero books and to decide if you want to make one is to try and read some hero books that other children have made. If you like, your book can also help other children to make their own books. We can talk about this later.

If you want to make your own hero book, we work like this. First, you listen to what I say. Then you draw a picture. When you have all drawn your picture, you will each have a quick turn to explain or write about what you drew. Maybe you will tell someone your words, and they will write them on the page opposite the picture. Or you might want to write the words yourself. If you don't want to share your hero book with anyone, you don't have to.

Activity 9

Filling in Protection Forms

Expected time: 30 minutes

This is not to be done in the hero book itself, but on a loose piece of paper. You can copy out this form. Make sure each child or their guardian has a copy of this form.

Tips:

- Ensure copy of this form remains with child.
- Create forms on separate piece of paper so child can keep.

Protection Forms – Hero Books – Confidential Version

The facilitator has carefully explained to me in language that I can understand that:

- I am making this version of my hero book for myself to help me reach my goals.
- It is private, and I will share what I write and draw in the book only with the people I choose to share it with.
- My choices about who and how much I want to share have been recorded in Activity 4 (copy attached to this protection form).
- If I change my mind about sharing things, I will let my facilitator know and fill in another form like the one in Activity 4, put the date on it and sign it.
- Unless I give my permission, my hero book cannot be photocopied or reprinted.
- If anyone wants to copy or print my hero book to keep records or for monitoring and evaluation, they must first get my written permission. The form I sign must explain the reasons why they want to copy my hero book and who the book will be shown to.
- If I create a digital version of my hero book the same rules as above apply. It will not be published in any form e.g. on the internet or on a disc without my written permission.
- The facilitator has explained to me that if I want someone to publish my hero book, and I agree to this in a separate contract, 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 organisation:

Date:

Activity 10

A Hero in My Life

Expected time: 30 minutes

PURPOSE: To find out what kind of role models the children have, in order to strengthen their concept of a hero. If the hero is dead, this activity can help the child grieve and hold on to positive memories of the person.



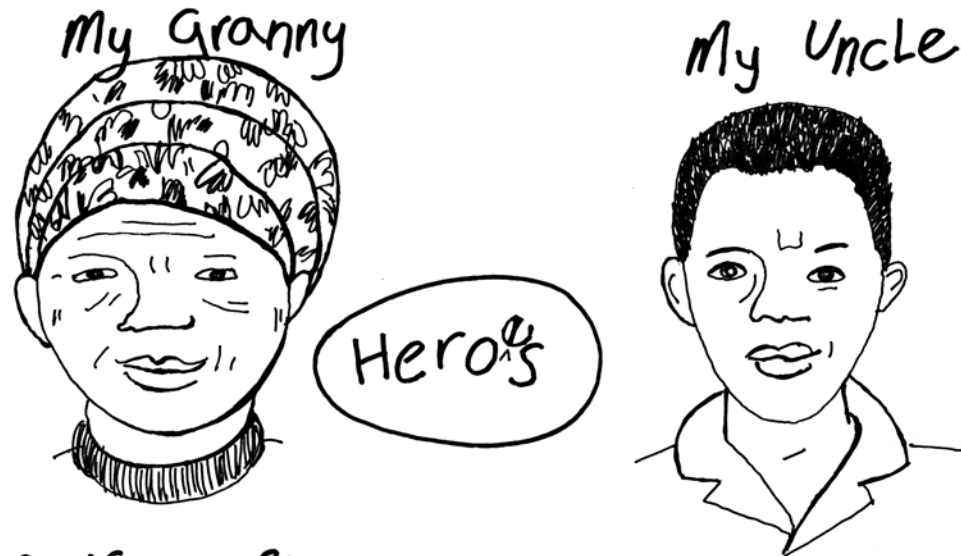
INSTRUCTION

Tell the children:

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

Tips:

Preferably role model should embody positive values e.g., non violence, honesty, etc, and hero should not be a super hero of the cartoon character type.



Because even though she is old she works hard and helps me with my problems she is always smiling and helps other people.

Because he has made his own business. He has his own truck

Activity 11

An Earlier Memory

Expected time: 30 minutes

PURPOSE: Every story needs a beginning, a middle and an end. This is part of the beginning of the story.



SAFETY NOTE: Although the instruction invites the child to record a happy or a sad memory, whatever feels right for them, many participants who have painful memories have found that this activity causes them pain if the facilitator does not highlight or emphasize the choice to think and write and draw about a happy or a sad memory.

Tips:

Be sure to allow them the option to talk and draw about a happy or a sad memory or the choice to do both if you have the time and if they want to do both.



INSTRUCTION

Tell the children:

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 your story. It can be a sad or a happy memory, or you can draw both a sad and a happy memory – whatever you feel like drawing and sharing. If the memory you begin to think about is a very sad memory, and you don't want to think about this or share this in the group, draw a less sad memory or a happy memory. Then write down or tell the person who is writing for you what you are thinking, feeling and doing in the pictures.



I remember the day I turned 5. My mam said I could invite all my friends. They all came and we drank, cooldrinks and ate sweets and watched Jackie Chan videos

My Sad Memory



when my father died and we buried Him in the Ciskei. I was 7 years old.



Activity 12

The Club Of Life (Also Called The Circle Of Support)

Expected time: 60 minutes

PURPOSE: to get an overall sense of the child's life story both to understand it as well as to strengthen the circles of support. This activity has four parts, but the main focus is on the club of life/circles of support. This part is designed to offer a bereaved, orphaned or displaced child a chance to feel part of, and to strengthen, a community of care and support around themselves.

INSTRUCTION

Tell the children:

In this activity you will draw a map of your whole life story, divided into where you come from, where you are now, and some of the movements inbetween. Open up your book so that you have two blank pages that face each other.

The whole of the left hand page is for the club of life. At the bottom of this page, you can write the heading 'Club of Life' or 'Circles of Support.' This activity helps you to feel loved and supported. 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. Now begin to make your circle of support or club of life.

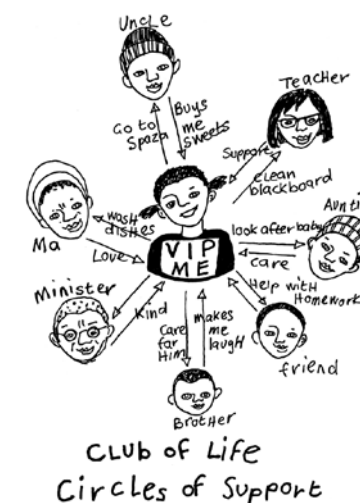
- As president or VIP of the club, draw yourself in the centre.
- Fill in the names and/or draw small pictures of all the people who have been a comfort or important to you in your life. (They can be people in your household, community, school, organisation, church, mosque or temple. They can be alive, or they can be people who have passed away.)
- To join you to each of them, draw an arrow pointing from each of them to you. Next to this arrow write a word that shows what this member gave to you (e.g. love, support, encouragement, education).
- Draw an arrow going from you to them, and write a word that tells what you gave or can give to their lives.
- 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 to have in your club of life or circle of support.

Tips:

If there has been lots of migration and change in the "Along the Way" section, direct the child to just map this out and then give them the opportunity to express this chapter of their life in a fuller way using narrative on new pages (e.g., in the case of formerly abducted children, this chapter made up a significant part of their hero books and children dedicated several pages to this).



If child has been orphaned and/or does not know his or her family of origin, it is important for you to know this as a person offering psychosocial support but ensure that this telling is not traumatic for the child and focus on the club of life/circles of support aspect.



Road Of Life



Tell the children:

Now move over to the opposite page. Divide it into three horizontal parts.

- In the top third, write the heading 'My birth family'.
- In the bottom third, write the heading 'Where I live now'.
- In the middle section, write the heading 'Along the way'.

The whole of this page is a map showing where you began, where you live now, and all the places along the way.

For everyone, the road of life takes us away from our family of origin. Not everyone knows about their family of origin, so don't worry if you don't know about yours. The most important thing is that you feel listened to, loved and supported by those around you. Right now we are all supporting each other.

MY BIRTH FAMILY

- Put yourself in the middle.
- Above you, draw a small mother and father.
- Above them, draw their mothers and fathers (your grandparents).
- Next to you, draw your brothers and sisters.

- If you know any of their names and the village or city they come from, fill this in. Show which members of your family of origin have died. You can show this with a cross or mark next to them, or in any other way you want to.
- Fill in any other family members who have been important to you.

Now leave the middle section blank and move to the last section of this page, which says 'where I am living now'.

WHERE I AM LIVING NOW

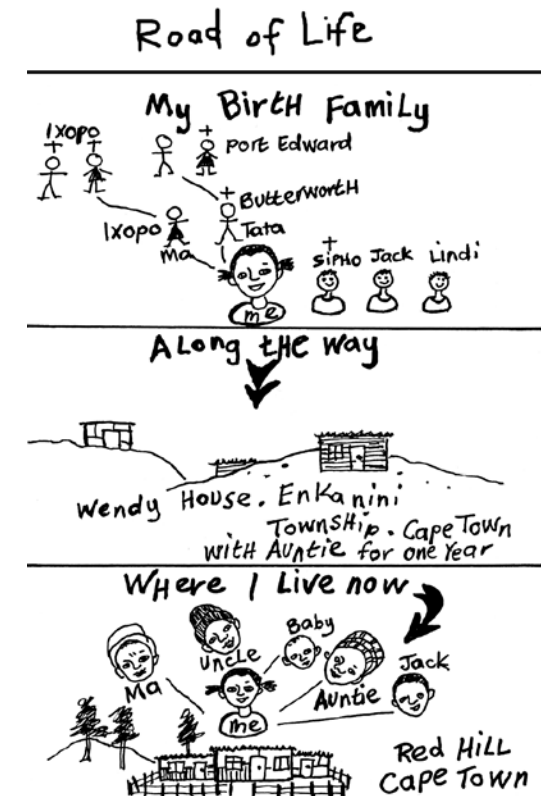
Draw yourself in the middle, showing the house or shelter you sleep in.

- Draw all the people you live with.
- Make sure you explain or write who these people are.

ALONG THE WAY

In the middle section, draw and explain the places where you lived before you ended up where you live now. If there were no places you lived in between where you were born and where you are now, leave this section blank. If your story about how you moved from your birth family to where you are now is a long one, just draw a simple map tracing your movements or draw a few symbols, then write your story on some new pages in your hero book.

All the sections of this page double page, plus what you draw and write, should now tell a story, where you come from, where you are now, how you got there, and what your circles of support looks like. Take a minute to look at this double page and to think about your "road and club of life". Share your page with someone if you want to.



Activity 13

My Community

Expected time: 30 minutes

PURPOSE: This activity maps out where social problems feel less difficult and more difficult for the child.

Tips:

Be sure to find out how the child feels in different places using the face symbols



Tell the children:

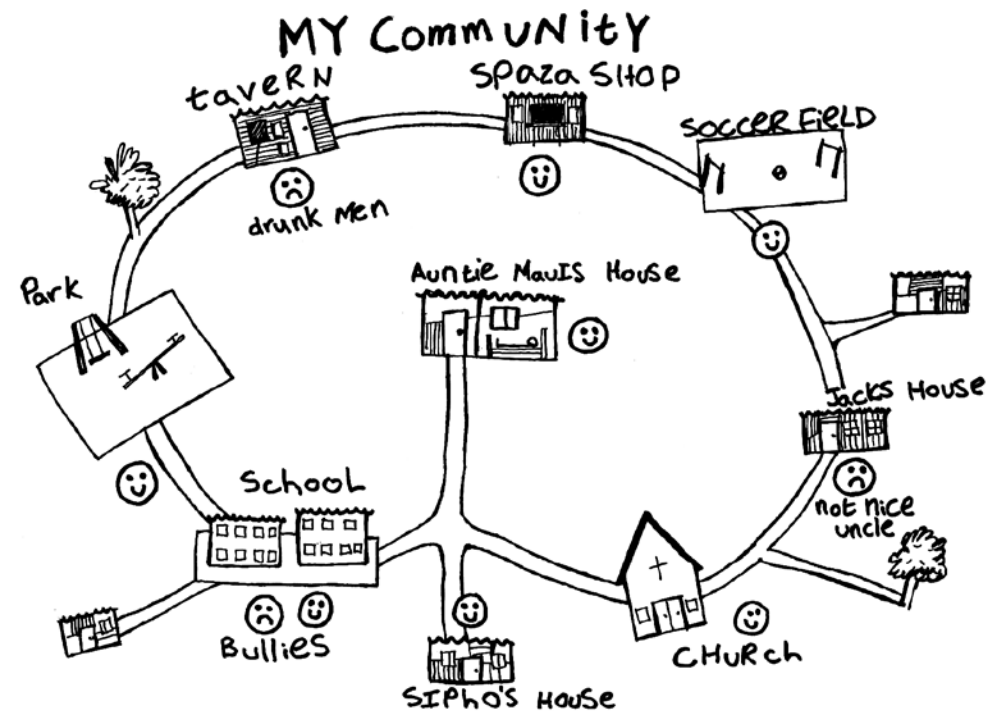
We use the word community to mean the places that you move through and the people you mix with as part of your life. Some of these places might be very near to your house and some might be quite far. For example, you might travel to school that is 100 km away, and only come home once a month. In this case, it would be important to include both your school and your home in your “community” map. Think about the community, area, village or neighbour-hood where you live and the places where you feel okay and not okay. You are going to draw a map of your community.

- First, draw yourself in your house or shelter in the middle of the page.
- Then move outwards and include the places you visit as part of your life – like other people’s homes, school and places you meet other children.
- Think of two places where you feel comfortable, safe okay or good. To show these places, draw yourself with a mouth turned up at the edges in a smile.
- Now think of two places where you feel

uncomfortable and unsafe, not okay, or bad. To show these places draw yourself with a mouth that turns down at the edges.

For example, you might feel safe in the classroom, but not on the playing field at school, or you may not feel safe on the way to school.

Explain or write about your map.





SAFETY NOTE: LEAVE OUT ACTIVITY 14 FOR CHILDREN YOUNGER THAN 10 YEARS OLD. THIS ACTIVITY FOCUSES ON PROBLEMS AND DIFFICULTIES AND SHOULD BE HANDLED WITH CARE.

Activity 14

Catching in A Net – The Obstacles Which Prevent You From Reaching Your Goal

Expected time: 60 minutes

PURPOSE: In this activity we throw a net to capture, name and understand the obstacle in the fullest possible way. Out of this rich and complex description, we ask the child to come up with one symbol to represent the obstacle.



Tips:

- This is a very important activity, only leave it out for children aged 6–9.
- Read through the activity before you do it with children and make sure you understand it.
- If the children cannot fill in every answer in the net, this is fine, they must just go onto the next question. It is like real fishing, the fisherman does not pull up fish every time he throws the net.
- For children who have been recently traumatised but who still want to be part of the group, MAKE SURE you help them to choose a problem that is not directly related to their recent trauma.

INSTRUCTION

Tell the children:

Have you ever seen how a fisherman throws a net and after pulling it back in there might be fish caught up in some parts of the net? Small fish will just pass through the spaces in the net but bigger fish will get caught.

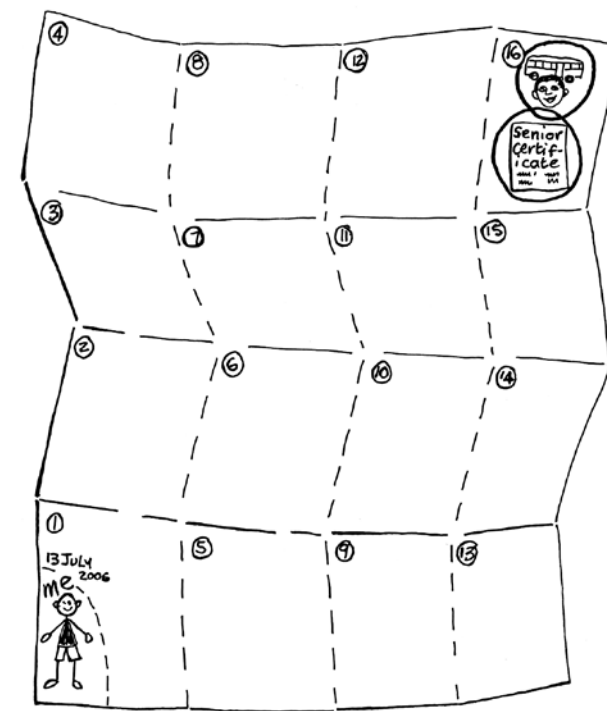
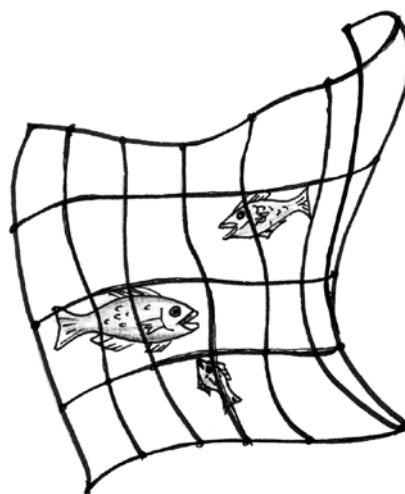
Remember when we played the game at the beginning? We agreed then how important it is to be able to see and name our obstacles. Seeing and naming obstacles and problems is a bit like catching them. We are going to help you make a net to catch different words to describe one of your problems.

Once you have the problem caught in a net, you might be able to understand it better, and see it as an obstacle that is separate from you. You can then learn to move past it or round it. If you have a problem that feels too scary to think and talk about in this group, choose a smaller and less scary one to begin with.

MAKING THE NET

- Begin with a blank, loose page of paper.
- Fold it in half. Then fold it in half again and again and again, until you have sixteen rectangles (see example to the right).

- Unfold the page and draw in the lines along all the folds. Stick this page into your book or copy a net like this onto a new page.
- Number each rectangle with a small number from 1–16. Make sure to leave lots of space for writing in each rectangle.
- In the bottom left hand rectangle – number 1 – draw a stick picture of yourself with today's date.
- In the top right hand rectangle – number 16 – draw the symbol of your goal.
- Between you and the goal, will be one of your obstacles (which you have not caught or named or drawn yet), as well as a big net we are going to use to catch the obstacle!



FILLING IN THE NET

Step 1- Common Obstacles

A GROUP LIST OF OBSTACLES

Get the group to think and talk about some of the obstacles that are standing between young people and their goals in this community. Talk about these in a general way rather than in a personal way. Get a big piece of paper and divide it into 2 columns. Column 1 is 'Obstacles facing many young people in this community'. Column 2 is 'Tricks and Tactics or Solutions'.

We will leave column 2 empty until much later. For now, make a list of all the obstacles that are standing in the way between young people and their goals (in this community) on this big piece of paper and put it up in a place where everyone can see it.

Get the children to copy this list into their hero books. Also keep the one on the big piece of paper for later.

Young Peoples Problems and Solutions Red Hill . Cape Town	
Obstacle Problems	Solutions, Tricks and Tactics
<ul style="list-style-type: none">① Neglect② ALCOHOLISM③ Abuse④ Hunger⑤ Drugs⑥ ^{NO} Safe Places to meet at night⑦ Poverty⑧ NO JOBS⑨ HIV AND AIDS	

CATCHING WORDS THAT DESCRIBE YOUR OBSTACLE IN THE NET

The next step is for you to answer the following questions and fill in the answers into the rectangles in the net next to the same number as the question. You might find some questions more difficult to answer. If you cannot answer a question, just mark it with an X in the rectangle and move on to the next question. Do as many as you can, and then see what you have caught in your net.

But before you fill them in, we want you firstly to just read the questions, and secondly to look at some of the examples on pages 38, 39, 40.

Question 1) Make sure you have filled in the date and a small picture of you now in rectangle 1, and your goal symbol in rectangle 16.

Question 2) From the group list of obstacles you just made, choose ONE urgent or important social obstacle that is affecting you personally or that you want to beat.

Question 3) What is the social obstacle that most often stands between you and your goal? Your answer can be from the group list, but it doesn't have to be.

Question 4) How does this social problem affect you personally or psychologically (e.g., headache, sadness, missing school, etc), i.e. how does it make you feel "not nice"?

Question 5) When, where and near who do you often feel 'not so nice' or 'get into trouble'?

Question 6) 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 – shout
this 'not nice' feeling OUT!**

Question 7) Is there a name or words in your first language or in your culture that can be used to describe this 'not nice' feeling or this problem?

Question 8) Does this feeling seem like a mood, a curse, a spell, a cloud, an animal, a monster or something else?

Question 9) Do you have a **reaction** to this feeling or to this obstacle 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?

Question 10) Where **inside your body** do you feel this feeling?

**Remind yourself of your goal ...
and dance – shake – shout
this 'not nice' feeling OUT!**

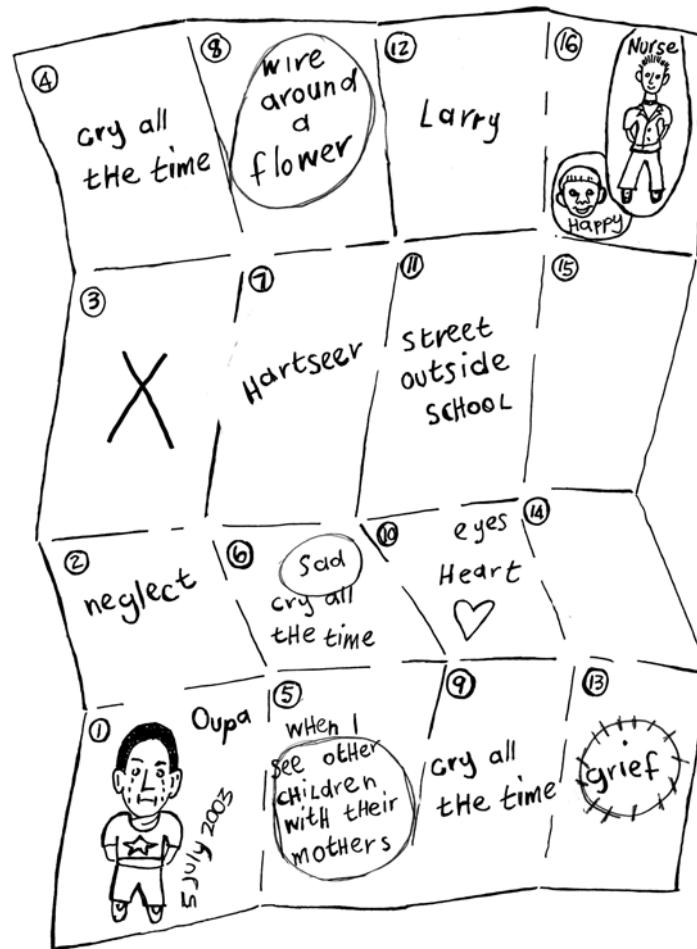
Question 11) From your community map, into square 11, write the names of the two places where you feel the most 'not nice'.

Question 12) If you can and you want to, identify someone in the group who you trust and who you think can look at you with kind and loving eyes. Someone you might ask to guess what word or words they might use to describe your obstacles after you have shared parts of the hero book with them. Someone you might work with in the next activity. We are going to ask them what words they might use to describe your obstacles. For the moment just write their name into square 12.

Question 13) Leave this square empty until after Activity 14.

**Remind yourself of your goal ...
and dance – shake – shout
this 'not nice' feeling OUT!**

- Look at everything you have caught in the net so far, and circle the 4 words that stand out for you the most, words you think best describe your obstacle.



EXAMPLES

Ok, now that you have read the questions, let's look at some examples.

EXAMPLE 1: Oupa

The facilitator must hold up or copy out Oupa's net onto a big piece of paper so that everyone can see it.

He or she must then read out this dialogue:

'Oupa was 13 years old when he made his first hero book on the 5th of July 2003' (pointing to rectangle 1).

'He made a net and filled in his goal 'to be a nurse' in rectangle 16.'

For Question 2) which asked him to choose a social obstacle from the group list that was affecting him personally, he filled in 'neglect.'

For Question 3) – what is the obstacle that most often stands between you and your goal? – he filled in an X because he was not sure of the answer.

For Question 4) – how does this social problem affect you personally or feel 'not nice' – he wrote 'cry all the time'.

For Question 5) – which asks when, where and near who do you often feel 'not so nice' or get into trouble? – he wrote 'When I see other children with their mothers.'

Question 6) What **feeling word** would you use to

describe how you feel when you don't feel nice? – he wrote 'sad.'

Then he reminded himself of his goal and danced, shook, shouted any 'not-nice' feelings out.

Question 7) asks 'Is there a name or words in your first language or in your culture that can be used to describe this 'not nice' feeling?' and Oupa wrote: 'hartseer' which means 'heart pain' in Afrikaans.

Question 8) Does this feeling seem like a mood, a curse, a spell, a cloud, an animal, a monster or something else? Here he tells us that missing his mother who is often absent feels like, 'wire around a flower'.

For question 9) 'Do you have a **reaction** to this feeling or to this obstacle that is also a problem or obstacle?' – he said 'I cry all the time.'

For question 10) 'Where **inside your body** do you feel this feeling?', he wrote 'eyes and heart.'

Then he shook all the bad feelings out!

For question 11) 'Where **outside your body** or in your **community** do you mostly feel this horrible feeling? From his community map, into rectangle 10, he wrote, 'street outside school.'

And for question 12) which asked him to identify someone in the group who he trusts and who he thought could look at him with kind and loving eyes and whom he could ask to describe his obstacles, he

chose Larry who is the director of MADaboutART (but he could have chosen another child in the group as many of the other children did).

Then Oupa shared his hero book with Larry (Activity 15), and Larry filled in the word 'grief' into square 14. This is the word Larry chose to describe Oupa's obstacle.

Oupa never blamed himself or his mother for some of the difficult feelings he often feels but came to understand his feelings and where they come from better. Oupa is a real hero.

Then Oupa looked at all the words he had caught in his net, circled the ones that really stood out for him, that he thought best described his obstacle (including Larry's word), and drew a picture of his obstacle (Wire around a Flower). He also named his obstacle, 'Lonely without Mom.' (See page 45.)

This should give you a good idea of where you are going with your net.

EXAMPLE 2: Memory Phiri

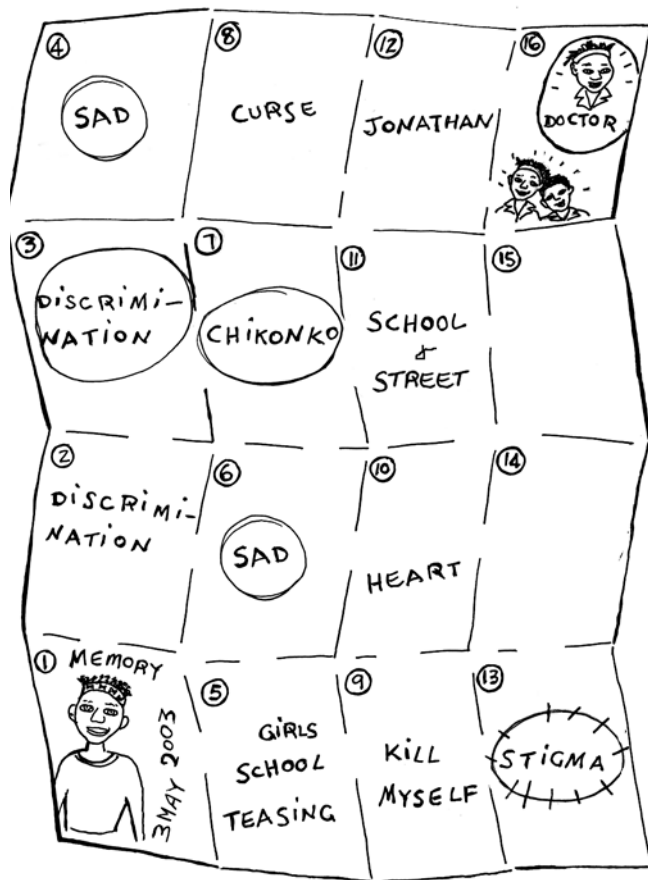
Here is a retelling of Memory Phiri's Hero Book. It will help you to make sense of her net:

This is a remarkable story about a hero called Memory who was one the first young people to make a hero book. I first heard her story at a VSO RAISA conference in Pretoria in 2003. Her hero book builds on what she spoke about publicly at the conference. It is a story about refusing to be a victim and about helping others to change their own prejudice and stigma.

When Memory's parents were alive she thought that life would carry on just fine. When they died, no close relative was able to take her and her young brothers in. She watched her brothers crying from hunger and grief. Memory and all her brothers found themselves living in different orphanages in Zambia.

At the orphanage, Memory felt safer but there were also problems. The stigma that is in society, also expressed itself amongst the children. Memory overheard whispers and gossip about herself. On the wall outside the classroom, someone scribbled, 'MEMORY PHIRI HAS AIDS.'

At this point Memory took a really huge and amazing step. In small groups, she began to call the other girls in the orphanage, and one by one, she told them her story. She told them that at 13 years old, she had been raped



because her parents had both died and there had been no one to protect her. She told the other girls that all the shame and the blame belongs not with her, but with the man who raped her and who infected her with HIV.

When she told this story, the girls listened and many of them wept. The school bully, Amanda, the one who had written on the wall, apologized to Memory for all the gossip and discrimination she had been a part of.

This is also a story about the amazing love and care given to Memory by Sister Maria, a Salesian sister at the City of Hope, a project for girls at risk located just outside Lusaka. For a period of her life, City of Hope has provided protection, shelter and education to Memory.

It is her great wish to have her own home and to live with her brother who is living in another orphanage.

With her good friend Lorraine, Memory has shared her hero story and has facilitated many hero book workshops some in Zambia and some in other countries. If Hero booking takes off like a rocket, we hope Memory will be there in the pilot seat. Or maybe you prefer to think of her as a shooting star. Which ever way you look at it, Memory is an amazing young woman. A real, real hero.

You can also look at Masego's story on page 72. Masego's, Memory's and Oupa's hero books can be found on www.repssi.org.



FILLING IN YOUR OWN NET



Tell the children:

Now go back to the questions on page 37 and try fill in as many of the rectangles as possible and see what you catch! Only go as far as question 12 for now.

Allow the children about 30 minutes to fill in their own nets. This is a very important activity so they might need individual support. If you don't finish in one session, pick this up again in the next session, rather than rush on.

- Once you feel confident that all the children have filled in their nets satisfactorily, congratulate the children for doing the most difficult part of the hero book – facing their problems, naming them, and catching them in a net.
- Highlight that even though they might feel the effects of some of these obstacles **IN** their bodies, these feelings mostly begin **OUTSIDE** of them and are not their fault. This saying might help, 'however much you feel the problem inside, remember you are not the problem, the problem is the problem! Just like all the words we caught in the net to describe the obstacle, problems have many sides and many causes.'

- End the day with a fun activity not related to the hero book.

Reassure the children that you believe that with all the great work they have done so far, especially catching their problems in the nets, the problems are in a much weaker position, and they are much stronger. This means that now it's going to be much easier for them to have power over their problems.

Tell the children that before they draw their problem, they are going to be invited to share their stories.

Activity 15

The Telling And Retelling (1)

Expected time: 60 minutes

PURPOSE: For the facilitator to take a step back and allow the children to support each other.

NOTE: Each child should if they want to, get a chance to share (tell) and to listen. If any participants don't want to share with other group members, but they are prepared to share with you, you can try to accommodate these requests. Beware of taking on too much, though.

This manual could be subtitled 'where there is no counsellor'. In this activity, group members can offer support to and counsel each other. The success of this activity might depend on the age and the capacity of the group. If the group is very young (6–10 years), the written part of the retelling will be challenging. If you want to do written retellings, you might want to invite in some help, just for this session, with the children's permission. Another way to work with younger children is to ask them if they want to share their hero books and to ask the listeners to draw a new picture about the story as they listen.

Written or drawn retellings can be given back to the teller by the listener / reteller as a kind of book review which can be stuck into the teller's hero book.



INSTRUCTION

Tell the children:

- The purpose here is to give you a chance to hear another hero story, to fill in rectangle 13 and for each of you to get the viewpoint of someone else in the group on how best to name and understand the obstacle that is standing between you and your goal.
- Older children who can write better can be paired with younger children whose writing is not as developed.
- In groups of two, each of you can get a chance to be 'a teller' – someone who tells their story, and 'a listener' – someone who listens to a story.
- The tellers can choose which parts they want to tell and which parts they don't want to tell.
- They can remind the listener which parts the listener is allowed to retell or share with others.
- Are you happy to share your hero books / stories so far with someone else? It's fine if you don't want to share your book, you can just be a listener if you can

Tips:

- The aim here is to give supportive feed-back to the person telling the story and to make them feel like a real hero.

find someone who doesn't mind telling without listening.

- For those who want to do this, get into pairs. Choose someone you trust enough to help you name and describe your obstacle. It is often easier for someone else to see what is getting in the way of our goals than for us to see it ourselves. Try find the person whose name you filled into rectangle 12 in your net. If you cannot, try and find someone else to work with and write their name in rectangle 12.
- Now the tellers can page through their own hero book, and tell the parts they want to tell.
- It works well if the tellers allow the listeners to also look at everything the teller has caught in their own net so far (when they folded the page into 16 squares), and take note of the 4 words in the net that the teller has circled and then used to describe their obstacle.
- Using the form overleaf, the listener must take notes for each activity, just writing down into the spaces provided the words that move or touch them the most. See example over the page in which Lorraine was the listener and writer and Memory was the teller.

The Retelling – Listening Form 1

Name of teller: MEMORY

Name of reteller / listener: LORRAINE

The words / parts that moved you the most

Goal	Big	doctor , <u>be with my brother</u>
Hero in my life		Sister Maria
Earlier memory		walking to school with mother
Club of Life	Club of Life	included parents who passed away
	Birth family	so many passed away
	Along the way	time with no parents
	Living now	orphanage
My community		City of hope
Net	Teller's 4 circled words	sad, <u>discrimination</u> , HIV and AIDS, <u>CHIKONKO</u>
Good values of the teller		<u>courage</u> , hope
Special skills of the teller?		break the silence
Why teller is a hero and will beat the problem		can name her problem, can give support + get support
1-2 listener words – see below		stigma

- The listener must look at the filled in form, and circle 2–4 words that they think best describe the obstacle facing the teller.
- Then they must choose just one of these or one of their own and add it into rectangle number 13 in the teller's hero book.
- The listener must then present a summary of everything in the form, in a story, back to the teller (see page 44).

The following (retelling story form 1A, on the next page) is a guide how to make this form into a story. The reteller can add more details that he or she remembers.

Retelling Story Form 1A

I heard about a ~~boy~~/girl named **MEMORY**
 who has a beautiful goal to. **be a doctor**
 I heard that the hero in your life is **Sister Maria**

The 4 words and parts of your story that moved or touched me the most, are these
 'be with your brother' because **I think it sad you are not together**
 'discrimination' because **it's horrible to be teased if something is not your fault.**
 'CHIKONKO' because **the way you drew him.**
 'courage' because **you are really very very brave.**

I like the way you are able to see that you and what you feel are not the problem but that **discrimination**
 is the social problem, and that it has a root cause called **HIV and AIDS and poverty**

I heard that some of the words you think best describe an obstacle in your life are **discrimination, sadness, chikonko and HIV and AIDS and poverty.**
 I agree with you but the extra word I want to offer is **stigma**

I think the good values you are holding onto through this difficult time are **courage and hope**
 In my opinion the special skills you have are **breaking the silence, naming the problem.**
 Finally I want to say **thank you**

Reteller's Name: **Lorraine Miti**

Date: **7 OCT '04**

Offer the filled in Listening Form and the Retelling Story back to the teller. These can be pasted into the teller's hero book if they like.

Remember to ask the teller to fill in this word i.e. how you see their problem, into rectangle 13 in their own net.

If you look at the example on page 38, Oupa chose Larry who filled in the word 'grief' into rectangle 13.



Activity 16

Drawing And Naming The Obstacle

Expected time: 30 minutes

PURPOSE: because obstacles and problems are so complex and have so many layers, it is difficult for children to think about them. This activity allows them to simplify all the parts of the problem using a symbol they make themselves.

INSTRUCTION

Tell the children:

Remember when we played the game covering our eyes at the beginning, we said that unless we can see, describe and name the problem, it is very difficult to beat this problem and to reach our goals. To help you see and name your problem, we are going to ask you to draw it.

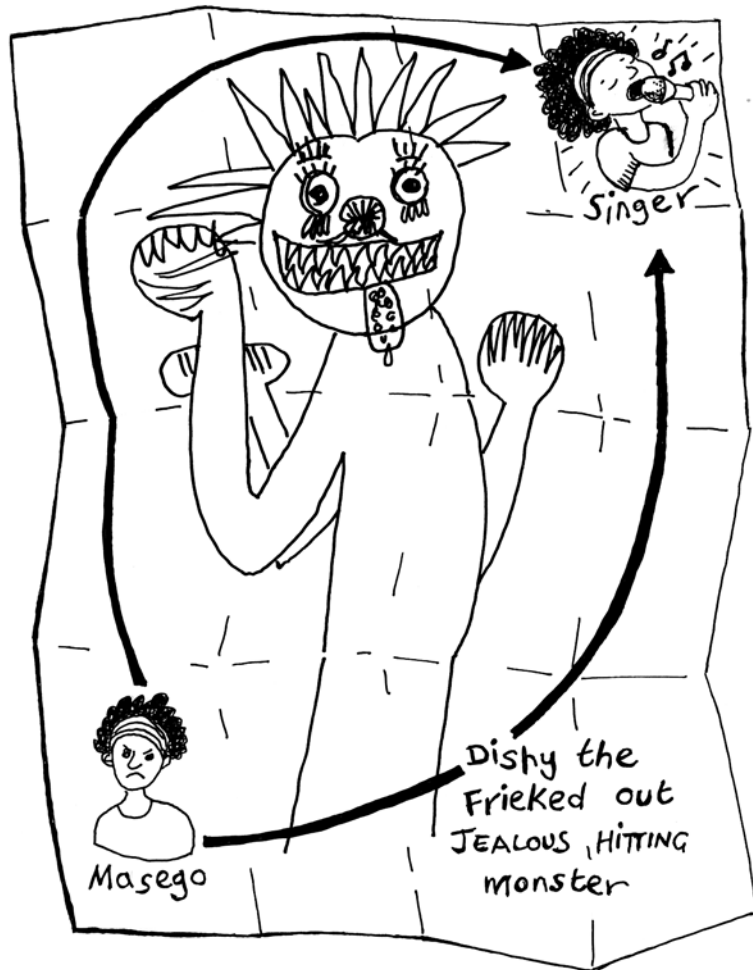
- On a new page, draw another net with 16 rectangles, just like the one you made before, but this time draw in the lines of the net as dotted or broken lines.
- In the bottom left hand corner of the page, draw yourself as a person who is turning into a hero. Add today's date so that it stands for you, yourself, now!
- In the top right corner of the page, draw the symbol that represents your big goal.

- Draw two lines that go round the obstacle, and that joins you to your goal leaving lots of space to draw the obstacle. Remind yourself that heroes like you, who can see and name their obstacles, who get support from others, and who have tricks and tactics, DO reach their goals.
- **Remind yourself of the 4 circled words you used to describe your obstacle and the one word the listener filled into square 13.**
- **Now, if you could combine these 5 words into one picture or image, what do you think your obstacle would look like? Please draw it between you and your goals into the net you have just made.**

Tips:

- The name should reflect the symbol as well as some of the words circled in the net (only 4 of the most descriptive words or phrases caught in the net were circled)
- So if the symbol is a "Lion", the name "the stigma, worrying, painful Lion" might become the name for the obstacle (where "stigma", "painful" and "worry") were three of the circled words in the net.





Activity 17

Shining Moment (When You Felt You Had Some Power Over The Obstacle)

Expected time: 30 minutes

PURPOSE: to clearly identify and hold on to what seems possible – a taste of a different way of being, which might become a turning point in the child's life.

Tips:

It does not have to be a time that the problem felt significantly better. Even if the problem felt just a tiny tiny tiny bit better, this is great and is a shining moment that can be built upon.

INSTRUCTION

Tell the children:

Usually our obstacles block or beat us, or have power over us, but sometimes we beat them or get past them, or we feel that we might be able to beat them or get past them.

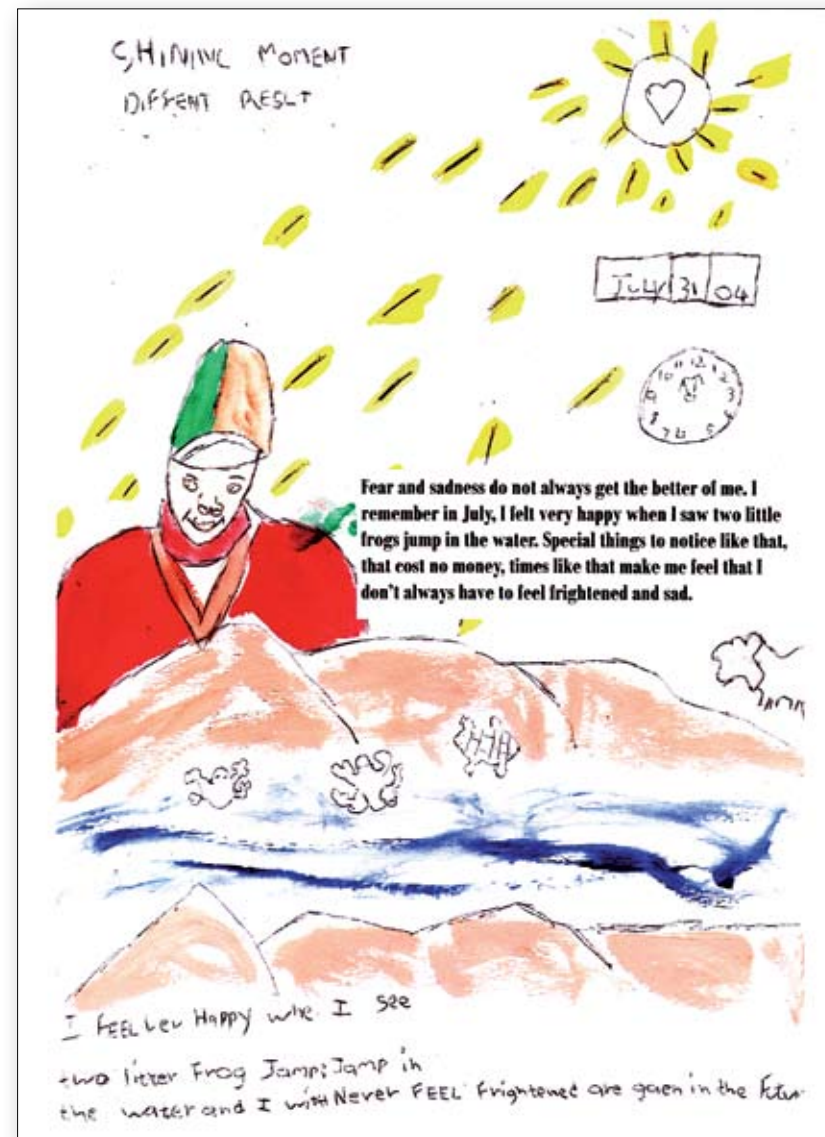
If most of the time the obstacle feels like it is a size 100 obstacle, but there was one time when it felt like a size '99 and a half' obstacle, or maybe for a moment you just felt closer to your goal, that is a shining moment.

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 bit closer to your goal.

Go back to the name and picture of your obstacle. Remind yourself what it is called, and look at the community map. This time, look for and mark the two times and places when it had the least power over you, or stands the least in your way. Mark these places with stars. This should help you choose and remember an actual time and day when you felt the best ever about the obstacle, and you felt close to your goal, a shining moment.

Now 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 18

The Tricks & Tactics That Bring You Closer To Your Goal, That Give You Power Over Obstacles & That Are Likely To Result in Lots More Shining Moments

Expected time: 60 minutes

PURPOSE: tricks and tactics are a kind of recipe for success, things the children might try, or are doing, to stop the obstacle from winning every time.

Tips:

Try and ensure that the tricks and tactics include both personal ones (e.g., things the child does alone, as well as social ones (e.g., things the child does as part of a group). Social tricks and tactics might include good psychosocial practices that are being promoted by a specific organization the child is part of, and the hero book might be a way of sharing this good practice with others.



INSTRUCTION

Tell the children:

- Remember the game we played with the two objects right at the beginning? Tricks and tactics are the things you do to reach your goals. They are things you do or might do to make shining moments keep happening. We are going to call tricks & tactics 'T&T'.
- It seems clear to me that not only do you sometimes have power over your obstacles, but that there are things you do that help you to beat them and get past them to reach your goals.
- To help you record your tricks and tactics, divide your page into six blocks. Into each block, draw one of the tricks or tactics (T&T) by answering these questions:



1. What do you do or might you do alone to beat your obstacle? (Your private T&T).

For example, 'Every time I see my shadow, I say to it, 'you are a hero', or I go and sit by the river and let my mind become still.'

2. What do you do or might you do with at least one other person to beat your obstacle? (Your social or relationship T&T).

For example, 'I talk to someone I trust' or 'I play with my friends.'

3. What things do you do or might you 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? (Your active citizen T&T).

For example, 'Collecting signatures from other children and giving these to the mayor, so the government can put up street lights to keep crime down' or 'Joining a children's organisation where we know we are part of the solution and not just part of the problem.'

4. What T&T can help make the problem smaller in the two places in your community map where you feel 'not nice'?

For example, if one place was at school, on the playing field, where there is lots of bullying going on, you might introduce an anti-bullying programme or conflict resolution into the school.

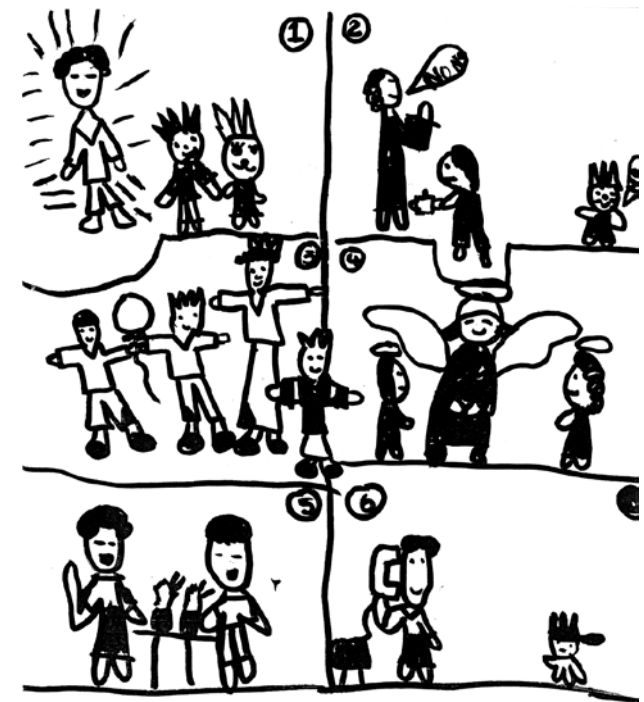
5 and 6. Any other T&T you can think of.

Testing your T&T's

Your tricks and tactics might be things you already do. Or they might be things you have thought of but not tried yet. You can mark this second kind 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.

This is how another girl called Masego, whose obstacle was 'jealousy' and who drew and named her obstacle as 'Dishy the Freaked Out Jealous Monster', drew her tricks and tactics.

1. I'm jumping to show Dishy I am strong and clean so he cannot make me jealous.
2. I'm pretending my brother Taiji who I often feel jealous about is a little baby and I'm protecting him. This keeps Dishy away.
3. I pretend that me and Taiji and Dishy are on the same team wearing the same uniform so even Dishy can't be jealous.
4. I pretend I look up to heaven and see my granny who is an angel and she would not like it if I hit Taiji, so I stop my hand before I hit him.
5. I make me and Taiji drinks of milk because we fight more if we are hungry.
6. I make a plan to play with other children so me and Taiji don't become bored with each other and fight.



Activity 19

The Hero Me!

Expected time: 30 minutes

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



Tell the children:

Remind yourself what your goals are, and what your main obstacle is. Imagine you have got past this obstacle, and you are near to your goals or have reached them.




- Divide the page into two columns and six blocks.
- Label the top left hand block 'In five years time', the middle left hand block 'in ten years time', and the bottom left hand block 'In 20 years time'.
- Label the right hand column, Tricks and Tactics, but leave it empty for now.
- In each of the left hand blocks, draw 3 pictures of yourself as a future hero in 5, 10 and 20 years time, doing the kind of things you want to do, or being the kind of person you want to be.

Tips:

If you have time, you can explore what the child might do now, or might continue to do in order to reach these goals.

- On the right hand side, write in those tricks and tactics that will be most important to keep doing, in order to make sure these dreams come true.

The hero me Taiji

tricks and tactics	
in 5 years time $7+5=12$ 	look after the sheep save money
in 10 years time $7+10=17$ 	stay in school stay healthy
in 20 years time $7+20=27$ 	learn to be a farmer, learn to ride horses

Activity 20

Looking Ahead – Creating Space For More Shining Moments in The Weeks And Months Ahead

Expected time: 20 minutes

PURPOSE: to keep the hero story alive in the future, and to provide a measurable way of checking how things are going.

INSTRUCTION

Tell the children:

If you can keep looking out for shining moments, and if you can keep making them happen, we could say you are becoming – the director of your own life. You become a driver and not just a passenger in your journey of life. In the future, we want you to look out for important moments when the obstacle feels smaller or you feel nearer to your goals, or you just feel better:

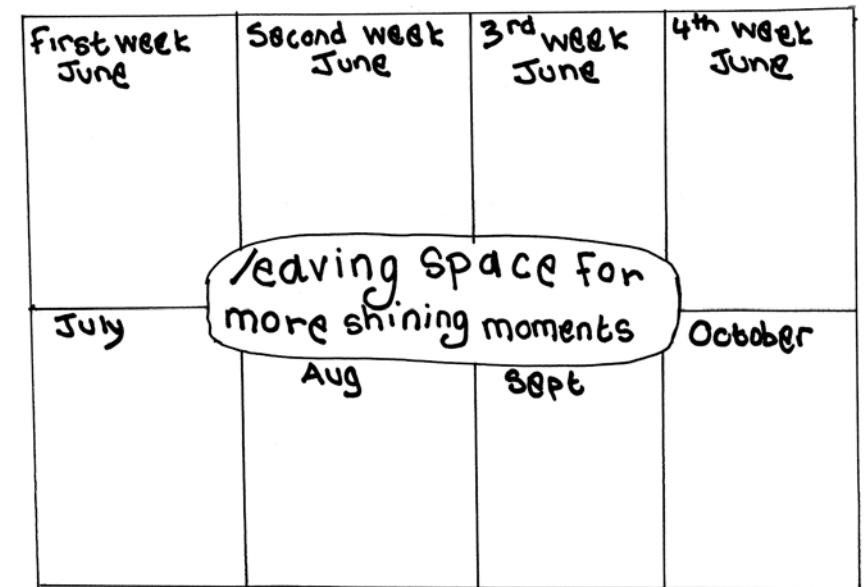
- Today's date is
- On the last page of your hero book, you drew yourself as a hero, someone who is learning how to make more moments in their life into shining moments.
- Now go to the next blank page and divide it into eight blocks.

- 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
- When you fill in the shining moments, be sure to include a clock and a calendar. When you experience shining moments, try to draw them in, before you forget they ever happened!

Tips:

You are trying to help the child:

- step into a new story about themselves (a survival story in which they have power and are an active player.
- to leave behind the old problem-saturated story, in which they might only see themselves as powerless and a victim).



Activity 21

The Group Reflects The Hero Via A Portrait-Poem

Expected time: 30 minutes

PURPOSE: a fun activity that also allows for some gentle sharing – for children to get a taste of sharing.



INSTRUCTION

Tell the children:

A portrait-poem is a picture of your face, drawn by several members of your group, plus a message to you that they have written, telling you why each of them sees you as a hero.

- We are now going to invite you all to share a page of your book with others. It's fine if you don't want to share in this way – you can still be part of this activity.
- Please get into groups of 3.
- If you do want to share, please find just one page of your hero book that you want the two others in the group to see.
- Get into groups of three, and take 1–3 minute turns to show this page to the others.
- Then each write your name on the top of a blank

Tips:

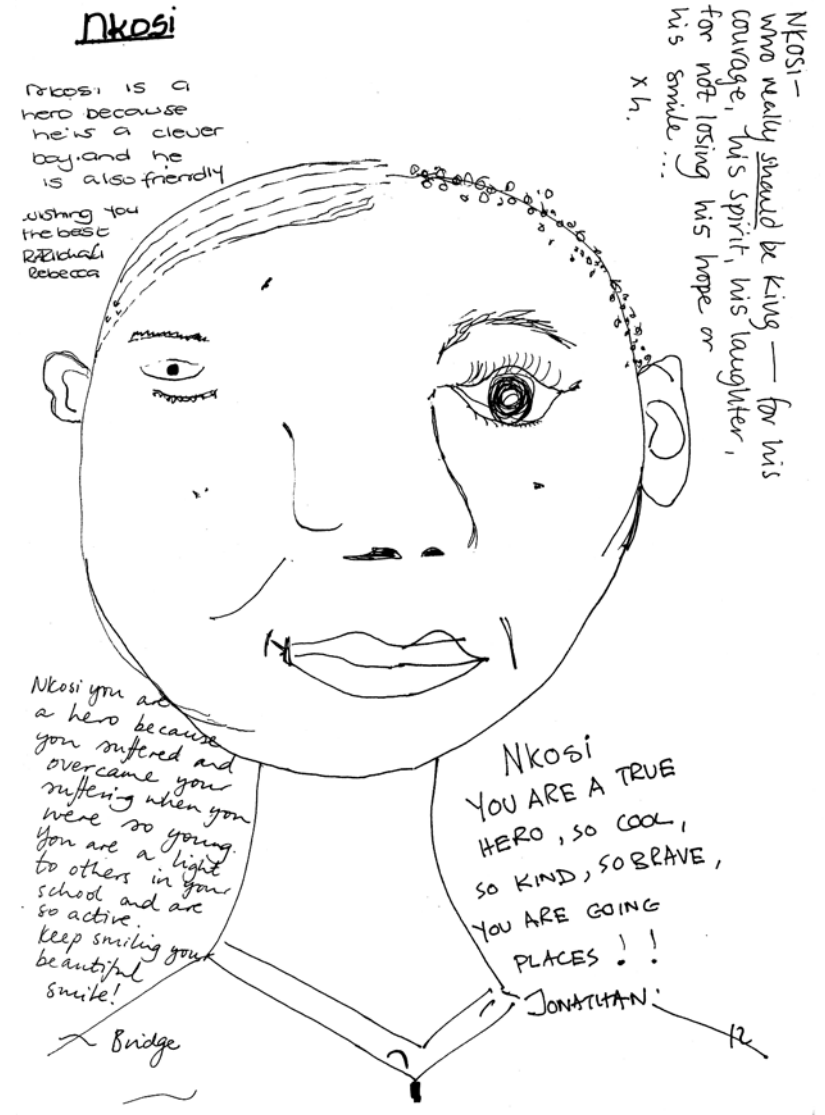
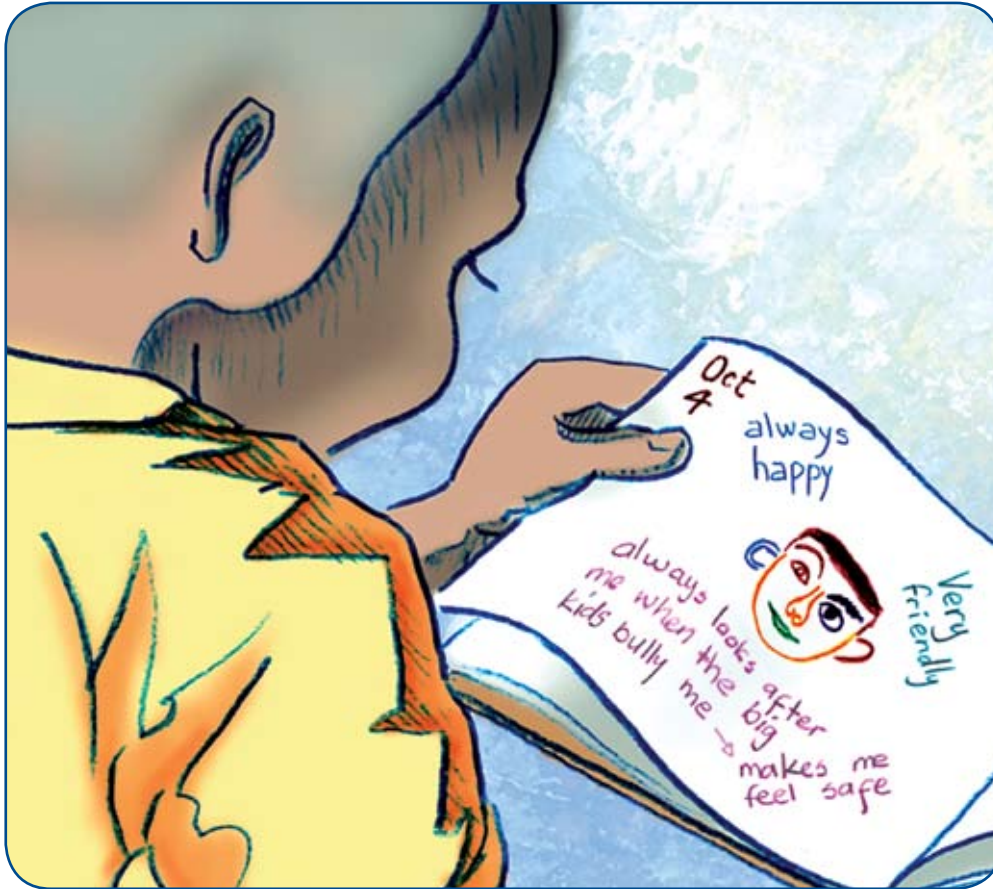
This is a simple and fun activity but a little difficult to explain via written instructions, make sure you understand it before trying it with the children.

loose page and pass this to another person so that each of you has a page with someone else's name on it.

- Take a look at the person whose page you have in front of you. Take a minute to draw half their face – maybe just the outline of their face, their ears and their hair, but not their eyes or nose or mouth. Or one eye, one ear, half a nose. But leaving the rest for the other person in your group to fill in (not the person whose name is on the page).
- Remember what the person whose name is on the page shared with you when they showed you one page from their hero book. Also remember anything else you know about them. Now write 5–20 words on the side of the picture saying what you most like about them, and why you think they are a hero. Sign your name and put the date under your message.

Everyone should be working all the time. Make sure that each person gets a picture of themselves with at least two messages of encouragement and support.

Children who don't want to share a page of their book can still get a portrait-poem.



Activity 22

The Telling And The Retelling (2)

Expected time: 60 minutes

PURPOSE: to allow the child to tell and hear their own hero story, and to hear and tell another hero story, with another group member.

INSTRUCTION

Tell the children:

How do you feel about sharing your whole hero book, or as much of it as you want to, with a **new** person in the group? (not the same person you shared with last time) Take a few minutes alone just to look at all the pages of your own hero book and think about this. Remember you can hold your book to your chest and share only the parts you want to.

- If you feel okay about this, find someone you trust, get into pairs and please read or show all or some of your hero book to your partner. If you don't want to share, you can still join in this exercise just as a listener and note-taker.

Tips:

- This is very similar to Activity 15 but here the child pairs up with a new person and tells more of their story
- This gives them an opportunity to receive yet another reaction to, and a perspective about, their story
- Remind them all that the purpose here is to give positive and supportive feedback to the teller so that they can feel like a true hero
- In these retelling activities, the facilitator can take a step back and really watch how the group members become the counsellors, i.e., how they support and counsel each other

- When you are a listener, you are going to use a similar form to the one you used before, but this one has some extra spaces.
- After you have taken notes and filled in the form, you will do a retelling just like earlier on – but this time you will be working with the whole hero story.
- Get into pairs and use the form below. The teller shows or tells the listener the story in the hero book, and the listener writes into the retelling-listening form 2 (see next page).



The Retelling – Listening Form 2

Name of teller: Memory

Name of reteller / listener: Jonathan

The words / parts that moved you the most

Goal		doctor, help others, (want to be with my brothers)
Hero in my life		Sister Maria + Lorraine
Earlier memory		holding mom's hand on way to school
Club of Life	Club of Life	(connected) to so many people
	Birth Family	not much said about father
	Along the way	time in rural area
	Where I live now	City of Hope
My community		City of Hope = World
Net	Teller's four words	sadness, discrimination, (chikonko) HIV + AIDS
Drawing	What strikes you?	strong and neat, love self portrait
Shining moment		calling the girls in small groups
Tricks and Tactics		↑ + privateness eg. reading
Hero me		can really see this happening
Portrait poem	What others said about the teller	Lorraine - so brave + such a good friend. James admires her determination
Values of the teller		courage, honesty
Special skills of the teller		can speak out, articulate
Why the teller is a hero and will beat this problem?		↑ so intelligent too, ↑ (challenge culture of bullying) + stigma
1-2 words listener 1 felt best describe the obstacle		stigma
1-2 words listener 2 (you) feel best describe the obstacle		(stigma)

The listener must then look at the filled in form, and circle four words (at least) that they think best describe the obstacle facing the teller.

It might be interesting to the teller to notice how three different people – you the teller, the first listener and then the second listener – all viewed your obstacle and your story differently.

Now comes a longer story retelling. Listeners must now look at their notes and make a story out of them that they give back to the teller.

This giving back can be a reading of the story retelling form 2, by the listener, or the listener just handing the completed form with the retelling listening form 2 back to the teller.

Retelling Story Form 2A

I heard about a ~~boy~~/girl **called Memory** whose big goal is to **be a doctor and to help others.**

The heroes in her/his life **are Sister Maria and Lorraine.**

The 4 words and phrases or parts of your story that moved or touched me the most, are:

1. **"be with my brother"** because **I think its sad you are separated.**
2. **"discrimination"** because **its horrible to be teased about something that is not your fault.**
3. **"Chikonko"** because **you draw and describe him so well.**
4. **"Courage"** because **you are very brave**

I heard that some of the words that you think best describe this obstacle or problem in your life are **"discrimination" "Chikonko" "sadness" and "HIV and AIDS"**

I agree with you but another word I want to offer you is **"stigma"**

I like the way you are able to see that you are not the problem but that the problem **called discrimination** is the problem and that it has a root cause called **poverty, HIV and AIDS**

I think the good values you are holding onto and that make you a hero during this difficult time are **courage + hope.**

In my opinion the special skills that you have are **: breaking the silence, like when you called all the girls into small groups and told your story, naming problems, and a whole lot of amazing survival skills, I don't know many people who could have survived what you did and still walk tall and not be bitter.**

Finally I want to say **IT has been a privilege to meet you.**

Reteller's Name: **Jonathan**

15/8/2005

- Take time to write out your story retelling.
- Make sure that you have a chance to be the teller and to get a retelling back.

Activity 23

Combining Our Tricks And Tactics, Sharing Our Knowledge

Expected time: 40 minutes



Tell the children:

Remember the list we made of the problems and challenges and root causes of obstacles facing many children and young people in this community? Please can one of you put this list up again? You all wrote it down in your hero books, so if we have lost it, you can copy it out from there.

Now let's see what kind of tricks and tactics children in this community have to beat these problems. Let's see if we have anything to offer young people in other communities facing similar problems. You don't have to say whether or not your hero book was about a particular problem, just offer a trick and tactic you have thought about. If it's one from your hero book, it is better because then you have really thought about it.

Facilitator to act as the scribe, and write tricks and tactics into the column next to the list of obstacles.

For example:

- If in the first list alcoholism was listed as a problem facing young people in this community, you can ask 'Has anyone got a trick or tactic that can help with alcoholism?'

And if sexual abuse was listed as a problem facing young people in this community, 'Did anyone come up with a trick or tactic that can help with sexual abuse?' Offer anyone who wants to, and who has really experienced or thought about each obstacle a chance to really spend time explaining what tricks and tactics have worked for them. Do not rush this exercise, if you have time spend another whole session discussing these solutions with the focus being not on the person who is experiencing them, but on the tricks and tactics that might be useful for other children facing similar problems.

Please see examples on the right ➡

Tips:

This activity allows children who don't want to share or publish their hero books, to still participate meaningfully in the entire process by giving them the opportunity to contribute some of their solutions in an anonymous way without ever having to share their story or their problems

Obstacle Problems	Solutions, Tricks and Tactics
① Neglect	1.1 Older children look after Young ones 1.2 Safe Parks
② ALCOHOLISM	2.1 other things to do like organised sport 2.2 Prevention programs
③ Abuse	3.1 Community police-ing and child protection units 3.2 child friendly courts
④ Hunger	4.1 vegetable gardening 4.2 youth run soup kitchen
⑤ Drugs	5.1 5.2 5.3 TougH Love From Friends
⑥ No Safe Places to meet at night	6.1 open community hall at night 6.2 parents to allow friends and parties
⑦ Poverty	
⑧ No Jobs	
⑨ HIV AND AIDS	

Activity 24

Communities Of Solution Finders

Expected time: 15–30 minutes

PURPOSE: to allow youth to think about sharing their hero books and tricks and tactics, for specific kinds of obstacles with each other; using the internet or local libraries of hero books.



INSTRUCTION:

You all know what your community is and have already drawn it in Activity 13. There is another kind of community called a 'Community of Practice', what we will call a 'Community of Solution Finders'. A Community of Solution Finders is a group of people who maybe don't live in the same area, but who are connected by the fact that they all are thinking about solutions to a similar problem or obstacle. They also interested in sharing knowledge about this obstacle and how to beat it.

In Activities 14 and 23 you made a list of some of the obstacles facing young people in this community. And you made a list of some of the solutions (tricks and tactics). We now want you to think how you can share your tricks and tactics with other young people and also how you might get to learn about their tricks and tactics? Do you have any ideas? (Allow time for discussion).

Some young people who have made lists of obstacles and tricks and tactics like yours, as well as hero books that tell the individual stories of young people facing different obstacles, have posted them up on a website www.digitalherobook.org or www.repssi.org. If your internet connection allows, visit the website. As this website develops, under specific obstacles, e.g., alcohol, abuse, teenage pregnancy, bullying, etc., you will be able to read different hero books posted up there by young people. Before you can put a hero book on a website, you need to think carefully if you want to use real names (yours and the people you name in the story) and you need to make a digital version by scanning the drawings, photos and pages, or by making your first hero book on a computer. We have developed a separate toolkit which can help you to make a digital hero book (see www.repssi.org). Maybe you want to think about posting a version of your

hero book on www.digitalherobook.org. You can also think about doing something similar **without** the internet. For example, a few classes in the same school, or a few groups who have made hero books in the same area, might want to put copies of all their books into a central place like the school or the local library. Once they decide where they want to keep them, they will organize them, not according to the group who made them, but according to the kinds of obstacles they deal with. So all the hero books that deal with bullying might be kept together; and all the ones that deal with abuse might be kept together. So that someone interested in finding solutions to bullying can look in one place and get lots of ideas. Before you can really think about whether you want to share your hero book in this way, you need to think more carefully about sharing and publishing. Activity 26 is designed to help you do just that.

Activity 25

Finding A Title, And Making A Cover

Expected time: 30 minutes

PURPOSE: this activity helps the children focus on the main aspects of the new, alternative story of their lives. You can also ask them to explain their covers. This explanation might be a kind of summary of the book. Look out for a hero or solution-focused story, as opposed to a story full of problems.

INSTRUCTION

Tell the children:

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. Remember this version of your book is mostly meant for you, to help you reach your goals, and you get to decide who can read and see it? You also wrote down if you wanted to use your's and others' real names as the author and for the people you name in the book. These are things you need to think about as you make the cover for this version of your book. Who is the author and illustrator of your book?

You might also want to dedicate your book to someone? A dedication is a sentence at the beginning of the book in which you express that this person has been a hero in your life and that this book is especially for them, or in memory of them.



Tips:

- Title might reflect the obstacle and the fact that it can be overcome (e.g., 'Beating Stigma', or 'Breaking Cycles of Violence')
- Title can be completely original, the child should decide
- Title might reflect that the child is the author, illustrator and main character (e.g., ...words by Masego, drawings by Masego, about Masego)



Activity 26

Thinking About Sharing and Publishing

Expected time: 60 minutes

PURPOSE: to give the children power and control around what they want to happen to their hero books and whether they want to publish them or not.

Find the forms the children signed about how they felt about sharing their hero books as well as your list with a summary on it.



Sit in circle and ask each child:

- How did it feel to make hero book?
- Some of you have shared your book or parts of your book with small numbers of others in the group. Is it okay to let all the others in the group read your book? It's fine if you'd rather not.

Circulate those books where children give permission.

- Since we all started making hero books together; did you learn anything about each other you didn't know before?
- Do you feel like you are a hero or an 'active citizen' in any way?

- What was the most interesting part for you?

Then make sure each child has a copy of the form (Activity 4) in front of them and say: 'We wrote down how you felt about sharing your first copy of your hero book. Now that you have finished your hero book, some of these feelings might have changed, and some of you might want to think some more about sharing another copy of your hero book in which you might want to have another chance to change things like the real names of people.'

- Let's each fill in another similar form again and see how you feel.

Tips:

From the form on page 62:

- 1) record how the child now feels about sharing and publishing their hero book.
- 2) go through each book carefully looking for identifying and changing information that might cause the child or anyone named in the book harm or embarrassment.

For the final version:

- 3) obtain the informed consent signature of the child.
- 4) obtain the informed consent signature of the child's guardian.



EXAMPLE: Sharing Form For Children

Name of child: Felicity Date: 28 October 2008	
I'm interested in the idea of sharing my hero book with others outside the group.	✓
I definitely don't want my book to be seen by others outside the group.	
I want to share a copy of my hero book with people outside of this group but I want to use pretend names.	
I want to share a copy of my hero book with people outside of this group using real names.	✓
Even with pretend names, I don't want to share a copy of my hero book outside this group.	
I want to share a copy of my hero book with people outside of this group but there are some other things besides names that I want to change.	✓
I'm not worried about who might read my changed hero book.	
I'm a little worried about who might read my changed hero book.	✓
I'm very worried about who might read my changed hero book.	
The way I want to share or publish my books is through:	making photocopies and me handing these out
	making photocopies and others handing these out
	a digital version of my book which can go onto discs and which only I can hand out
	a digital version of my book which can go onto discs and which others can hand out or which can go on a website as part of a community of solution finders
Outside this group, is there anyone you specifically don't want to show your hero book (as it is now) to?	No
What do you want to do with your hero book? Do you want to leave it here for safekeeping? Do you want to take it home?	home

For those of you who want to share your book outside the group, we are going to spend at least one whole session seeing if you want to change anything in the book, or if you want to make another book that you feel comfortable to share.

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 to see this book, and who you don't want to see it.



SAFETY NOTE TO THE FACILITATORS:

Before the group meets, read every book. Note identifying information that might cause trouble for the child, the family or the household in any way, if outsiders read it.

For example, a child might write that a family member has HIV, but that person has not publicly disclosed their HIV status. Or a child might write that someone is being abusive. If this abusive person reads the book, they might hurt the child.

The children might not be able to understand which parts of the book are unsuitable for publication, so it is very important that you find these parts. You can then work with the children to develop a safer version.

You also need to get the consent of caregivers before publishing the book. Even before you invite the caregivers to have a look at it, you must make sure that there is nothing in it that could make someone want to harm the child. Only once you have taken this information out or changed it, in partnership with the child, can you invite the caregivers to have a look at the book, if the child agrees.

You cannot publish the book if there is any information that might cause harm to the child or embarrassment or harm to the caregivers, even if the child wants to publish it.



NOTE TO FACILITATOR: Remember that you CANNOT share or publish any hero books unless this form is signed by the child and their caregiver, as well as witnessed by your supervisor. Failure to do this can result in harm to the child and people named in their books, as well as a court case against you.

Consent Form For Public Versions Of Hero Books

– addressed to the child, but signed by both the child and the facilitator

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

- This version of my hero book can be photocopied or reprinted for other children and adults to read.
- 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.
- My facilitator has gone through my hero book carefully, and we both felt that there is 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 or a book either in print or via an electronic version on a disc or on a website.
- I understand that the main purpose of making and publishing this second version of my hero book is not to make money but to raise awareness about social issues. I also understand and accept that if any money made from these published hero books, this money might not come to me, but to projects to teach people to make hero books that I might or might not be a part of.
- No one can stop me or my organisation from selling the rights to publish this hero book, or publishing it.
- No one can make any claim to any money me or my organisation make from that.

	Name	Signature	Date	Contact Details (phone number, email or postal address)
Child				
Facilitator				
Caregiver of child				

Activity 27

Planning A Re-membering Party Or Celebration – Community Mobilisation

Expected time: 90 minutes

PURPOSE: to strengthen circles of support around the children, and build a feeling of connection with those people who have been, and are in their lives.



Tell the children:

Well done for finishing your hero books! Not everyone in the world gets to be the author, illustrator and main character in the same book! Especially books so full of knowledge that is valuable to other young people and other communities. And not every group gets to put together such a rich list of solutions to social problems. Today we are going to plan a party or celebration to mark this amazing event.

The idea is to have a celebration and to invite some people who were not part of this group, but who are in your clubs of life / circles of support, or your community.

We are going to call this event a 'Re-Membering party'.



Tips:

Be careful to avoid putting pressure on children who don't want to share their hero books to do so in this activity



A member is someone who belongs. To 're-member' them means we have not forgotten them, but it also means we want to remind them that they belong or are valued members of the Circle of Support or the Club of Life.

Here are some steps to help you think about and plan this event.

- 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. Do you need more time to do that?
- If you like the idea of a re-membering celebration, decide on a date and venue.
- Please all look at your Club of Life, and make a list of the people you want to invite to this celebration
- Is there anyone that has been left out, like the mayor, the police chief, etc.?
- As a group make an invitation (see example) and prepare award certificates based on invitations.
- Plan the meeting by thinking about the following things:
 - ✓ Are there going to be food and drinks and who should bring them?
 - ✓ Who should deliver the opening speech? How long should it be? What should the speaker talk about?

- ✓ How are you going to share the list of tricks and tactics?
- ✓ Who wants to present their book? Which parts do you want to share? For example, do you want to flip through your hero book and say how you felt making a hero book, but not read all of it? Or do you want to read out a page of your hero book?
- ✓ In what order will you share the books? For example, will you share all the books that deal with for example 'bullying' (from your list (activity....) together, and then move onto another psychosocial issue? Or will you find another way to choose the order in which to share?
- ✓ How many minutes should each presentation be?
- ✓ How much time should be allowed for the guests to look at some of the hero books?
- ✓ For those of you who don't want others to see your books, how can you make sure that this doesn't happen?
- ✓ How are the guests going to be invited? Will children deliver the invitations (which must be filled out differently for each guest), or are they going to be posted?
- ✓ Will a member of the group or the facilitator hand out certificates to the children for completing their hero books?

- ✓ Will there be certificates made by the children for special guests and when will these be handed out?
- ✓ Decide what should be said and who should talk about the way forward and deliver the closing remarks.
- ✓ How will you answer requests for you to run other hero book workshops if people want them?

• Practise the whole ceremony!



Certificate / invitation To Club Of Life Celebration

Dear.....

- This certificate and invitation honours 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 our 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 give value and meaning to your life, I will be honored to do so.
Please let know how I can do this.
- One thing I can think of here is to.....
(Examples: collect fire wood for you? Help you to make your own hero book? Clean your house for you once a week?)
- Please come to our Re-membering party
- Date:
- Time:
- Place:

SIGNED.....

Activity 28

Re-membering Party

Expected time: 120 minutes

PURPOSE: to celebrate each other as heroes

Enjoy it!



Activity 29

Some Monitoring & Evaluation

Expected time: 30 minutes

PURPOSE: to get a sense of how the hero book intervention went for the children

Part: For the children

INSTRUCTION

Tell the children:

- From Activity 6, do you remember this drawing of the load you were carrying - your basket with stones which show the different cares and worries that you were carrying a few months ago, and where you wrote the TOTAL LOAD YOU WERE CARRYING IN THE BOX ON THE BOTTOM LEFT HAND SIDE OF THE PAGE?
- PLEASE FIND THIS DRAWING IN YOUR HERO BOOKS.
- YOU DON'T HAVE TO COPY THIS FORM OUT AGAIN, OR DRAW MORE STONES, YOU ARE JUST GOING TO FILL IN A NUMBER INTO THE BOX THAT SAYS – END OF HERO BOOK:"
- Let's look at the example of Jenny Smith.
- At the beginning of her hero book project, on the 3/7/2007, she wrote that her "worries" added up to 70 kg.
- After she had finished her hero book, she wrote that her "worries" now added up to 50 kg.
- At the beginning, you each told us that the total load added up to a certain number of kg, where 100 kg is the load where someone collapses, and 0 kg – 20 kg represents a normal life with only a few small worries.
- That was quite a long time ago and like Jenny maybe some of your problems might have become heavier or lighter since we last looked at them. Or the problems might feel just the same. Or you might have picked up some new problems.
- We just want to know what your total load of problems feels like or adds up to today in kilograms
- PLEASE FILL THIS IN TO THE BOX ON THE BOTTOM RIGHT HAND SIDE OF THE PAGE WHERE IT SAYS "end of hero book" AND ALSO FILL IN THE DATE.
- YOU DON'T HAVE TO DRAW MORE STONES INTO THE BASKET OR RE DRAW YOUR FACE OR CLOTHES, JUST GUESS OR ESTIMATE THE TOTAL LOAD OF WORRIES YOU FEEL YOU ARE CARRYING NOW.
- We just want to know if the total weight in kilograms feels lighter, or heavier or the same as at the beginning of the hero book project when you filled in this form?

* EXAMPLE * * * * *

CHILD'S NAME: Jenny Smith	SCHOOL / GROUP: Goodall Primary
CHILD'S CLASS: 6B	FACILITATOR / RESEARCHER'S NAME: Siphiso Dlamini
CHILD'S AGE: 13	

BEGINNING OF HERO BOOK: TODAY'S DATE: TOTAL WEIGHT OF BASKET: 70 kg	END OF HERO BOOK: DATE: TOTAL WEIGHT OF BASKET: kg
--	---

Part 2: Monitoring and Evaluation questions for and with the facilitator after every hero book intervention

How many children or youth did you take through the hero book process?	Male:	Female:	Total:
What was their age range?	years to		years
Did any of the children drop out of the hero work? Yes/No. If yes, what was the reason?			
Did you need to refer any of the children for further psychosocial support? Yes/No. If yes where did you refer them?			
Where did the hero sessions take place? School/kids club/ youth club/ support group/church/ grannies club/other			
How many times a week did the hero work take place?			
What was the total number of hours for the complete hero book process?			
How many facilitators were there?	Male:	Female:	Total:
What training did the facilitators have to assist the children with hero work? Where did they learn about hero booking?			
How long have you worked with children?			
Were there any parts of the facilitation about which you did not feel confident? Yes/No. If yes, which parts were they? Were there any parts you didn't like? Why?			
Were you happy with the children's participation? Yes/No. If no, what problems were there with participation?			
How successful was the hero book intervention in meeting its objectives? On a scale of 1–10 (10 = very successful 0 = totally unsuccessful)			

Name Project area

Organisation Date

Position in your organisation..... Contact details

REPSSI AND THE ONE CHILD ONE HERO BOOK CAMPAIGN

The 'REPSSI – One Child One Hero Book' campaign aims to take hero books to all children in Africa and beyond. The broad strategy includes developing safe, simple and accessible training materials, mainstreaming of hero books into schools, and hero book trainings.

THE DIGITAL HERO BOOK PROJECT

Digital hero books are digital versions of traditional paper-based hero books, which can be stored and viewed electronically on a website or disc. These digital versions can be simple – made up of a few scanned images and text – or more complex, such as a short movie that includes an audio narration of you reading your hero book script, photos taken with a digital camera, scanned drawings, a soundtrack or even video clips.

'Going digital' is good for a few reasons: it is much cheaper and faster to copy a digital hero book than to print another paper book. Secondly, it is much easier to share a digital hero book with many other people (as long as they have the right equipment, such as a computer



with an internet connection, on which to view it.) You might create a web page of your hero book and email your friend to tell her to read it. This is cheaper, faster and easier than photocopying your paper hero book and posting it to her. When you create a digital hero book you learn new skills such as word processing, scanning, image editing and maybe web publishing. You might also meet another young hero on the web and share your digital hero books with each other. These are skills that are important for young people today, being able to create digital content and communicate online. But it is also important to know your rights and responsibilities on the internet, and how to recognize danger signs, such as a stranger wanting to know your address.

REPSSI, Molotech, the Center for Digital Storytelling and Khanya are collaborating under the banner of the Digital Hero Book Project to train youth in the production of digital hero books. This is currently a pilot project that involves getting learners in Grades 6 and 7 in IT-enabled schools in Cape Town, San Francisco (USA) and New Delhi (India) to create digital hero books and put them on a website. Only the learners and their teachers have access to the password-protected website, so they can safely and securely share their stories and connect with other heroes from around the world, affirming one other by recognizing their common challenges and ways of overcoming them. The learning goals are improved digital media, communication and life skills, as well as a deepened cross-cultural awareness.

A toolkit has been produced that makes it easy for anyone to begin digital hero booking at their school or community centre. The project is open to anyone who would like to join and meet other heroes online. You can create a simple digital hero book, or a short movie, including images, video, narrative audio, soundtracks and text. By exchanging positive youth stories, created in digital format, in a safe online environment, the young heroes participating in the project will meet new and far away friends and learning new skills. And the best thing is they'll always have their own, original paper-



based hero books with them. Even when they're not at a computer!

Remember that the decision to make a digital hero book does not necessarily mean that you want to publish your hero book, but it might. Once and if someone decides that they want to publish a non-confidential version of their hero book, they can put their story on the password-protected website for other digital heroes, or they can publish on a website that is open to the public where anyone in the world will be able to see their story! Some stories are meant to be shared so that they can help and inspire others; these are the kinds of stories that are published openly on the web.

For more information visit the Digital Hero Book Project website: www.digitalherobook.org

Partner organisation links:

REPSSI: www.repssi.org

Molotech: www.molotech.org.za

Center for Digital Storytelling: www.storycenter.org

Khanya: www.khanya.co.za

THE FIRST TWO HERO BOOKS – GENGE AND MASEGO

By Jonathan Morgan

In early 2003, Genge (11 years old) and my daughter Masego (7 years old) began playing with the idea of a hero book. Genge lived in our house in Cape Town for a year and then returned to Johannesburg. While she was here we worked on the very first hero book. Genge is a real hero. Masego and I then built on the book made by Genge's. The idea from the outset was that we needed one or two examples that could then be used to spark off the next 9 million, nine hundred thousand, nine hundred and ninety something hero books as part of the 10 Million Hero Book Project (10MhBP) now known as the 'REPSSI, One Child, One Hero Book Campaign'.

We sweated to get Masego's 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-the-Freaked-Out-Jealous Monster story under my arm, I set off across Africa inviting front line workers working in REPSSI partner organisations 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 – I know that it is in these exact moments that the awful Jealous Dishy himself, chooses to strike. I too am jealous 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 REPSSI One-Child-One-Hero-Book Campaign. It has gone way beyond my control. Since early 2003, the hero book making methodology has changed, and continues to change. Rather than update Dishy, though, we present it on the REPSSI website just as Masego wrote and illustrated it. It holds a special place in the history of the project.

Thank you, Masego and Genge. I am so grateful to you both.

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Hero Book Adaptation Guide

A FAQ (Frequently Asked Question) with regard to hero books is how and whether it is possible to shorten the process for the children (participants and facilitators).

- Hero Books were not designed as a very short “in-out” intervention but rather as a medium term careful intervention. There are 28 activities each of which probably needs an hour or two.
 - Having said this, the methodology is not completely prescribed and there is room for adaptation one of which might be a shorter version
 - Below please find a set of guidelines for shortening hero booking
- | | | |
|---|---|---|
| 1) Facilitator to read entire manual by him or herself and be able to present a summary of the process and particularly the safety notes and general notes on pages 4-5 to the project leader | 3) With regard to – Making the Book – on page 7 of the manual, time can be saved by issuing exercise books instead of binding books out of scrap paper | be followed by a brief circulation of the 2 hero book anthologies which can also be lent to children overnight to look at and save time |
| 2) Each facilitator to make and complete own hero book in own time – separate from child hero booking time – before begins hero booking with children. There will inevitably be questions and parts that the facilitator will need to ask the project leader or the REPSSI mentoring team, but it is important that these are resolved before trying out hero | 4) Activity 1 – building blocks cannot be left out | 13) Activity 9 is crucial but might be done in 10 minutes |
| | 5) Activity 2 can be “rushed” i.e., excessive time need not be spent on this activity and it can be achieved in 10 minutes as long as the concept of a hero is explored with the children | 14) Activity 10 might be done in less time |
| | 6) Activity 3 is anyway short but might be achieved in 5 minutes | 15) Activity 11 might be done in less time |
| | 7) Activity 4 cannot be left out | 16) Activity 12 is crucial and should not be rushed |
| | 8) Parental consent is left up to the discretion of the project leader | 17) Activity 13 could possibly be left out but there are later activities that build on this so it's better to do it – even if it is done in a cursory way |
| | 9) Activity 5 might be achieved in less time, e.g., 20 minutes | 18) Activity 14 cannot be left out or rushed however the bits about the root cause of the problem (questions 11 and 12, pg 36, and – joining feelings to root cause, pg 37) can be left out |
| | 10) Activity 6 is crucial and cannot be left out | 19) Activity 15 needs time and cannot be left out but if really pressed for time can be left out as there is another retelling later on |
| | 11) Activity 7 absolutely cannot be left out | 20) Activity 16 cannot be left out but less time might be taken |
| | 12) Activity 8 might be achieved in less time – the key film is the animated one on the hero book resource pack and only takes 20 minutes to screen. This can | 21) Activity 17 cannot be left out but less time might be taken |

- 22) Activity 18 cannot be left out but less time might be taken
- 23) Activity 19 could be possibly turned into a discussion with no drawing where children share with each other in small groups running parallel to each other to save time
- 24) Activity 20 might possibly be left out but the concept should be explained so that children can do this if they like by themselves once they have completed their books
- 25) Activity 21 should run into activity 22 and both 21 and 22 need to be done (remember that the first retelling (activity 13) might have been skipped
- 26) Activity 23 should be done but can be achieved in 20 minutes if focused facilitation is maintained
- 27) Activity 24 might be left out
- 28) Activity 26 is crucial and cannot be left out but less time might be taken
- 29) Activity 27 and 28 are key and cannot be left out or shortened significantly
- 30) Activity 29 is also key but seeing that this is part of a research project you might have this aspect covered already



In 2009 a psychosocial organisation in Nepal, Kopila Nepal, downloaded the hero book manual from the REPSSI website. Without any technical support from REPSSI, Kopila Nepal ran a fantastic hero book project involving children, parents and teachers. In the foothills of the Himalayas, here is Ram Kumarihi showing us what her psychosocial obstacle looks like. She named this obstacle “The Gender Discrimination Water Demon.” There is a shortage of water in her village but there are also lots of cultural practices which Ram Kumharihi feels discriminate against women. Watch out for this anthology of Nepalese hero books.



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