

PSYCHOSOCIAL WELLBEING SERIES



Facilitating care and support through Kids Clubs

A TRAINING GUIDE FOR KIDS CLUB LEADERS

Acknowledgements



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REPSSI is a capacity building and knowledge management organisation In psychosocial care and support for children affected by HIV/AIDS, poverty and conflict in East and Southern Africa. REPSSI exists to be a leading, recognised authority in advocating for and providing quality technical assistance and knowledge in psychosocial care and support for children, youth, families, and communities affected by the triple crisis. Through collaborative partnerships and the transfer of innovative, culturally appropriate care and support methods REPSSI strives to facilitate psychosocial Wellbeing for all children. REPSSI has been the core lead organisation in the development of this manual. Contact Information: www.repssi.org or info@repssi.org.

Olive Leaf Foundation is a non-profit, faith based organisation with active programmes in six African countries, with the vision of enabling sustainable community development. Their interventions aim to bring hope to vulnerable people who are affected/ infected by HIV/AIDS through innovative and best practice community-based programmes that are sustainable and replicable. Among some of the focus areas in Olive Leaf Foundation are Organisational Capacity Development (OCD) and Organisational Service Delivery (OSD).

The Salvation Army Masiye camp is a Christian child developmental organisation which facilitates the provision of psychosocial care and support for orphans and other vulnerable children and youth in sub-Saharan Africa. Under the auspice of The Salvation Army, Masiye Camp has helped start up Kids Clubs in Bulawayo and in various countries in East and Southern Africa. In the development of this manual, Masiye Camp staff and Youth Volunteers willingly shared their skills and knowledge from their experience in working with youth and children in groups through camps and Kids Clubs. Contact Information: www.masiye.com.

Youth For a Child in Christ (YOCIC) is a youth run organisations whose main focus is to create an opportunity for youth participation in community development, through providing of information, creating participation platforms and participation skills development. YOCIC has been involved in various youth advocacy projects through Kids clubs. In developing this manual YOCIC brought in skills experience in working with youth in Kids clubs. YOCIC staff and Youth helped pre-test the manual. Contact: YOCIC@mweb.co.za.

The manual development & compilation process was lead by:
Bulelwa Tsotetsi – Olive Leaf Foundation OSD Regional Facilitator
Sipelile Kaseke – REPSSI Training Officer.

We would like to thank the following individuals for their support:
Jonathan Morgan – Head of Knowledge Development REPSSI
Nczelo Ncube Mlilo- Freelance Consultant
Lipotso Musi- OSD Regional Facilitator, Olive Leaf Foundation
Camel Gaillard - Training Manager REPSSI

Contents

Foreword	1
About the Manual	2
Workshop Program	3
Welcome & Introduction	4
Topic 1 Understanding Kids Clubs	7
Topic 2 Operationalising Kids Clubs	14
Topic 3 Working with children through Kids Clubs	25
Topic 4 The Kids Club leader	41
Topic 5 Action Planning	46
Annexures	48
References	72

Foreword

Clubs are not a new or alien phenomenon to African children. Children have for a long time belonged to organised groups, such as Sunday schools, in school clubs, and community drama and music clubs. The concept of Kids Clubs borrows heavily from the thinking behind traditional children's organised groups, and seeks to enhance this thinking by exploring the potential clubs have in enhancing children's psychosocial wellbeing.

This manual is designed to train Kids Clubs' leaders in starting and managing Kids Clubs. The training seeks to help participants understand that Kids Clubs are a link in the chain of community and family day-to-day care and support for children.

REPSSI and Olive Leaf Foundation trust that through their joint efforts in developing this manual, more and more children will have increased opportunities to come together and support each other, feel connected, have fun and just be children.



Noreen M. Huni
Executive Director
REPSSI



Rachel Kgeledi
ROSI Regional Manager
Olive Leaf Foundation



About the Manual

Kids Clubs' leaders are youth aged +/-14 to +/-30 who are responsible for the day-to-day running of the Kids Clubs.

The idea is that Kids Clubs remain youth-run but supported by the community. This manual is a training guide for Kids Clubs' leaders and is designed to equip them with knowledge and skills that they will need to start up and run Kids Clubs. Sessions covered in the manual are as highlighted below:

Topic 1: Understanding Kids Clubs

This session looks at helping youth leaders to understand what Kids Clubs are and how they can be used to facilitate care and support for children.

Topic 2: Operationalising Kids Clubs

This session addresses practical considerations for the running of Kids Clubs, including inviting children, getting consent from caregivers, running the first meeting, the day-to-day running of the Kids Clubs, planning activities and launching a new Kids Club.

Topic 3: Working with children through Kids Clubs

This session addresses key principles that should guide work with children, including children's rights, child participation, and referral.

Topic 4: The Kids Club Leader

This session is designed to help the youth leader reflect on him-/herself and how his /her personality, beliefs and experiences will influence his/her work with children in Kids Clubs.

Topic 5: Action planning

This session helps participants develop an action plan for their Kids Club.

Guidelines for the Facilitator

The Facilitator

To facilitate this workshop you will need to have an understanding of the concept of Kids Clubs. If you do not have this it is important for you to go through the manual and seek clarity in areas you do not understand. Knowledge of prior training in an introduction to psychosocial support, working with children in groups, starting community care projects can help enhance your workshop.

The participants

Participants for the workshop will be youths who you are targeting to be Kids Clubs leaders, Kids Clubs patrons and the Kids Clubs focal person (if the Kids Club is being initiated by an organisation). The workshop is designed for not more than 20 participants at a time.

The workshop

This workshop is designed to be participatory, fun and action oriented.

Workshop Program

- Day 1:** Welcome & Introduction
Understanding Kids Clubs
- Day 2:** Operationalising Kids Clubs
- Day 3:** Working with children through Kids Clubs
- Day 4:** Working with children through Kids Clubs (continued)
- Day 5:** The Kids Clubs leader
Action Planning

Workshop Schedule

Start:	08h30
Session 1:	08h45
Break:	10h00
Session 2:	10h30
Lunch:	13h00
Session 3:	14h00
Break:	15h00
Session 4:	15h30
End:	16h30



Welcome & introduction



OBJECTIVES:

By the end of the session participants should

- Understand what the workshop is about
- Understand clearly what is expected of them during the workshop



Session 1: Workshop Start up

Activity 1: Welcome

Purpose: To welcome the participants to the workshop

1. You may say:

“Hello, my name is _____
(your name), I am from _____
(name of the organisation) in _____
(name of town)

Welcome to the Kids Club leaders training workshop, we hope that after this training you will be equipped with skills and knowledge you need to be able to support children through kids club. We will spend a week learning, discovering and getting excited about possibilities that lay ahead together!”

Activity 2: Getting to know each other

Purpose: To give participants an opportunity to get to know each other

1. Invite participants to walk around the meeting area and

look for something that can be used to make a fire burn.

2. Ask them to hold on to their objects and stand in a circle.

3. You may say:

“The fire is very symbolic in most of our communities, we often gather around fires to celebrate, discuss important matters and to console each other. Today we are going to make a fire for the children in our community. This is a fire that will keep them warm, protected, love, cared for and supported. I would like to ask you to first say your name and as you place what you have collected say what it is that you bring to the fire, for example, my name is Jackson, I have brought a sense of humour or I am Don I have brought love or I am Resca I have brought hope or I am Agnes I have brought a helping hand.”

4. Once all participants have had their turn conclude the activity by saying:

“Thank you for all that you have brought for the children and for each other. This

shows that we have something to give or contribute to our community. I urge you to remember this as we proceed with the workshop and as you work together in Kids Clubs.”

Activity 3: Workshop Guidelines

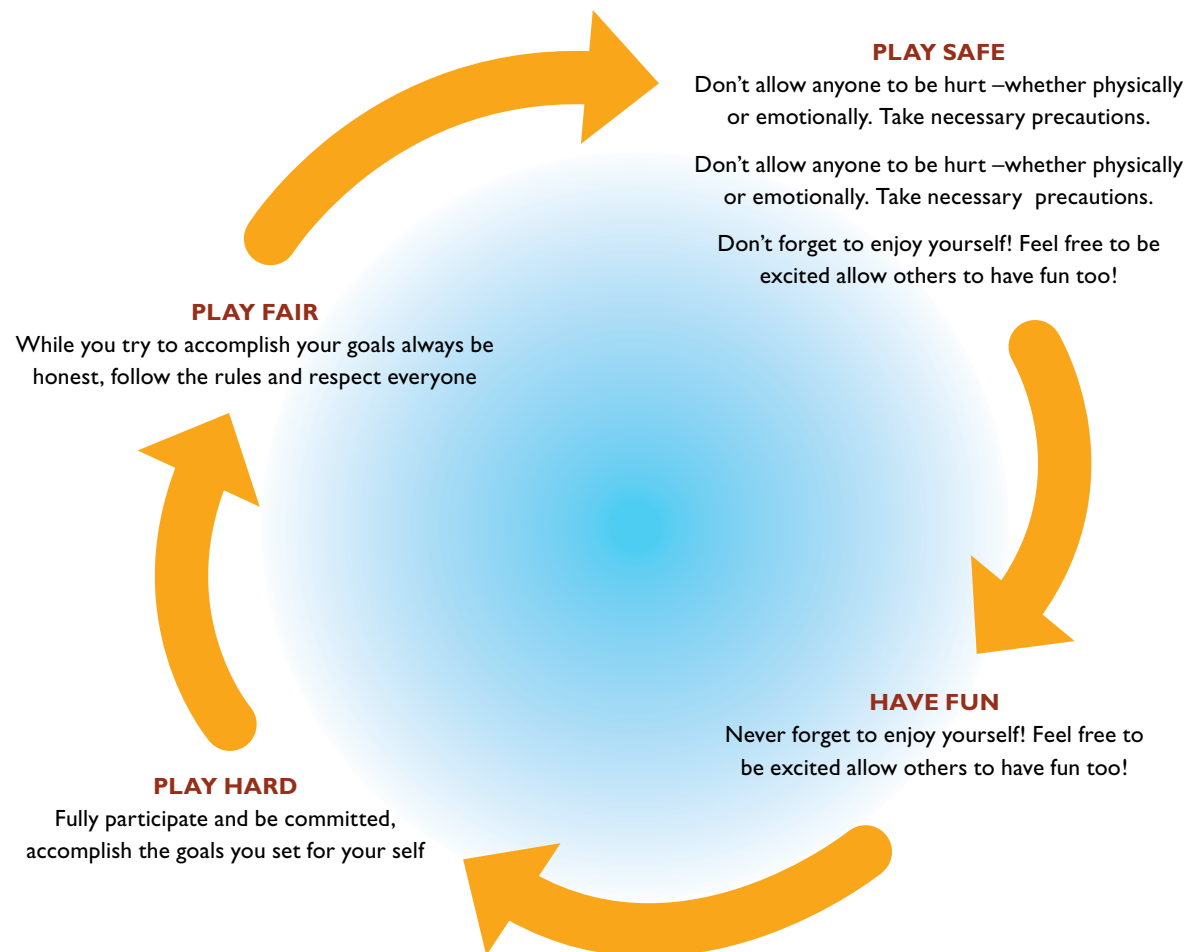
1. You may say:

“We will be together for a week, it is important for us to create an environment that allows all of us to be comfortable and happy. We need to agree on ways of working which we will all follow. To do this I would like to introduce you to a play contract this is tool used to formulate ground rules. The contract has for principles (play hard, play fair, play safe and have fun).”

2. Write the principles on flip chart

3. Ask participants to say what they want each principle to mean, write their explanation against each principle.

4. Once you have gone through all the principles invite participants to come and sign their names on the contract as an indication of their commitment to upholding the contract.
5. In plenary ask participants to list their expectations for the workshop.
6. Go through the expectations highlighting which expectations will be met during the workshop and which ones might not. Explain to the participants the purpose of the workshop.
7. Share the workshop program, giving a highlight of what will be covered in each session. Also highlight the starting times, meal times and finishing times.
8. Inform participants of any logistics.



Source: Peace Education Training Tool Kit for Children and Youth; Salvation Army Masiye Camp

Topic 1: Understanding Kids Clubs



5 hours

OBJECTIVES:

By the end of the session participants should be able to:

- Mention some of the challenges being faced in the context in which Kids Clubs are run
- Appreciate that communities and families have been responding to children's needs
- Explain the concept of Kids Clubs
- Outline the role Kids Clubs play in facilitating care and support for children.



Session 1: Understanding the context in which Kids Clubs will operate

Activity 1: The impact of HIV and AIDS, poverty and conflict

Purpose: To illustrate how HIV and AIDS, poverty and conflict affect children, their families and communities

1. Begin by saying:

“For one to have a good understanding of what Kids Clubs hope to achieve and how they can be used in facilitating care and support for children it is important to have an understanding of the context in which we will be working as this is the same context children who will be coming to our Kids Clubs come from.

A lot of children we will be working with have been affected by HIV and AIDS poverty and conflict in varied ways.”

2. Divide participants into three groups and give the following assignment:

Group 1: Discuss the impact of HIV and AIDS on children, families and communities

Group 2: Discuss the impact of poverty on children, families and communities

Group 3: Discuss the impact of conflict on children,

families and communities (conflict does not only refer to war; you can also consider the effects of domestic violence).

3. Allow 10 minutes for group discussion and 5 minutes for each group to give feedback in plenary

Summarise the points that have been brought up and

highlight the following:

“As we plan for Kids Clubs, it is important to bear in mind that a lot of children, families and communities we will be working with have been affected by one or all three of the challenges we have discussed, thus we need to be sensitive to this.”

Activity 2: Children's needs – Families' and community' responses

Purpose: To identify children's needs and how families and communities are responding so as to understand the role of Kids Clubs in meeting children's needs.

1. You may say:

“We have seen that children and their families are affected by HIV and AIDS, poverty and conflict in various ways. It is important for us to understand that in such a context children have varied needs, and also appreciate the varied ways families and communities have been responding these. We have also seen that children's needs should be the focus of Kid's Clubs.”

2. Ask the participants to go back into their three groups and give the following instructions:

- Draw an outline of a child and in that outline list as many children's needs as possible
- Draw pictures of how the family (including children) and community have been responding to these needs.

3. Allow 30 minutes for group work and 5 minutes for each group to present.
4. Summarise the points that have been brought up and also say:

“Like any other human beings children have a broad spectrum of needs. All these needs are important and it is vital that anybody who works with children makes an effort to meet all the needs. Kids Clubs aim to support families and communities in meeting these needs. They do not replace families and communities but they complement them.”

TIP:

As each group presents ensure that the groups have not focused only on physical needs. You may include the following needs (if they are not mentioned): belonging, protection, acceptance, self-expression, to be heard, identity etc.



Session 2: The concept of Kids Clubs

Activity 1: What is a Kids Club?

Purpose: To help participants understand the concept of Kids Clubs

1. Ask participants to try and explain the Kids Club concept in buzz groups.
2. Discuss in plenary.
3. Share the definition of a Kids Club below:
“Kids Clubs (KCs) are organised, regular meetings of children in a safe environment with the purpose of creating an environment which allows children to receive and give support and develop life skills” (Masiye Camp; YOCIC, Hope World wide & REPSSI: 2006).”
4. Below are examples of two Kids Clubs. Ask participants to identify the differences between the two.
5. Summarise the activity by highlighting the following key points:
 - There are different types of Kids Clubs.
 - Kids Clubs are a very low-cost intervention which mainly

requires human effort and the use of local resources in supporting children.

- Kids Clubs can be a part of a larger childcare program where the clubs provide an opportunity to “check-in” on the children and identify specific needs.
- In some areas Kids Clubs have been used as focal points for providing meals and distributing food parcels and other resources.
- Kids Clubs may vary significantly, and in many ways, depending on their purpose, the organisation initiating them and the community and culture in which they are based.
- Although Kids Clubs may be different, the underlying principles of using Kids Clubs to facilitate care and support are the same.

Two examples of Kids Clubs

Tshabalala Kidz Club – Zimbabwe

The Tshabalala Kidz Club was initiated by youth belonging to the Roman Catholic Church. The children meet at the church premises and the church leadership is involved in fundraising, giving spiritual advice and instilling discipline. The club meets for two hours every Sunday. Club membership is open to any child from that community. Most of the club activities are centred around spiritual growth and building healthy social relationships.

Diepsloot Kidz Club – South Africa

The Diepsloot Kidz Club was initiated by a child serving program (HOPE worldwide). This project is run and managed by community members through an existing community child care forum. Club membership is open to all orphans and vulnerable children as defined by the community. The club also works closely with a local school which refers children to the club. Children come to the club every day after school. During the club meeting children get assistance with homework, have time to play and also develop life skills. HOPE worldwide interacts with the CCF constantly to provide them with access to resources and training they may need.

6. Read through the principles highlighted below:

Principles of Using Kids Clubs to facilitate the provision of care and support for children

- Children are agents of change – they are active in responding to their needs and supporting each other.
- Communities have the resources and willingness to support their children.
- Care and support is best provided in the family and community. Kids Clubs complement them in doing this.
- Culture and religion play an integral role in facilitating care and support.
- Emotional and physical safety should never be compromised when working with children.
- Kids Clubs are not stand-alone interventions – they form part of the continuum of care and support provided by families and communities.
- Kids Clubs complement local responses.

Activity 2: The role of Kids Clubs in facilitating care and support

Purpose: To illustrate how Kids Clubs can be used to facilitate care and support for children

1. Divide participants into three groups and assign them the following tasks:
 - Group 1:** Formulate and present an advertisement which explains to and convinces parents that Kids Clubs can be used to meet the needs of children.
 - Group 2:** Formulate and present an advertisement which explains and convinces children and youth that Kids Clubs can be used to meet their needs.
 - Group 3:** Formulate and present an advertisement which explains and convinces community leaders that Kids Clubs can be used to facilitate care and support for children.
2. Give groups 15 minutes to prepare and 5 minutes each for presentation.
3. After the groups have presented, use the information sheet below to summarise. You can ask participants to take turns reading from the information sheet.



Information Sheet: How Kids Clubs meet children's needs

Providing a platform to play and have fun: The responsibility placed on children due to HIV and AIDS, poverty and conflict has robbed them of their childhood and the opportunity to play and have fun. Kids Clubs provide a platform for children to be children, as for a few hours children can play, relax and feel supported and taken care of.

Building resilience and life skills: Kids Clubs create an opportunity for children to collectively find ways of coping, mobilising community support and developing life skills such as conflict management, seeking help, self expression (through drama, poetry, play, etc) and taking care of others.

Social integration: Kids Clubs help integrate socially marginalised children such as orphans, children living with HIV and children with disabilities back into the community through play, forming friendships and creating a sense of belonging. They also provide an opportunity to teach children about compassion, tolerance, respect and the value of diversity.

Providing an opportunity for children to express themselves in a safe environment: Kids Clubs provide a platform for children and youth to share their problems in a non-threatening environment and to understand that they

are not alone. Children learn to give and receive support and assistance from each other and community members when they need it.

Creating a platform for youth leadership: As young people participate in care and support initiatives they become more aware of the impacts of HIV and AIDS, poverty and conflict on other children as well as themselves. This may result in positive behaviour change amongst youth in some cases. Kids Clubs create a platform for youth to show initiative in new tasks. They also give young people a chance to experiment with different societal roles and identify with community responses.



Promising story – Youth leadership

Youth for a Child in Christ (YOCIC) is a youth-run organisation in Bulawayo, Zimbabwe whose main focus is enhancing young people's ability to cope in the context of HIV/AIDS through their direct participation. YOCIC youth have been involved in starting Kids Clubs in 20 communities. According to the Program Manager, young people's involvement in Kids Clubs has led to many life-changing experiences for the youth. Young people are changing their behaviours and becoming active contributors to society.

“Working directly with children has made me see the impact of HIV/AIDS on our community, I need to change my behaviour so I can be a survivor, and help in instilling hope and courage amongst children affected by AIDS”
– 19 year-old Kids Club leader.

The work that YOCIC youth are doing through Kids Clubs was recognised as a best practice case study by the UNAIDS in their 2000 report. The concept of Kids Clubs has been replicated in different parts of Zimbabwe and in the sub-Saharan region.

Creating awareness on children's rights: Kids Club programming is child rights centred and puts into practice the fundamental rights of children such as the rights to participate, belong, play, be educated (providing informal education through which children learn community values and norms). Kids Clubs also provide an opportunity to teach children about their rights and responsibilities and what actions they can take to protect themselves.

Resource mobilisation and meeting other needs of children: Kids Clubs can be used as a tool for community mobilisation, awareness building and resource mobilisation. Through these clubs, communities are able to identify the most vulnerable children and meet their specific needs through mobilising resources collectively. Kids Clubs help to foster true community partnerships between youths, children and adults, in which all parties acknowledge their responsibilities, recognise their potential and complement each other.

Providing a continuum of care: Kids Clubs can be used to complement work being done by organisations through providing follow up and support to children who have graduated from other support groups and camps etc. In Bulawayo, Zimbabwe, the Salvation Army Masiye Camp uses Kids Clubs to follow up on children who have attended like skills training.

Cultivating a culture of care: Kids Clubs help children and youth understand each other's problems and find ways of supporting each other. This helps to build empathy, compassion and a sense of purpose. Kids Clubs engage in community service activities which help children understand that they are not just recipients of care, but that they also can help and support other people in the community.

**“As long as there are people
in this world, I don't think
any child should suffer.”**

TAWANDA, 10 YEARS OLD

Emphasise that Kids Clubs:

- do **not** replace the role of the primary carer, family or schools;
- are **not** “Orphan's Clubs”, even if the club serves orphans and vulnerable children specifically it should aim to integrate the children back into the community and not stigmatise them further;
- are **not** therapy centres – Kids Clubs create an opportunity for children to support each other, get support from families and communities in finding ways to cope with challenges. Children who are identified with special psychological needs should be referred for professional support;
- are **not** to be owned by child-serving organisations. They are owned by the community and child-serving organisations can come in and give support as and when needed.

Topic 2: Operationalising Kids Clubs



7 hours

OBJECTIVES:

By the end of the sessions participants should:

- know how to start up and run Kids Clubs
- know how to integrate Kids Clubs into existing programs
- have acquired skills and knowledge on how to identify children and get them to join the Kids Club
- Be able to prepare for a Kids Club launch.



Activity 1: Elements to consider when starting up a Kids Club

Purpose: To discuss elements to be considered when starting up a Kids Club

- I. Divide participants into two groups and give each group the following tasks:

Group 1: You are a group of youths from a church and would like to start a Kids Club.

Group 2: You are a group of youths running an anti-AIDS club and now want to integrate Kids Clubs into your activities as a way of supporting children in your community.

- a. Outline the steps you would take to start up the Kids Club.
- b. Develop three objectives for your Kids Club.
- c. Identify children who would be members of your club and define the selection criteria (age, gender, life circumstances etc.).
- d. Identify a venue for your Kids Club and explain why you have selected that venue.
- e. Explain how often you would meet and how long each meeting would be.
- f. Identify a name for your club and create a war cry.

2. Give each group 45 minutes for this activity and 15 minutes for presentation.
3. Use the information in the table below to summarise this activity.



Information Sheet: How Kids Clubs meet children's needs

Kids Clubs elements

Steps to Starting a Kids Club

The steps to starting a Kids Club vary with context, location, purpose and the organisations initiating the club. However it is important to keep in mind guiding principles of using Kids Clubs to facilitate care and support; ask for permission from relevant authorities and ensure that all responsible actors (caregivers, community leadership, organisations working with children etc) are involved and informed.

Kids Clubs can also be an extension of an already existing program. When starting a Kids Club as an extension of a program, it is important to ensure that the Kids Clubs, the children belonging to the club and the Kids Clubs' leaders remain separate to the initiating organisation. The role of the initiating organisation in such a context is that of identifying Kids Clubs leaders and supporting them in starting the club,

Kids Clubs Generic Objectives:

1. To facilitate community-based care and support for children
2. To create an opportunity for young people to participate in their development, and in meeting their needs
3. To mobilise community members to understand and

assist in mitigating the impact of HIV and AIDS, poverty and conflict on children

4. To provide an opportunity for children to be children and have fun.

Frequency and duration: Kids Clubs' meetings vary from daily, twice a week, weekly to monthly. Some clubs follow a specified curriculum after which those children graduate and a new "class" begins whilst other clubs are ongoing year after year. It is recommended that Kids Clubs meet for a maximum of three hours per meeting. If the club meets for too long, children can get bored and caregivers may also raise concerns about children not fulfilling some of their duties at home.

Age groups: Some clubs cater for a specific age groups (and may change names accordingly); others cater for all ages but may split up into smaller age groups for certain activities.

Venue: Kids Clubs may meet at school, in a classroom, on the playing fields, at a church, community hall, or other suitable venue. The clubs may or may not be linked to the institution that is providing the venue. It is important that

the venue is safe, has running water and shade/shelter for the rainy season. If a venue is offered request that you be allowed to use it for at least two years, and request written permission.

Membership: Some clubs cater for all children in a particular community whilst others target specific children (such as orphans or abused children). Membership can also be open (children attend as and when they feel like) or closed (the club takes in a certain number of children and work with them until after a certain period where they graduate and a new groups comes in).

Leadership: Kids Clubs are run by the youth (Kids Clubs leaders) supported by the adults in the community and the children in the club.

Activity 2: Kids Clubs Stakeholders & Resources

Purpose: To help participants identify existing resources in their community that can be used to enhance their Kids Club.

1. You may say :

“A Kids Club sees different role players coming in to support children. It also allows for the use of local resources, thus it is important that a Kids Club creates opportunities for these role players to be involved at different levels in the club.”

2. Let participants know that they are going to do an observation walk; this walk will help them identify resources (these can be people, infrastructure or institutions) that exist in their community that can be used to support a Kids Club.
3. Ask participants to find a partner. They will walk randomly in the location in pairs.
4. Allocate 30 minutes for the walk .
5. When the participants return ask the following questions:
 - a. What resources did you identify?
 - b. How can these resources be used to support children?
6. Divide participants into four groups and allocate the following task.

7. Show how the role player you have been assigned can contribute to the Kids Clubs – what resources or skills can they bring to support the Kids Club:

Group 1 The children

Group 2 Other young people in the community (youth)

Groups 3 Caregivers

Group 4 Other child-serving organisations

Group 5 Community institutions (clinics, schools, police).

8. You may say:

“One of the key role players in a Kids Club is the patron. A patron is an adult selected by community members to serve as a link or a liaison person between other community members and the Kids Club. S/he may not be involved in the day-to-day running of the club but has a full-time guidance role and can represent the club or children when called upon.”

9. Share the following points to help participants understand the role of a patron:

- The patron can assume the following roles:
- Act as a spokesperson for the Kids Club and a liaison between the club and the community
- Oversee the general running of the Kids Club
- Support the leaders in their work and personal growth

- Assist with all referrals from the leaders
- Meet periodically with Kids Club leaders to monitor and evaluate proceedings
- Assist in the planning of community Kids Club activities
- Offer counselling (when necessary and if capable) to Kids Club leaders
- Give support on monitoring kids' progress
- Help in sustaining Kids Clubs (trouble shooting and mobilising resources)
- Help with report writing and meetings (especially high-profile meetings).

Note: The role of being a patron is a voluntary role, supported by community members.

Handout: Roles of different stakeholders

Children	<ul style="list-style-type: none"> • Offer peer-to-peer support • Provide feedback which will help monitor the club's progress • Raise community awareness on different children's issues • Have fun. <p>Children are the main beneficiaries of the Kids Club program. They need to be involved in the program design, implementation and monitoring and evaluating of a Kids Club.</p>
Other youth volunteers	<ul style="list-style-type: none"> • Impart positive life skills to the children through role modelling • Plan different activities with children (such as the festival) • Facilitate the provision of psychosocial support <p>Sources of skilled volunteers include students, interns, community service programs, and groups who specialise in placing skilled (sometimes foreign) volunteers such as VSO.</p>
Caregivers	<ul style="list-style-type: none"> • Offer ongoing support to the children before and after Kids Clubs • Participate as a volunteer (planning or assisting in the running of Kids Clubs) or mobilising resources. • Cultural and moral value transference, this can be done through story telling and talks during club meetings • Reinforce positive discipline for the children • Offer their homes as havens for abused children (this must be done in accordance with your country's social welfare or child protection laws) • Train children on self help and social relations skills. • Offer moral and spiritual support to children and youth in the club.
Community Institutions	<ul style="list-style-type: none"> • Refer children to and receive referrals from Kids Clubs • Provide spiritual and social support to the club members and leaders • Provide platforms for children and youth to allow their voices and experiences to be shared • Mobilise resources – this can include conducting fundraising activities on behalf of the Kids Club, collecting donations such as clothes, toys etc for use in the club. <p>Community institutions may include churches, youth clubs, business communities, local leadership, hospitals, and schools (in some locations the school are government institutions).</p>
Government Institutions	<ul style="list-style-type: none"> • Protect children, for example taking up child abuse cases • Educate children on their rights, health and child protection laws • Advocate on behalf of children <p>Government institutions may include police stations, clinics, hospitals, courts, child welfare /social welfare offices and council houses etc .</p>
Child-Serving Organisations	<ul style="list-style-type: none"> • Refer children in need to the Kids Clubs • Attend to children referred by Kids Clubs for further professional assistance (e.g. professional counselling, medical care, etc.) • Provide additional services to children and their families (eg. sports, fun days, outings, educational activities, granny support groups, income generation, poverty alleviation activities) • Provide training for children, volunteers, leaders and other community members on relevant topics such as children's rights. <p>Child-serving organisations may include community-based organisations (CBOs), non-governmental organisations (NGOs), faith-based organisations (FBOs), or social services aiding children.</p>

Session 2: Identifying and inviting children

Activity 1: Getting children to join Kids Clubs

Purpose: To identify ways of getting children to join and participate in Kids Clubs

1. Begin by saying:
“Children make the Kids Clubs, they are the main focus of the clubs. Getting them to be members of your club needs to be a planned process that involves a lot of different key players such as the caregivers, teachers etc.”
2. Divide participants into two groups and assign the following task:
 - Each group should identify 5 ways to invite children to join their Kids Club.
3. Ask each group to show a practical example of how they can use the method selected, for example if a group selects posters, they should draw the actual poster.
4. Give participants 20 minutes to discuss and prepare, and 5 minutes for presentation.

5. Summarise the activity by highlighting the following:
Identifying children that would benefit from the Kids Club is guided by: the purpose & objectives of the club; the number of children you can accommodate; criteria for membership (i.e. is the club open to all children or do children come by referral only).

Activity 2: Getting consent

Purpose: To discuss ways of getting consent from caregivers and to give participants an opportunity to practise talking to caregivers.

1. Divide into 3 groups and allocate the following tasks:
 - **Group 1:** Role play how you would get consent from a grandmother.
 - **Group 2:** Role play how you would get consent from a child-headed family.
 - **Group 3:** You have a child who has been coming to your club without the consent of the caregiver; role play how you would communicate to the child that the caregiver has refused to give consent for the child to attend the Kids Club and what this might mean for the child.
2. Give the groups 10 minutes to prepare and 5 minutes to present.

TIP:

Suggest the following (if these points are not raised by the participants):

- *Home-based care volunteers and other community workers to inform caregivers;*
- *Ask childcare forums to make referrals;*
- *Inform caretakers such as teachers, social workers and ministers;*
- *Go on a door-to-door campaign, talking to caregivers, this will give you an opportunity to meet the caregivers.*

3. Discuss the role plays. You may highlight the following points (if they are not mentioned by the participants):
- It is important that children get permission from their guardians to join the Kids Club. Thus it is important for caregivers to understand the benefits of attending a Kids Club.
 - Where necessary the form should be translated into appropriate language.
 - If children join the club without permission, take time to go and visit their caregivers and inform them that their child is a part of the Kids Club.
 - Permission for children to participate in Kids Clubs should be obtained in writing and kept on file (give participants handouts of a sample of a consent form attached as Annexure I – you should take time to go through the form).
 - If a caregiver refuses to give permission you will need to respect their decision and explain to the child in a way that does not result in conflict between the child and the caregiver. Listen to the caregiver's concerns openly and honestly and address them if you can. (You may need to involve the patron).
 - Continue communicating with caregivers, even after you receive their consent. Give updates about what's happening, feedback on activities conducted, and share future plans for the club. This can be done through inviting caregivers to some sessions, regular home visits, newsletters or feedback meetings



Session 3: Running the Kids Club

Activity 1: First meeting with the children

Purpose: To give participants an opportunity to practise planning for and running the first meeting

1. You can say:

“The first few meetings of a Kids Club are very important; they can make or break the club. You will need to spend the first while (2–3 weeks) getting to know the children and giving the children a chance to get to know each other and their Kids Club leaders.”

2. Ask 5 participants to volunteer to act as Kids Club leaders. These participants should leave the room.
3. Instruct the other participants that they are going to act like children who have come to the club for the first time. You may assign characters – such as a shy child, noisy child, rich child, very poor child, a child with physical disabilities, a child who just cries, mischievous child, very well behaved child. The children can also be between 6 and 12 years of age.

4. Tell the five participants acting as Kids Club leaders to plan for the first day with the children. When they get into the class they will find the children waiting for them. They should show how they will manage the group and what activities they will do on the first day.
5. Allow 20 minutes for the groups to prepare their roles and 10 minutes for the role play.
6. Discuss the role play in plenary, highlighting the following points:
 - It is important to make space for children to relax and have fun on the first day.
 - Focus on doing your registration, setting ground rules and ensuring that children understand what the club is and what activities will be going on.
 - If you have a lot of children from varied age groups, divide them into groups and assign a Kids Club leader to each group.
 - Allow children to ask questions, be honest when answering these questions, and do not make false promises.
 - Be very creative and have loads of fun.
 - Look out for withdrawn children; try to engage them without intimidating them or giving them too much attention.

7. Give participants the handout: “The first day with the children” (Annexure 2) to read.

Activity 2: Day-to-day running of Kids Clubs

Purpose: To give participants an opportunity to practise planning for the day-to-day running of Kids Clubs

1. Divide participants into two groups and give the following instructions:
 - You are a group of youths who have been running Kids Clubs for two years. Your club is known as the best in the city. You have been invited to support a group of youths who have been having the following challenges in running their club:
 - They are not sure of how to structure a day of a Kids Clubs meeting
 - They are not sure what activities they can do during the Kids Club.
 - Prepare a presentation of a Kids Club daily meeting plan.
 - Identify activities that can be done during their meeting with the children.
2. Give the groups 30 minutes to prepare and 10 minutes to present. Allow time for questions and answers.

3. Summarise the activity by highlighting the following:

- Running a Kids Club requires a lot of planning, creativity and resourcefulness.
- The daily program for the Kids Clubs can vary from one area to another.
- In Annexure 3 you will find suggestions for Kids Clubs activities (these are not exhaustive and their relevance may vary with context).
- Being creative does not necessarily mean coming up with completely new activities every time. It means being alert and using everything in your environment (television, magazines, newspapers and what's happening generally in your community, getting ideas from other people working with children, the Internet, the list is endless!) and drawing from these to develop activities for your Kids Club.
- When planning themes, consider the different age groups in your club.
- Kids Clubs leaders should meet a day or two before the Kids Club meeting to plan for the day and allocate tasks. Below is an example of a framework you can use for your planning:



Example of a Kids Clubs Meeting Plan

Day: Saturday 20 April

Venue: Thomas Rudland School Hall

Total meeting time: 2hrs

Theme for the day: Healthy competitions

Overall logistic person: Nobuhle

Activities	Time allocation	Materials	Responsible Person
Opening Prayer Bible Sharing & singing together	15 min	Bible Song words written on flip chart	Saru and Tom (Child representatives) Stan (Kids Club leader)
Ice breaker & introduction of guests	10 min	None	Tsitsi (Kids Clubs leader)
Discussion in groups on healthy competition	20 min	Flip chart and makers	Peter Ndlovu (prominent soccer player – special guest)
Theme games in groups	30 min	Balls, tennis ball, Holla hoops and paper	A guest soccer player in each group
Games debriefing	10 min	None	Group leaders and guests
Reflections and closing Prayer	10 min	None	James (child representative)

Note: A local soccer team will be coming to visit the club. They will lead the discussions with the children on healthy competitions. They will also lead the group discussions and debriefing of the games.

Stan to deliver invitation letter to Peter Ndlovu on Tuesday 10th.

Activity 3: Kids Club launch

Purpose: To give the participants an opportunity to practise organising a Kids Clubs' launch

1. You can say:

“Once your club is up and running you may officially launch it. The official launch is a way of presenting the club to the community. They are fun and can be used to elicit community support, get buy in from stakeholder and give an opportunity for the children to be seen and heard.”

2. Divide participants into 3 groups and assign the following tasks:

- Group 1: Outline activities that can take place when preparing for a launch
- Group 2: Develop a program for the official launch
- Group 3: Show how children's voices can be heard during the launch using song, dance, poetry etc.

3. Allow 20 minutes for group preparation and 5 minutes for presentation.

4. Summarise the activity by highlighting the following:

- A Kids Club can be launched a month or so after the club has been operational - this will help ensure that the children participate in the launch.

- Children in your club can be involved in the planning of the launch, you can assign them tasks such as putting up posters, inviting their friend, advising on the program and speakers etc.
 - Pick a central venue so that most of the community members can attend without incurring transport costs.
 - Choose a time that does not clash with public engagements such as church services.
 - This is a good opportunity to have a supporter speak, such as a community leader or the patron, to market the Kids Club on your behalf.
 - If it is going to be a large event remember to think about toilets, police, paramedics, helpers to look after small children.
 - Try to ensure that the launch does not last longer than three hours. This will help you avoid having to feed people attending the launch. You may give refreshments if resources allow.
5. Give participants the handout, “Example of a Kids Club Launch Program”.

Handout: Example of a Kids Clubs Launch Program

Venue: Sanka Community hall

Date: Saturday 24 February 2004

Resources need: Public address system, game props (such as fruits, balls).

Entertainment: Local school marimba band, community dance club, children's dance and drama

Program

10:00 Welcome by Kids Clubs patron

10:15 Keynote address – Community leader

10:30 Explanation of what a Kids Clubs does (Kids Club Leader)

10:45 Entertainment from the children

11:00 Games for parents and children

12:00 Closing and vote of thanks (representative from a child-serving organisation, child from Kids Club)

12:15 Refreshments

(You can choose to start the launch in a way that is most suitable to your situation; for example, you may choose to pray or do a eulogy of traditional leaders. Ensure that that you check with your community gatekeepers on the best way to start proceedings.)

TOPIC 3: Working with children through Kids Clubs



7 hours

OBJECTIVES:

By the end of this topic participants should be able to:

- List factors to consider when working with children in groups
- Cite guiding principles of working with children in Kids Clubs
- Appreciate the importance of working with other role players in Kids Clubs



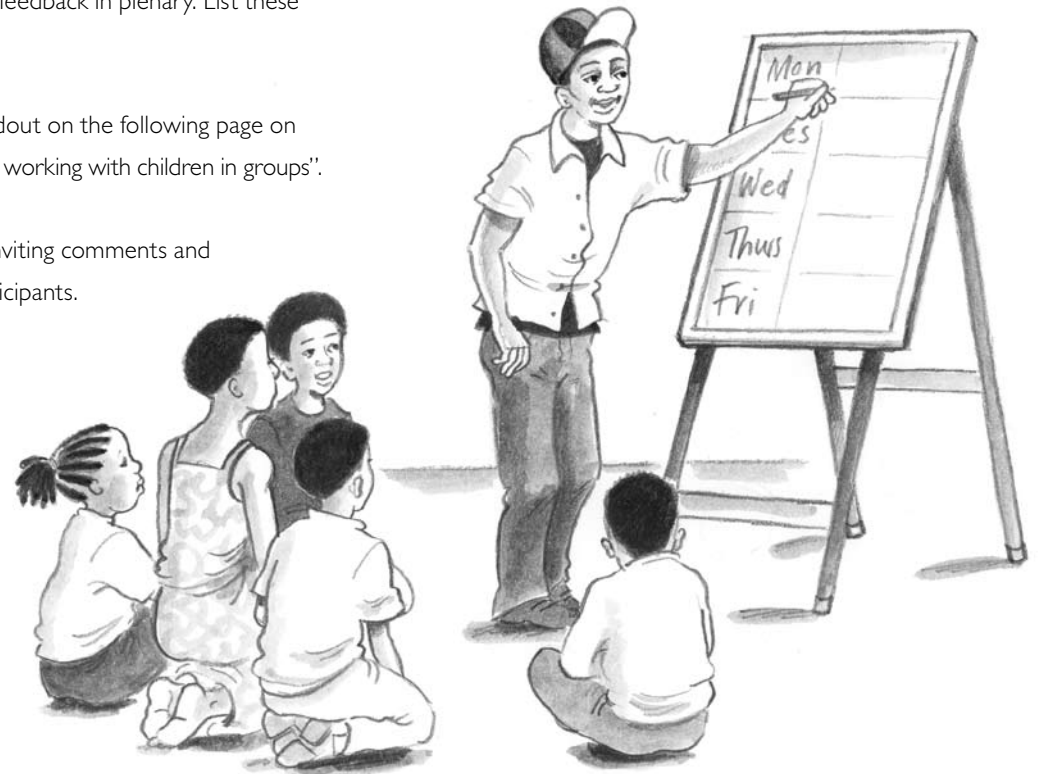
Activity 1: Factors to consider when working with children in groups

Purpose: To create an opportunity for participant to discuss factors that need to be considered when working with children in groups

1. You may say:

“Children who will be a part of the Kids Club come from diverse backgrounds. They will have had different experiences and have varied capabilities. In the club you may have disabled children, orphaned children, abandoned children, sexually abused children, poor children, rich children, children with very supportive parents, children with absent parents, children living with terminally ill parents, children living in the streets – the list is endless. It is important that you make the Kids Club a place where every child can belong, make friends, feel valued and loved. Your skills in managing groups are very important in a Kids Club.”

2. Ask the participants to break up into buzz groups of 3 and discuss factors for consideration when working with children in groups.
3. Allow 5 minutes for the discussion.
4. Invite participants to give feedback in plenary. List these factors on a flip chart.
5. Give participants the handout on the following page on “Factors to consider when working with children in groups”.
6. Go through each factor inviting comments and clarification from the participants.



Handout: Factors to consider when working with children in groups

Purpose:

- It is important to have clear objectives and goals for the group. Questions such as who is the targeted beneficiary and how many people will be part of the group need to be answered.

Logistics:

- This is related to where and when group meetings will be held. The nature of the inputs for the group meeting also needs to be considered.

Group approach:

- Will membership to the group be ongoing (open-ended) or is it going to be a close-ended group, where membership will be dissolved after a specific time.
- You will also need to consider gender when planning for activities to do with the children.

Group homogeneity:

- This relates to the members of the group. It is essential that at least 2 members in a group share similar experiences. When members can identify and feel a sense of belonging with their colleagues, group cohesiveness is maintained. However, avoid forming special groups such as an orphans group, abused children groups, etc – remember Kids Clubs are there to help children understand each others' challenges and support each other.

- Consider the ages of the children, i.e. it would be difficult to manage a group with varied ages, you will need to put children of the same age groups together; a maximum of a three-year age difference among group members is recommended.
- Gender considerations may need to be made depending on the themes to be discussed.

Ground rules:

- Ground rules are laid out by the group right at the start and they serve several purposes.
 - Openness is important at all times. If certain individuals have broken rules, this needs to be discussed openly.
 - Examples of ground rules usually used in groups are:
 - Members are expected to attend each of the sessions.
 - Be punctual.
 - Have fun.

Note: These can be put up on the walls for reference. If possible, get a version in cartoon form (easy to remember and child-friendly).

Leadership approach:

- Clearly communicate who the leader/s of the group is / are and what their role will be. Children can assist you in leading the groups (they can take turns to be your helper or assistant leader)

Manage challenging behaviours:

- Several behaviours are disruptive to groups and pose difficulties for leaders, including:
 - Some people thinking that their loss is "bigger" than that of others
 - Non-participation
 - Bullying
 - Laughing at others.
- Disciplinary behaviours must be handled effectively. The use of humiliation, inflicting pain or negative characterisation of children are not acceptable disciplinary techniques.

Cultural and religious beliefs:

The children's culture and religion needs to guide your ways of working. Because the children you will be working with come from diverse religious, moral and cultural backgrounds, it is important that you find mutual ground.

If your club is set up as part of an extension of the work of a religious or cultural group communicate what this might mean for children who do not share the same beliefs as those practised in the club. Always ensure that you respect children's cultural and religious background – do not force your beliefs on them.

Adapted from REPSSI "Introduction to Psychosocial Support Manual"

Activity 1: Principle 1 – Children's rights and responsibilities

Purpose: To ensure that participants understand the importance of upholding and protecting children's rights in Kids Clubs

1. Divide participants into 3 groups and assign the following tasks:
 - **Group 1:** What is a child?
 - **Group 2:** What are children's rights?
 - **Group 3:** What do you understand by children's responsibilities?
2. Allow 10 minutes for the group discussions and 5 minutes feedback in plenary.
3. Summarise the discussion, highlighting the following points:
 - United Nations Convention on the Rights of the Child of 1989 and the African Charter on the Rights of the Child (ACRWC) of 1990, define a child as "every human being below the age of eighteen years".
 - Kids Club programming is child rights-based and puts into practice the promotion and protection of the fundamental rights of children. In Kids Clubs, rights such as the right to play, to belong, to education (i.e.

formal & informal education) and to identity are continuously emphasised, practised and protected.

- Kids Clubs can help give children a collective voice to advocate for child's rights.
- Children's responsibilities correlate with children's rights. For example, a child has the right to practise his religion; s/he also has the responsibility to allow other people to practice theirs. But that is not all, children's responsibilities also refer to a child utilising his own rights, for example protecting his right to an education by studying hard, not missing class and completing his homework. This, however, does not mean that children's inability to uphold their responsibility should have implications on their access to their rights.



Children's rights as outlined in the United Nations Convention on the Rights of a Child (UN CRC) & the African Charter on the Rights and Welfare of the Child (ACRWC)

Note: These rights have been adapted to suite different cultural and religious contexts in different countries

- The right to life
- The right to a name
- The right to a nationality
- The right to prevention of kidnapping
- The right to protection of sexual exploitation
- The right to protection of a child without a family
- The right to protection from work that threatens a child's health, education or development
- The right to protection from abuse and neglect
- The right to health and medical care
- The right to an education
- The right to protection from torture
- The right to special care for children who are disabled
- The right to access to appropriate information
- The right to a standard of living adequate for full development
- The right to freedom of expression
- Protection for refugee children
- The right to protection from all forms of maltreatment by caregivers
- The right to enjoy ones own culture
- Protection from economic exploitation
- Protection from drugs
- The right to leave any country or enter one's own for the maintenance of the child–parent relationship
- The right to protection from slander
- Freedom of thought, conscience and religion
- The right to play
- The right to an obligation to give treatment to child victims
- The right to assurance that no child under 15 years will be recruited into armed forces
- The right to assurance that adoption shall only be carried out in the best interests of the child
- The right to freedom of association
- The right to administration of justice that promotes the child's sense of dignity and worth
- The right to encouragement of the mass media to disseminate information of social and cultural benefit to children
- The right to assurance that the state shall provide assistance to parents in child-raising.

The ACRWC affirms the above rights. In addition, the Charter recognises that children have responsibilities. However a child's inability to uphold their responsibility should not limit to the child from enjoying their rights.

Activity 2: Principle 2 – Child participation

Purpose: To illustrate the importance of child participation in working with children through Kids Clubs

1. You may say:

“Participation of children is one of the main principles of working with children in Kids Clubs. It is important that as Kids Clubs’ leaders we understand that child participation is more than just standing in front of adults and singing a song or saying a poem. It is about giving children information and building their capacity to influence, change through self expression and active communication. Participation should result in personal growth for the children involved.”

2. Divide the participants into two groups.

3. Let them know that they are going to do a listing competition:

- Group 1 will list factors that help child participation
- Group 2 will list factors that hinder child participation.

4. Hang two flip charts at one end of the room.

5. Give each group a marker, at your cue the participant with the marker will run to the wall and write one response to

the question and go back to the group and give the marker to the next person to use to write up their response.

6. Go through all the elements listed. You may add some of the elements listed in the table below if they are not already covered by participants.
7. Summarise the activity by highlighting the points below:
 - Kids Clubs’ leaders should seek to develop methods of working with children which take into consideration the different capacities children have to participate.
 - Child participation in the planning, implementation, monitoring and evaluating of the Kids Clubs program are important. Allow children to shape the agenda and direct the Kids Clubs every now and then.
 - One of the key approaches used in Kids Clubs is play. Kids Clubs’ leaders need to take advantage of play as a training ground for participation. Play helps children develop social relations skills such as empathy, co-operation, self-control and communication. These all help in enhancing children’s ability to participate.



Approaches that help participation	Approaches that hinder participation
Informing the children – make information age and culturally appropriate	Children are not informed of the purpose and their role in the Kids Club
Being friendly – be a mature adult who can have fun	Overdoing it – acting too immature can make the children unsure of whether or not you are genuine
Listening to the children and letting them know that you appreciate their contribution	Rushing the children through a process or being the one to talk all the time – you are there to listen to the children and not the other way round
Participatory methods & activities such as games, puppets & drama	Use of adult written “kiddy” books and teacher/student methods
Choice in participation – allow children to choose whether or not they want to participate. If they do not want to, encourage them but do not force them	Forcing or blackmailing the child to participate
Use child’s first language	Patronising language or tone of voice or use of jargon adult language
Being aware of the child’s perception of who s/he is, and their capabilities	Stigmatisation or name calling
Give children ownership to plan for the event they will participate in	Pre-set ideas and agendas by adults

Handout: Child Participation Ladder

Child participation can take different forms and can occur at different levels in a Kids Club. Kids Clubs' leaders can use this child participation ladder to assess whether their club has genuine child participation.

1 😊😊😊😊😊	Child initiated: "We children have decided and started to do this". Children and young people can initiate and set up themselves.
2 😊😊😊😊😊	Equal partnership: "We – together – have to tackle this problem, let's sit together and try to find a solution." Children or young people may come up with ideas and set up projects with advice and support from adults.
3 😊😊😊	Adult initiated with the consent of children: "We plan to do this – if you agree, we can start the program." Projects and activities are initiated by adults, but decision making is shared with children.
4 😊😊	Consulted and informed: "We adults plan this, what do you think about it...?" Projects and activities are designed and run by adults who consult and inform the children.
5 😊	Assigned but informed: "We adults will do this because...". Adults decide what will be done and how children are involved. They inform the children of the decision and explain to the children the reasons for the activity and for their involvement.

Some behaviour is presented as participation, but in fact destroys participation and undermines resilience.

Some of these behaviours are listed below:

😞😞	Tokenism: "You children can just clean the floor of the room – this will be your responsibility". Children may be involved in a program but do not decide the means or the subject of their involvement.
😞😞😞	Manipulation and decoration: "I have here a group of orphans and I propose the following project for them..." Adults can use children to promote a project or cause, though the children have little idea of what they are involved in or even they do not benefit from the projects. Either children are misused to get funds or they serve just as a decoration to show something which is not true.

The ladder of child participation (Reference: R. Hart, 1992)

Activity 3: Principle 3 – Building resilience in children

Purpose: To help participants appreciate the importance of building resilience in working with children

1. You may say

“Kids Clubs recognise that although children are going through a lot of difficult times they have strengths and power to survive and cope. These are best seen when they are supported. Resilience can be understood as the ability to face, overcome and be strengthened by life’s challenges. I will introduce you to a resilience-building tool.”

2. Invite participants to sit in a comfortable space.

3. Let them know that this is a personal reflection exercise. After the exercise, two or three participants will be requested to volunteer to share (only what they are comfortable with sharing).

4. Using the “I am ... I can ... I have” tool, ask participants to reflect on who they are, what they can do and what they have.

5. Read through the prompts and explain when they are not clear.

6. Ask participants to write their responses on paper:

I am... reflects our individual perceptions about ourselves and attitudes that we hold, our beliefs about ourselves, beyond our names – for example, I am beautiful, honest, hard working etc.

I can... helps us appreciate our abilities. It is important for us to define what we can do so that we can offer our service to others and also help ourselves. Examples of responses can be I can seek help, I can pray, I can listen, I can get excited.

I have... relates to both inner and external resources. It is those gifts or resources that we feel we possess as individuals. It is very important for people to view themselves as “having”, a person cannot give until they feel that they “have”. Examples of responses can be: I have a family, I have hope, I have a passion, I have food, I have ideas or plans etc.

7. After participants have written their responses, invite two or three participants to share their response with the whole group.

8. Debrief the activity using the following questions

- How was the activity for you?
- Did you discover any thing new about yourself?
- How can you use this knowledge to cope with challenges in life?

9. Summarise the activity by highlighting the following points:

- Children’s ability to cope with life challenges depends a lot on them having a good sense of who they are, being aware of their abilities and being aware of who they are and having knowledge of the people and structures exist to support them.
- Refer participants to the table below, go through each element asking participants to add to the activities what they can do in the Kids Club to help build resilience.

Summary of actions that might help build resilience in a child:

Resilience-building component	Actions that can be done in Kids Clubs
Positive relationships with caregivers help build children's resilience	Kids Club family days Giving children assignments to do with their caregivers
Close relationships with siblings	Brother and sisters' day celebrations (these can also be cousins and nephews)
Developing a sense of purpose	Help with home works Hold career days and encourage prominent or role models from your community to come and speak to the children Playing goal-oriented games
Belonging in the community	Community culture days Community clean up campaigns Community outreach and services (visiting old people, doing volunteer work at a children's centre)
Creating an environment that allows for self expression	Games that teach children about feelings (e.g. if you are happy and you know it song) Creating opportunities for children to express their feelings Acknowledging and welcoming children's feelings and thoughts
Helping children develop their identity	Task to do autobiographic memory Tree of Life Writing stories about who they are Tasks that encourage children to draw from their strengths and acknowledging these when they are shown

Resilience-building component	Actions that can be done in Kids Clubs
Encouraging recall of positive relationships, moments of kindness etc.	Hero work Memory work
Developing sense of belonging	Team-building games Developing Kids Club war cries Singing common songs
Developing children's interest in others	Team tasks Community contribution activities, for example ask the children to go and search for firewood for an elderly person in the community
Allowing children to develop a strong value and belief system	Respect what the children believe in, do not force religion down children's throats. Games that teach children about the importance of welcoming diversity
Encouraging creativity, innovation and curiosity	Hold discovery weeks Talent show
Enhancing self confidence	Talent shows Competitive games

(Adapted from "Building Resilience in Children Affected by HIV/AIDS" Sr. Silke-Andrea Mallman CPS Catholic AIDS Action, Namibia)

Activity 4: Principle 4 – Do no harm

Purpose: To help participants understand the importance of safety when working with children

1. Divide participants into three groups.
2. Give each group one of the letters below and ask them to read it and respond by writing back as a group to the author of the letter.

Hey guys,

My name is Tapiwa, my name means God has given! I am a new member of the Simba Kids Club in Mbare, Harare. I love being part of this club because I have a great opportunity to change lives. I have a small problem, a month ago I managed to bring a child in my club to God. After this she never returned to the Kids Club. When I met her at the shops she told me that she has been having clashes with her grandmother who feels that her beliefs are now different from what the family believes. In her defence she told the grandmother that she knows her rights. This made her grandmother very angry and thus banned her from coming to the club.

I am not sure what I or my club overlooked.

Peace!

Tapiwa

Friends

I am a Kids Club Leader in Soweto, South Africa. I have been helping out in the Kids Club for a month now. I enjoy playing games with the children and I feel good that I am making a difference in my community. I am not sure how to help a child in my club. She is 10 years old and HIV positive – she told me about her status. I am thinking of encouraging her to tell the other children, I feel it is only fair for all the other children in the club to know so they can protect themselves. Should I tell them? I also feel that by sharing her story she can empty out her feelings and also get therapy from the other leaders who have been trained in basic counselling.

Please advise me if I am thinking in the right direction.

Keep cool!

Tau

Jambo!

I am running a Kids Club in Kibera, Kenya. I have a child in my club who is 7 years old and has loads of energy. It's very hard to get him to settle down. He's always disrupting activities. Sometimes he fights with other children. When we try to punish him, he turns the punishment into a joke. He gets a lot of pleasure from hurting the other children's feelings and mine. I am tempted to ask him to stop coming to the club, but I am also aware that his mother abandoned him and his sister and this hurt him a lot. I also know that he loves being at the club and don't want him to stop coming. How do I discipline him without hurting him any more than he has already been hurt? I look forward to hearing from you soon.

Asante Sana (Thank you)

Meble

3. Invite participants to read their letters and the responses in plenary.
4. Ask other participants to comment on the responses.
5. Highlight the following points:
 - Kids Clubs do not offer therapy, they can not be used as places where children should empty their feelings and emotions.
 - When children need specialised support refer them to people who have adequate skills and time to offer this support. A lot of harm can be done if you open up “sore wounds” and leave them open.
 - As a Kids Club leader one needs to have a good understanding of the child's community and family's cultural and religious beliefs. Your job is not to change the child to be like you!
 - Kids Clubs are meant to strengthen relationships between the community and the child and not stretch them.
 - Some behaviour that requires discipline can tell us a lot about the child. If it is possible, do not just discipline and leave it at that. Try to follow up on any patterns you notice in the child.
6. Give participants the handout on positive discipline for their own reading.

Handout: Positive discipline

How can we prevent discipline problems before they start?

- Set up guidelines with children before Kids Club begins
- Ask children what the rules should be
- Have incentives for good behaviour (such as leading the singing or other responsibilities)
- Ask children to keep each other accountable in their behaviour
- Agree with the children what the consequences will be for unacceptable behaviour. Ensure that this is not punitive (punishing and degrading)

How can we handle discipline when unacceptable behaviour occurs?

- Children should know upfront the consequences for misbehaviour
- Consequences should be consistent and the same for all children
- Kids Club leaders should reassure the child after the discipline that they are great and still wanted at Kids Club
- Discipline should never include corporal punishment, not giving a child a food parcel, locking them in the closet, yelling at them, humiliating them in front of the other children, etc.
- When necessary involve the child's caregiver

How can we keep other children from acting out once one has begun misbehaving?

- Divert the attention of the other children
- If possible, ignore the child who is misbehaving so that the children learn that they will not receive attention through misbehaviour
- Set a standard that misbehaving is not 'cool'
- Have children hold each other accountable.

Activity 5: Principle 5 – Making referrals and follow up

Purpose: To help participants understand the importance of a good referral network

1. You may say:

“There will be some cases in your Kids Clubs that you might not be able to handle, such as cases of behaviour, family conflicts, abuse or emotional problems etc. As leaders you might have limited capacity to deal with such challenges. In such cases a good referral system would come in handy.”

2. Let the participants know that they are going to do an activity that will help them identify people and organisations they can refer children to when necessary. This activity will be done in plenary.
3. Put up the “what if” and “who matters” chart on the wall. Ask participants to identify issues children might bring to the club which might be difficult for them to handle. Write these under the “what if” column. Once that is done, take participants through a process of identifying organisations or people they can go to for help for each issue raised. Write these in the “who matters” column.

4. Read through the handout on the next page on making referrals. Invite participants to ask any questions to clarify.

Example of the “what if”, “who matters” chart

What if	Who matters
A child is being sexually abused at home	Social worker, community care giver
A child tells me she wants to kill herself	
A child has not had food for the past two days	
A child is always fighting	

Note to the facilitator:

Alternative activity: Introduce the eco-map. Here participants are asked to map out the service providers available in their communities. This can be done in groups. The aim is to challenge them to broaden their perceptions of who can be of assistance in specific ways.

Making referrals

A child might need special attention if s/he:

- Looks malnourished (very thin, thin arms and legs with a big stomach, very thin hair, ashy or pale skin)
- Looks tired and listless (no energy to play, sits a lot and struggles to even have a conversation, sunken eyes)
- Looks sick (same as above plus sores or rash on skin)
- Comes from a family with a lot of violence
- Sits by himself/herself and refuses to interact or play with other children
- Is aggressive and hurts himself/herself and/or others
- Steals
- Experiences a trauma (e.g. loss, rape)
- Displays sudden change in behaviour or personality (e.g. a quiet child suddenly becomes aggressive or a usually energetic child suddenly withdraws)
- Cries easily
- Seems unable to do things that a child at his/her developmental stage should be able to do

A Kids Club leader can verify the above through:

- When you meet the child for the first time, you need to observe their appearance and behaviour. When you fill in the intake form with the caregiver, pay attention to elements that may highlight that the child/family needs special help.

- Observing children's behaviour as they work with the children in groups
- Home visits and interaction with caregivers in the children's lives.

What to do if you identify a child who might need referral:

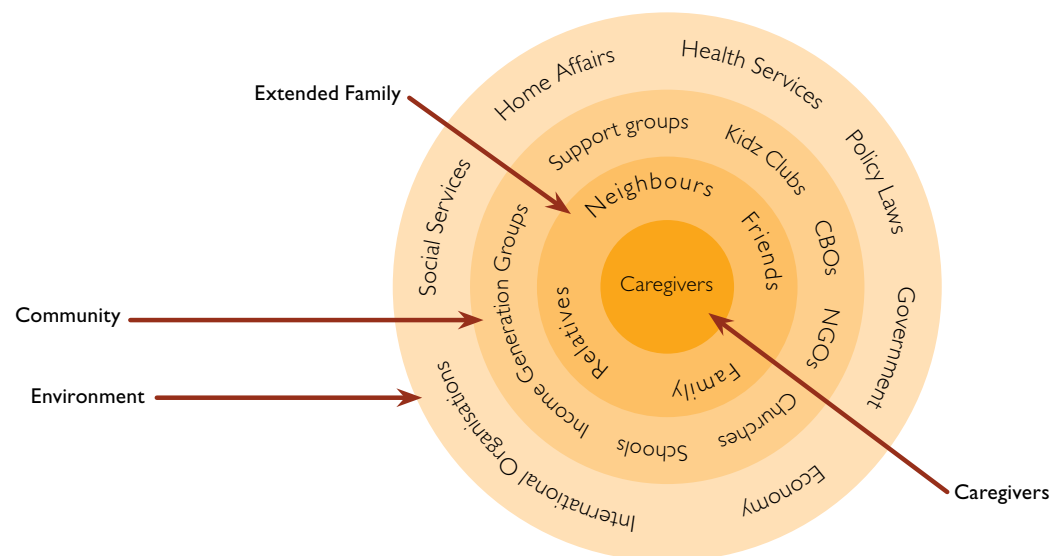
- Make time to speak to the child privately
- Explain to the child what you have noticed about their appearance or behaviour – check with them if this is a true reflection of what they have displayed
- Let the child know that you are worried and think that s/he might need help
- Try and find out what is causing the child's appearance or behaviour to be a cause for concern
- Explain to the child that you are not able to help them but that you will refer them to someone who can help them
- Where possible, involve the caregiver. Do a home visit and talk to the caregiver about your concerns. Help the caregiver to get help
- If the caregiver is intentionally abusing the child, you might have to go straight to the local social worker or police or community worker to report this. These people will then investigate and act on behalf of the child and yourself.

Factors to consider when making referrals:

- The youth volunteer should be aware of his/her own limitations and when he is not skilled enough to help the child; never risk the child because you are too proud to say that you are not sure you can help
- In situations such as rape, sexual abuse, physical abuse, depression/suicide, etc., you may need to refer the child to get extra help. You may "hand over" the case completely, or continue helping the child while they are getting support
- Referring is not just suggesting to the child that they should ask some else for help. It is about you identifying other people who could support the child. It is important that the child determines the person they want to help them as well as the type of support they need. All you can do is suggest, do not impose
- Always explain to the child why you are referring him/her and give detailed information on where to go, when and who to speak to
- Always consider the child's safety and best interests when making recommendations for referrals
- Notify the other person/organisation: Give the referral person/organisation all the necessary information about the child, the situation and what he/she needs as far as you have observed
- Follow up on the progress the child is making, show genuine interest.

5. Share the diagram on the right and highlight the points below:

- The family is the first point of care and support for children. It is important that our efforts strengthen the relationships between children and their families.
- Children within the Kids Club can support each other.
- Community members, church leaders, social workers, the police etc. may become volunteers for the Kids Club. They may also form part of the child's support network or be guest speakers for particular themes. Their involvement must be managed carefully as the safety of children should always come first. Below is an example of a community booking form:



An example of a community booking form

Name and address	Mr V Dube & Miss Y Gukwa	Mrs T Smith	Mr Mambo	Chance, Sonia, Pepe & Uli
Affiliation	Sito Police station	Grandmother	Community health worker	International volunteers from Germany
Contribution	Talk on drug and alcohol abuse	Tell the children a story & share traditional foods	Give a talk on personal Health	Make Christmas presents with the children
Dates	15 June 2009	30 August 2009	10 November 2009	22 December 2009
Program Time allocation	30 min	1 Hour	30min	1 hr
Attending the whole Kids Clubs meeting	No	Yes	No	Yes
Preparatory work by the children	Bring self-drawn pictures that show the dangers of alcohol and drug abuse	NA	NA	NA
Preparatory work by the Kids Club leader	Bring self-drawn pictures that show the dangers of alcohol and drug abuse	Find a mat for grandmother to sit on as she tells her story	Try to get tooth brushes donated for all the children before this date	Send letters to the caregivers informing them of this visit

Topic 4: The kids Club leader



OBJECTIVES:

By the end of the session participants should:

- Have had an opportunity to reflect on themselves in relation to their role as Kids Clubs' leaders
- Outline their role as Kids Clubs' leaders
- Be aware of the importance of working as a team in leading Kids Clubs



Activity: Self Introspection

Purpose: To demonstrate that people experience different feelings at different times; thus one needs to be aware of what one is feeling so as to be able to control one's feelings

1. You can say:

“We now have a picture of what Kids Clubs are and are aware that we are here to become Kids Club leaders. It is important for us to realise that our role as Kids Clubs’ leaders is just one aspect of our lives, we still remain, brothers, sisters, friends, workmates or school mates to others. Juggling these roles comes with a lot of pressures and stresses that might trigger varied feelings, emotions and behaviours. In our role as Kids Clubs’ leaders it is important for us to be aware of these feelings and emotions so as to avoid transferring them to children internationally of unintentionally.”

2. Let the participants know that they are going to do an activity about self introspection. It is important during this activity that people only share what they are comfortable with and that the group respects each other's views.
3. Invite participants to divide a sheet of paper into four parts.
4. Give the following instructions:
 - Draw a picture that shows the feelings you:
 - Top right corner: had when you went to bed last night
 - Top left corner: had when you woke up this morning
 - Bottom right corner: had when you were invited to be trained as a Kids Clubs’ leader
 - Bottom left corner: you have at this point in time.
5. Use the following questions to debrief after the activity:
 - Do we all share the same feelings today?
 - Did you feel the same way today as you did yesterday?
 - Does everyone experience only one emotion at a time?
 - Why is an awareness of our emotions important, especially when working with children?

It is only human to feel pain, joy, anger, frustration, etc. We all experience different feelings at different times. In most cases we cannot control or stop our feelings or emotions but we can control our behaviour. It is important for you as a Kids Club' leader to be aware of what triggers the different feelings you may be experiencing so that you are able to control them and also express them in ways that elicit support and understanding. Below are self-care tips for Kids Clubs' leaders

Handout: Self-care tips for Kids Clubs' leaders

- Be aware of personal handicaps and blind spots. These can be issues you are failing in or are finding difficulty in dealing with or approaching – sometimes awareness may give you power over the problem.
- Keep running internal dialogues to avoid acting out your feelings to children. You could ask yourself, am I able to deal with the situation at hand? Does it trigger some unpleasant memories? Am I acting in a way that expresses my own feelings? If you answer yes to some of these questions, you might need to step aside and let someone else handle the situation.
- Create time to “off load” to each other. This time can be set aside during your Kids Club preparatory meetings, as Kids Clubs' leaders you can share your experiences, encourage each other and pray together.
- Take a break, if you feel you are physically or emotionally exhausted communicate this to your fellow Kids Clubs' leaders and take a break.
- If resources allow you can have a social worker, trained counsellor or a volunteer psychologist who comes in once a month to facilitate the debriefing exercise with Kids Clubs' leaders.
- Take time to have fun. Kids Clubs' leaders can do fun activities alone (without the children) with the support of the community. They can organise a braai (barbeque) or go watch a movie, go camping, attend a cultural show, visit a resort area or have a picnic. As Kids Club' leaders you can suggest what you would like to do, sometimes your organisation in the community can organise these events as a surprise for the leaders. This can be done once after every three months.

Activity 2: What is a Kids Club leader?

Purpose: To help participants understand the qualities of a good Kids Club leader and understand what it means to be one

1. Ask participants to stand in pairs, one is the person and the other is the mirror.
2. The person should do an action and the “mirror” reflects the action.
3. After about 5mins, participants can switch roles.
4. Allow 10 mins for the activity.
5. Process the activity by asking the following questions in plenary:
 - What do we see when we look at ourselves in the mirror?
 - Is it important for us to have a good personality as Kids Clubs leaders?
 - What are the qualities of a good Kids Club leader?
 - What can we do in our Kids Clubs to hold each other accountable?

(See Annexure 5 for Kids Clubs' leaders application form and Annexure 6 for “Questions that can help guide in developing rules for Kids Clubs' leaders”)

On the next page you will find an example of the rules and regulations developed by young people running Kids Clubs in Zimbabwe. Go through these and get some comments or reactions from the participants.

TIP:

You may add the following qualities if they are not mentioned: Honest; a mature, fun adult (does not act like the child); Loves children; respects leadership (adults in the community)

6. Divide participants into two groups and ask them to identify the roles of a Kids Club leader.
7. Allow 10 minutes for the group discussion and 3 minutes feedback for each group.
8. Once all the groups have presented, highlight the following points:
 - As a Kids Club leader you are a role model to the children
 - You are an ambassador for children's issues
 - You are involved in the planning and managing of the Kids Club
 - Your moral standing and behaviour in and out of the club has an impact on the Kids Club.

9. Invite participants to read the qualities of a good Kids Club leader in the information sheet below:

Information Sheet: Qualities of a good Kids Club Leader

- Passionate about their work
- Good listening skills – observe signals during his or her interaction with children
- Loves to work with children
- Has a good sense of humour
- Has a teachable spirit
- Is a team player
- Takes initiative
- Is motivated and is a motivator
- Knows and respects boundaries – do's and don'ts
- Communicates well
- Is approachable by the children and other leaders
- Is trustworthy and is also able to trust others
- Empathetic (not sympathetic)
- Is not judgmental but keeps an open mind

Below is a non-exhaustive list of expected code of conduct for all Kids Club Leaders

1. No romantic relationships between children and leaders/volunteers whatsoever.
2. Any sexual relationships within the club will not be tolerated.
3. Kids Club leaders shall always be good role models to the children – thus smoking and drinking shall not be allowed amongst members.
4. Leaders with relationships amongst themselves must be aware that their relationships come second to that of theirs and the child.
5. No public display of affection.
6. Avoid gossiping at all cost (it is shameful to gossip with children against a fellow leader/ volunteer or other children).
7. Leaders must supervise children all the time.
8. Leaders should not at any given time insult or beat up a child.
9. All leaders must be involved in all activities.
10. All Kids Clubs to conduct devotions at the beginning of every meeting.
11. If you are in conflict with another leader please let the Kids Club chair person know. If unresolved, please inform the Kids Club patron.
12. If conflict arises between/among Kids Club leaders, try to resolve the matter amicably. If this does not work, seek the intervention of the Kids Club chairperson. The mediation of the patron shall be sought only if the first two steps have proved futile.
13. It is everyone's responsibility to make sure all equipment is kept clean and well cared for.
14. Sexually insinuating conversations are not permitted nor are bad jokes.
15. Other duties for volunteers may include community service and speaking on behalf of other children and you in different foras as assigned by the community or Kids Club leadership.
16. No Kids Club leader may give any comment or conduct an interview with the press or any public media on issues concerning the club without the approval of responsible actors.
17. No permission shall be granted to any photographers without authorisation from the children's and their caregivers.
18. All fundraising to be done in the name of assisting the Kids Club should be first made known & approved by the working community.
19. Let's love one another for we are ONE FAMILY and remember the only person better than anyone is everyone.

Topic 5: Action planning



2 hours

OBJECTIVES:

By the end of the workshop participants should:

- Have developed an action plan which Kids Clubs leaders will implement
- Have had an opportunity to reflect on what they have learnt through out the workshop and what that means for them



Activity 1: Action planning

Purpose: To help participants develop individual and collective action plans

1. Select one of the group members to facilitate this process.
2. Ask participants to identify their next steps, using the template below:

Next Step _____

Who is responsible _____

By when _____

Support needed _____

Support needed from who _____

3. Allow participants to present their next steps. You may help to guide the process and advise accordingly
 - Place the flip charts on the floor.
 - Ask the participants to write on sheets of paper one

action they will take to make sure that their action plan is a success.

- Participants should read out these action and stick them around the action plan symbolising their commitments.

Activity 2: Closing Ceremony

Purpose: To close the workshop

1. You may say:

“When we started the workshop we all brought a lot of things to the fire. We brought our hopes, love, excitement, bread (mention things that the participants said they had brought to the fire). Throughout this week we have acquired skills and knowledge, we have committed to turn these into action, so our fire can keep burning.”

2. Ask participants to stand in a circle and try to reflect on what they have learnt.
3. Allow time for all the participants to share what they have learnt and what it has made it possible for them.
4. They may say, “Through out this week I have learnt that _____, this has made it possible for me to _____”

5. Once all the participants have shared you may say:
“Thank you for all that you have shared, I look forward to hearing about the work you will be doing with the children. You have a very important role to play in shaping the lives of children through kids club. I hope that you will have great time and that you find growth as you do this work Go well!”
6. Refer to expectations and objectives. Verify with participants whether or not these have been addressed. If not, mention/remind the group of the reasons why.
7. You may end the workshop with a song, prayer or dance depending on what is suitable for your group

Annexures

1. Child intake form / Consent forms
2. Activities for the first three Kids Club meetings
3. Suggested Kids Club Activities
4. Child referral form
5. Kids Club leaders application form
6. Questions for developing Kids Club rules and regulations
7. Kids Club meeting reporting form
8. Workshop evaluation tools

Annexure I : Child Intake form / Consent: Sample I

Translate into appropriate language

Youth for a Child in Christ (YOCIC)
Kids Clubs Membership
Phone: (09) 880834, (09) 60727
Email:yocic@byo.masiye.com



A separate application is required for each child

Please return your application to the Kids Club chair person.

Name of Kids Club: _____

Date of establishment: _____

Kids Clubs Patron: June Zulu

Peter Ncube (Club chairperson)

Kids Club weekend gatherings for children aimed at facilitating the provision of community based care and support for children and youth. The club will be run by youth in the community under the auspices of Youth For a Child in Christ and interdenominational youth organisation.

Child's Personal details

NAME: _____ GENDER: MALE/FEMALE: _____ AGE: _____

ADDRESS: _____ BIRTH DATE: _____

CITY: _____

REFERRING ORGANISATION/PERSON: _____

CONTACT EMERGENCY PHONE: _____

SCHOOL: _____ GRADE/FORM: _____

FAMILY HISTORY: _____

MEDICAL HISTORY (ALLEGIES/DISEASES ETC): _____

ANY OTHER IMPORTANT INFORMATION:

Please read and complete this section

Children who will be attending the Kids Club will be required to do some of the activities below. Please read through carefully before signing. If any clarity is needed please contact the above mentioned persons.

- Group counselling
- Ball games
- Art
- Discussions on HIV/AIDS, children's rights, child abuse and other topics
- Community work
- Drama, dance and community theatre
- Adventure weekend camps (we shall seek your consent before such events are undertaken)
- Trips to surrounding areas (we shall seek your consent before each trip).

Photographs: Once in a while children at the Kids Clubs will have some photos taken which we will be used for publications and documentation purposes. Children may also be requested to write stories which we will share with other partners of organisations involved in similar work. We will also seek consent from the child and guardian before publications are made.

Note: We will once in a while request for feedback on any growth that my take place in the child's life which might have been a result of their involvement in the Kids Club. We also request that you inform us of any significant changes which may affect their participation in the Kids Clubs for example, death in the family, relocation of the child to another area or drop out from school.

I _____ in my authority as a parent/guardian certify that I have clearly read and understood the Kids Clubs requirements and activities and therefore authorize _____
(Name of child to be a member of the Kids Club)

Signed (Guardian /Parent / Sending Organisation) .

Date Signed: _____

.....
FOR OFFICIAL USE ONLY

Form checked by: _____
(Field officer/Kids Club Chairperson)

Date approved: _____

Remarks: _____

Annexure I : Admission form: Sample 2

Developed for the Hope World Wide Anchor Project

[Please modify to suit your purposes]

Name of Youth Club: _____

Address of Club (location): _____

1. Name of child: _____ Age _____

2. Child's date of birth: _____

3. Address: _____

4. Phone number: _____

5. Is the child attending school?

☐ Yes ☐ No

If No, skip to question 7.

If yes, what grade is the child in? _____

If No, what is the reason that the child is not at school?

- ☐ The child is not of school going age
- ☐ The child has to help take care of a sick person
- ☐ There is not enough money for fees and other school supplies
- ☐ Other

Please, specify: _____

3. Do you have concerns about the child's health?

☐ Yes ☐ No

4. If no, skip to question 10. If yes, please, tick the appropriate box

- ☐ The child is epileptic
- ☐ The child is asthmatic
- ☐ The child is HIV positive
- ☐ The child is often sick but the caregiver does not know what is wrong
- ☐ The child is allergic to _____
- ☐ Other. Please specify: _____

5. Who does the child live with? Please, list everyone who shares household with the child)

Name _____ Age _____

Relation to the child _____ Is this person employed/at school? _____

If not employed or not at school, state reason. Possible reasons: too young, pensioner, disabled, ill

6. If the child does not live with his/her parents, please, state reasons:

7. Is there anything else that you would like to say about the child or the household?

8. In case of emergency, contact:

Name: _____

Contact numbers: _____

Address: _____

Consent:

I, _____

parent/guardian/caregiver of _____

(child) hereby give permission for my child to attend the kidz club run by _____

_____ (name of organisation). I understand what a

Kidz Club is and what activities will be carried out at the Kidz Club. I understand that all caution will be exercised to ensure the safety of my child. In case of an accident, I do not hold _____ (organisation), any of the other children, facilitators and leaders liable.

Signature: _____

Date: _____

Annexure 2 : Activities for the first three Kids Club meetings

Handout: The first Kids Club meetings

Activity	Methodology	Note for the leader
Welcome	Gather all the children to a central point. Kids Club leaders welcome the children and explain what will happen that day.	As the children arrive Kids Club leaders should greet the children and welcome them, they can shake hands, give a "high five" or whatever way is appropriate in your context. It is important to acknowledge the children's presence. One leader can stand in front to welcome the children while all the other leaders sit with the children.
Group formation and relationship building	Divide the children into groups of ten and allocate two leaders for each group. Consider the children ages, for example, children aged between 6–10 and 11–12 years old when forming the groups.	You may already have information on some children and feel they will benefit more if they are put with a particular leader; request that s/he be in that group. Each group can have a fun name which they can identify with – this can be a colour, a bird or a dance group. The group can also decide on their war cry and a special clap the can do when ever one of their group member does well.
Registration	The first day of the club is the best time to do registration. You can do in this in the small groups you have already formed. Keep your registration questions simple; ask for their names, ages and home addresses. You can also ask the children about their favourite drink, song or games.	Try to avoid asking the personal questions such as, are you an orphan, do you have problems at home etc. Keep the registration book safe you will need it to follow up when children start dropping out of the Kids Club.
Set ground rules	In the groups you have already formed play a game with rules, after the game discuss with children the follow questions: <ul style="list-style-type: none"> • Was it necessary for us to have rules in the game? • Are rules important and why? Ask the children to list the rules they want to follow as well as recommend a consequence for breaking a rule.	100 children grouped together can easily get out of control. It will be good for you to set the ground rules on the first meeting. You will find that it will be easy for the children to follow these rules because they can identify with them "our rules". You may add your own rules such as each member should observe confidentiality, respect and group members are expected to attend all session.

Activity	Methodology	Note for the leader
Group expectations	In pairs ask the children to draw a picture of what they expect to see happening in the Kids Club. Write all the children's suggestions, go through all these suggestions, highlighting what you cannot meet and what you will be able to meet.	Clearly explain to the children what will be happening in the Kids Club and how you and the children will benefit from attending the club meetings.
Role identification	Discuss with the children their role within the group emphasising that participation, team work and cooperation are very important. You may highlight to the children some of the roles they might do such as leading the songs, choosing the games, helping with the clean up and looking out for each other.	It should be clear to the children who the leaders in the group are and their role in each group process.
Icebreakers	On the first day try to play a game which children are familiar with. Ask the children to lead the games, Kids Club leaders should join in the play with the children. This will help children feel more comfortable and relaxed. You can teach the children one or two name games, to help them remember each others' names.	
End the day	Have a reflection with the children, ask them what the day was like for them, remind them when the next meeting will be.	Depending on the culture and religious practice of the area from which the children in your club come, you can end the day with a prayer and a song.

Annexure 3 : Suggested Kids Club Activities

1. **Understanding my body** – link to personal hygiene, puberty, sex, HIV and AIDS and other STIs, disability, appreciation of the body, how different organs function in the body, how drugs, smoking and alcohol can damage different parts of the body.

Age group	Week 1 Life skills (practical)	Week 2 Community service	Week 3 Children's choice	Week 4 Life skills (emotional)	Week 5 Pure fun
Under 6	Come up with songs that are built around the theme or use existing songs that talk about the body and use simple actions and body movements. If you give information, make it simple and brief.	Repetition is one way of teaching this age group. It's okay to repeat the same lessons and songs for the whole month. You can also use painting, drawing and clay.	Let the children tell you what songs they want to sing and what games they want to play. However, have your own ready so that if they are stuck, you can have something to do.	Stories and puppets work very well with this age group. You can make up your own stories as long as they are brief and carry a lesson linked to your theme. You can make your own puppets from old socks.	
7 – 11	Interactive discussion and providing information – link to an activity like making a collage.	Visit children living with disabilities. Plan ahead what you're going to do – play games with the children or serve in some way (cleaning, cooking, laundry, etc.) Discuss with relevant authorities.	Let the children decide what to do. Maybe warn them in advance that this is their week to come up with activities. You can also use this as an opportunity for child participation where Kids Club leaders or a group of children plan, facilitate and evaluate activities. Give guidance and constructive feedback.	Let the focus be on emotions. How do the children feel about their bodies? What parts of their bodies do they like? What parts do they not like? Help the children develop appreciation for their bodies. Help them focus on the function of the parts they don't like rather than what they look like. Help the children appreciate that every person is unique and that differences are what make life interesting.	Have games or fun activities planned and keep room for children to contribute. This does not have to be related to the theme.
12 – 14	Interactive discussion and providing information – to make it fun, use "talk show" format.	Visit a home for people living with disabilities. Discuss with relevant authorities what activities you will do beforehand.	As above	As above	As above
15 – 17	Interactive discussion and providing information – to make it fun, use "debating" ² format.	Visit a home for people living with disabilities. Discuss with relevant authorities what activities you will do beforehand.	As above	As above	As above

¹ Like Oprah - have an audience, a panel and a host.

² Divide children into 2 teams. Give them opposing views of a topic and let them talk it out in an organised, facilitated manner.

2. Understanding my rights and responsibilities

Age group	Week 1 Life skills (practical)	Week 2 Community service	Week 3 Children's choice	Week 4 Life skills (emotional)	Week 5 Pure fun
Under 6	As with the theme above	As with the theme above	Let the children tell you what songs they want to sing and what games they want to play. However, have your own ready so that if they are stuck, you can have something to do.	As with the theme above	
7 – 11	Instead of discussing rights as a general topic, focus on 1 or 2 specific rights. Use case stories. Relate the rights to the children's lives. Emphasise responsibilities, e.g. the right to education – does this mean children have a right to not go to school if they don't want to or feel like it? Does it mean they don't have to do what their teachers tell them? Hold a discussion around these questions and show the children that having rights does not mean they can do as they please. In fact, they have a responsibility to uphold their rights and the rights of others. Give practical information on how the children can take legal recourse if their rights have been violated	Suggestion: arrange for the children to visit a juvenile prison where they can interact with young people who have broken the law. Have facilitated discussions where children can learn how breaking the rights of others can lead to extreme outcomes like imprisonment. You could also visit a historical site where children can learn about how people's rights have been violated in the past and how that affects the present.	Let the children decide what to do. Maybe warn them in advance that this is their week to come up with activities. You can also use this as an opportunity for child participation where Kids Club leaders or a group of children plan, facilitate and evaluate activities. Give guidance and constructive feedback.	Let the children share personal stories where their rights have been violated. Use this as an opportunity to find solutions and to correct misconceptions.	Have games or fun activities planned and keep room for children to contribute. This does not have to be related to the theme.

Age group	Week 1 Life skills (practical)	Week 2 Community service	Week 3 Children's choice	Week 4 Life skills (emotional)	Week 5 Pure fun
12 – 14	Same as above, focus on 1or 2 specific rights. You can have a myth-shattering session on rights. The topic on rights could actually be drawn over a few weeks if you thoroughly explore them, emphasising responsibilities.	As above	As above	As above	As above
15 – 17	Same as above. Make it interesting by bringing newspaper clippings or magazine articles that talk about rights. You can even invite a guest speaker who can talk to the children about the laws of your country; e.g. social worker or child protection officer.	As above	As above	As above	As above

3. Taking care of my living space

Age group	Week 1 Life skills (practical)	Week 2 Community service	Week 3 Children's choice	Week 4 Life skills (emotional)	Week 5 Pure fun
Under 6	As with the theme above	As with the theme above	Let the children tell you what songs they want to sing and what games they want to play. However, have your own ready so that if they are stuck, you can have something to do.	As with the theme above	
7 – 11	Find articles on global warming and its effects in newspapers or magazines. If you are able to show the children a video or DVD, do so. If you have access to the Internet, look for information there. When talking to the children show them how we all contribute to global warming and how we can reduce its effects.	Suggestions: Arrange a clean-up campaign. Identify a problem that the children can educate the community about, e.g. if there's no running water in the community, to talk about the importance of boiling drinking and cooking water to kill germs	Let the children decide what to do. Maybe warn them in advance that this is their week to come up with activities. You can also use this as an opportunity for child participation where Kids Club leaders or a group of children plan, facilitate and evaluate activities. Give guidance and constructive feedback	Let the children share how they feel about their living space. Focus on finding ways to make the children feel proud about their space, e.g. encourage them to help with household chores and picking up litter.	Let the children share how they feel about their living space. Focus on finding ways to make the children feel proud about their space, e.g. encourage them to help with household chores and picking up litter.
12 – 14	As above. You can also let the children do some homework. The previous week, ask them to bring newspaper or magazine articles on global warming. If they have television or radio, ask them to listen and come prepared to share with the group what they have learned.	As above	As above	As above	As above
15 – 17	As above	As above	As above	As above	As above

4. **Protecting myself** – link to safety at home, school and in the community, safety from crime, safety from abuse

Age group	Week 1 Life skills (practical)	Week 2 Community service	Week 3 Children's choice	Week 4 Life skills (emotional)	Week 5 Pure fun
Under 6	As with the theme above	As with the theme above	Let the children tell you what songs they want to sing and what games they want to play. However, have your own ready so that if they are stuck, you can have something to do.	As with the theme above	
7 – 11	If possible, invite someone who can teach children self-defence skills. Even a police officer who can talk to children about how protect themselves and ask for help if they think they might be in danger.	Organise a campaign where children can advocate for safety in the community. If safety is an issue, involve the police.	Let the children decide what to do. Maybe warn them in advance that this is their week to come up with activities. You can also use this as an opportunity for child participation where Kids Club leaders or a group of children plan, facilitate and evaluate activities. Give guidance and constructive feedback.	Let the children share about how safe they feel in their environments. Focus on solutions. If serious issues like child abuse come up, be ready to do some counselling or refer to relevant stakeholders.	Have games or fun activities planned and keep room for children to contribute. This does not have to be related to the theme.
12 – 14	As above	As above	As above	As above	As above
15 – 17	As above	As above	As above	As above	As above

5. Career development

Age group	Week 1 Life skills (practical)	Week 2 Community service	Week 3 Children's choice	Week 4 Life skills (emotional)	Week 5 Pure fun
Under 6	As with the theme above	As with the theme above	Let the children tell you what songs they want to sing and what games they want to play. However, have your own ready so that if they are stuck, you can have something to do.	As with the theme above	
7 – 11	Let the children make collages about the jobs they are interested in, they can also do role plays to make it fun. You can also focus on what the children are good at or what they are interested in, have a talent show where the children can share their talents and skills.	Organise a talent show where the children can share their talents and entertain themselves, each other and the community.	Let the children decide what to do. Maybe warn them in advance that this is their week to come up with activities. You can also use this as an opportunity for child participation where Kids Club leaders or a group of children plan, facilitate and evaluate activities. Give guidance and constructive feedback.	Focus on activities that build the children's self-esteem. E.g. Have each child take a turn to stand in the middle of a circle and let everybody tell that child what they like about him/her. Set an example, focusing on personal attributes as opposed to physical appearance.	Have games or fun activities planned and keep room for children to contribute. This does not have to be related to the theme.
12 – 14	Organise a career day and invite people who do as wide a variety of jobs as possible. Let them have stalls with posters and other material to show the children. Let the children walk to the different stalls and learn about the jobs they are interested in.	As above	As above	As above	As above
15 – 17	Organise for the children to visit people who do the kinds of jobs they are interested in. Let them take part where possible.	As above	As above	As above	As above

Important to remember: You need to plan ways to identify individual needs. For example, at the beginning of each session have the children share about their week, observe any differences in the children's appearance or behaviour, allow some time at the end of each session for the children to come and talk to you privately

Annexure 4: Child referral form

(translate into different appropriate languages)

Developed for the Hope World wide Anchor Project [please modify to suit your purposes]

PRIVATE AND CONFIDENTIAL

Identifying information

Name of child: _____

Child's surname: _____

Age: _____

Child's sex: ☐ F ☐ M

Name of school: _____

Grade: _____

Home address: _____

Background information:

Reason for referral:

Caregiver's name Signature

Referred by: _____ Position/role: _____

Contact details: Phone: _____ Fax: _____

Date: _____ Signature: _____

Name of receiving professional: _____ Signature: _____

Position/role: _____

Institution/Centre _____

Annexure 5: Kids Clubs leaders application form

Developed by Youth for a Child in Christ (Please adapt to suit your context)

YOUTH FOR A CHILD IN CHRIST (YOCCIC) KIDS CLUBS LEADERS APPLICATION FORM



Kids Clubs are weekend gatherings for children aimed at facilitating the provision of community-based care and support for children and youth. The clubs are run by youth in the community under the auspices of Youth For a Child in Christ (YOCCIC) an interdenominational youth membership organisation. YOCCIC seeks to develop the capacity of its members to be involved in community-based interventions. Thus they will help in training you on how to better work with children in the provision of psychosocial care and support.

1.2.1 Kids Club Objectives:

- To facilitate the provision of community-based care and support
- To provide a platform for youth to be involved in supporting each other and children in their community in a non-threatening environment
- To mobilise community members to understand and assist in mitigating the impact of HIV/AIDS on children.

1.2.1.1 Full membership shall be awarded to people with the following qualities

- Young people aged between 16–30 years
- Willingness and committed to work with children
- Must believe in children's capacity to cope
- Uphold good moral and social values
- Must be a mentor and a source of inspiration for children
- Must have respect for the children and other community members
- Must be emotionally, physically and mentally healthy
- Must speak at least one local language that children understand
- Must have appropriate skills and knowledge on children's issues
- Must uphold confidentiality (can only be broken if the child is at risk)
- A minimum of one year prior involvement in AIDS-related work e.g. care or awareness is an added advantage

Note: Please make sure you understand the Kids Clubs' leader rules and regulations as failure to adhere to them can lead to a termination of membership.

If you would like to be a Kids Club leader please fill in the form and send to:

The Field Officer
Youth for A Child in Christ
Box AC 800
Ascot
Bulawayo
Telephone: (09) 60727/880834
Email: yocic@byo.masiye.com

I. Personal details

Surname _____ Ist Name _____

Other Names _____

Sex _____ Date of Birth _____

Place of Birth _____ Nationality _____

Marital Status _____ National ID Number _____

Religion _____ Denominations _____

Contact Address _____ Telephone _____

Next of Kin: Name _____

Address _____

Relationship _____

1.2.1.2

2. Educational Background

Name of school last attended _____

Address of school _____ Telephone _____

Level of education _____ Date of leaving the school _____

Reason for leaving the school _____

2.1 Further education

Name of college / university _____

Address _____ Telephone _____

1.2.1.3

3. Other information

3.1 Languages spoken (Please Tick)

☐ Shona

☐ English

☐ Ndebele

☐ Other (please specify) _____

3.2 State of health _____

Any further information e.g. Allergies, dietary requirements etc _____

4. Work Experience

Please give a brief narrative description of your work experience relevant to this application. Please include position held, time or period of service, the type of work you did e.g. peer education, Kids Clubs member, Church programs, anti-AIDS club member etc

Organisation served _____ Contact person _____

Address _____

Telephone _____

I. Related to the work you intend to do

I.1 Give reasons why you want to be a Kids Club leader _____

I.2 State any practical skills you would be able to transfer to other children and youth you will be working with

I.3 Identify personal strengths, which would enhance your work

I.4 Identify personal weaknesses which could hinder your work

2. Declaration

2.1 I declare that the above information given in this application is true and complete to the best of my knowledge. I do acknowledge that any statement in this application, which is false, may invalidate the application.

2.2 I have read the organisation's rules and regulations and understood them. I hereby accept that I will adhere to them.

Signed _____ Date _____

I.2.1.4 7. References

Kids Clubs Patron/ Community Councillor/Village Health worker

I Mr/Mrs/Miss/Ms/Dr _____ in my capacity as a Kids Club Patron/ community Councillor/

Village health worker do hereby recommend _____ as a Kids Clubs leader. With the best of

my knowledge I believe the applicant is suited to become a Kids Club leader and the information given is correct.

I have known the applicant for _____ yrs/months/weeks/days

Signed _____ Date _____

Address _____

Telephone Number _____

1.2.1.5 Pastor/Priest

I Fr/Pastor _____ in my capacity as the church leader for _____

Church/Parish do hereby recommend _____ as a Kids Club leader. With the best of my

knowledge I believe that that applicant is suited to become a Kids Club leader and the information given is correct.
_____ has been a member of my church/parish for _____ yrs/months/weeks/days.

Signed _____ Date _____

Address _____ Telephone Number _____

Thank you for taking an interest in being a Kids Club leader. You shall be contacted as soon as your application has been approved. Please feel free to contact us if any further clarification is needed.

Thank you

Kids Clubs Co-ordinator

For Official Use Only

Reference Verified by _____ Date _____

Membership approved by: _____ Kids Club Patron _____

Date: _____

Kids Club Chair Person _____ Date: _____

Annexure 6: Questions for developing Kids Club rules and regulations

Membership issues

- Who is eligible to be a Kids Club Leader?
- Are there age restrictions on who becomes a Kids Club Leader?
- What is the cut-off age for a Kids Club leader?
- Will mapping be taken into consideration for Kids Clubs' Leadership?
- When is Kids Clubs membership terminated?
- What religion shall the Club members be guided by?

Discipline

- Should there be a Disciplinary Committee? If so, who will it be composed of?
- Are all members bound at all time by the Code of Conduct?
- Who will enforce the Code of Conduct?
- Do Kids Club rules apply during Kids Club meetings only?

Planning meeting

- Where and when will the Kids Club leaders planning meetings be held?
- Who can call for an emergency meeting and under what circumstances?
- Are there special duties allocated to different members for each meeting?
- Can the guardians of the children attend planning meeting?
- Is it a requirement for at least one adult/patron to be present in all meetings?
- If a leader misses the planning meeting what should their involvement in the Kids Club meeting with the children be?

Equipment

- Who purchases the equipment?
- Who keeps the equipment and where?
- Is it allowable to use Kids Club equipment and resources outside the Kids Club meetings?
- How will damaged or lost equipment be dealt with?
- Who is allowed to use or benefit from the Kids Club equipment?

Counselling and referrals

- Should all Kids Club Leaders conduct individual counselling for the children?
- Are patrons allowed to conduct counselling for the children and their leaders?
- What are the guiding principles to be followed by all those permitted to counsel the children?
- Who should engage in the referral process when the need arises?
- Are there certain channels to be followed during the follow-up/referral process that will serve as guidelines?

Communication

- Who is responsible for giving feedback to the community leaders?
- How often should this be done?
- Should the media be involved in our work, if yes who communicates with them and when?

Fundraising

- When shall the Kids Clubs engage in fundraising activities?
- Who shall benefit from such activities?
- What is the Kids Clubs accounting system, i.e. who keeps the funds, how shall they be disbursed?

Annexure 7 : Kids Clubs meeting report form

[please, modify to suit your purposes]

Name of Club: _____

Day :

Venue:

Actual Total meeting time:

Theme for the day:

Overall logistic person:

Activities	Time allocation	Materials	Responsible Person	Done/Not done	Comments
Opening Activity					
Ice breaker & introductions					
Discussion in groups					
Theme games in groups					
Games debriefing					
Reflections and closing activity					

Notes (special planning required, e.g. inviting a guest speaker, planning a trip, etc.): _____

Children's comments about the session: _____

Follow-up plans: _____

Challenges: _____

Successes: _____

Annexure 8: Workshop Evaluation Tools

Daily Evaluation Tool: Monitoring committee (MOCO)

Participants are asked to answer the following questions as a group in the absence of the facilitators; the group will then share their responses with the facilitators the following day. The tool allows participants to give feedback on the workshop content, logistics, the facilitators' approaches and to manage each other as a group.

- 1. What worked well for us today?
- 2. What could have worked better?
- 3. Message to the participants
- 4. Message to the facilitators

End of Workshop evaluation tool: Establishing and maintaining KC

Participant Feedback

Date: _____

Background	NO ☹️☹️	☹️	☹️	😊	YES 😊😊😊
I have a good understanding of how HIV and AIDS poverty and conflict affects children	1	2	3	4	5
I understand that communities and families can support children	1	2	3	4	5
I understand how Kids Clubs facilitate care and support for children	1	2	3	4	5

Questions that I still have about this section are:

General comments on this section:

Understanding Kids Clubs	NO ☹️☹️	☹️	☹️	😊	YES 😊😊😊
I understand what Kids Clubs are	1	2	3	4	5
I understand the benefits of Kids Clubs	1	2	3	4	5
I understand the underlying principles of using Kids Clubs in care and support	1	2	3	4	5

Questions that I still have about this section are:

General comments on this section:

Operationalising Kids Clubs	NO ☹️☹️	☹️	😐	😊	YES 😊😊😊
I understand the different elements of starting Kids Clubs	1	2	3	4	5
I understand the different aspects that have to be taken into consideration before establishing a Kids Club	1	2	3	4	5
I have knowledge on how to get children to be a part of the Kids Clubs	1	2	3	4	5
I can plan for the meetings with the children	1	2	3	4	5
I have knowledge on how to launch a Kids Club	1	2	3	4	5

Questions that I still have about this section are:

General comments on this section:

Working With Children Through Kids Clubs	NO ☹️☹️	☹️	😐	😊	YES 😊😊😊
I understand children's rights and responsibilities and how these fit into Kids Clubs	1	2	3	4	5
I understand child participation and how I could make it practical in a Kids Club	1	2	3	4	5
I understand the factors to consider when working with children in groups and how they affect my work with children in Kids Clubs	1	2	3	4	5
I understand building resilience in children and practical ways of doing that in Kids Clubs	1	2	3	4	5
I understand the Do No Harm Principle and how to apply to my work with children	1	2	3	4	5
I understand the importance of making referrals	1	2	3	4	5

Questions that I still have about this section are:

General comments on this section:

The Kids Clubs Leader	NO ☹️☹️	☹️	😐	😊	YES 😊😊😊
I understand my role as a Kids Club leader	1	2	3	4	5
I have some ideas for my Kids Club	1	2	3	4	5

Questions that I still have about this section are:

General comments on this section:

Generally	NO ☹️☹️	☹️	☹️	😊	YES 😊😊😊😊
The course was enjoyable	1	2	3	4	5
The facilitation methods used were practical	1	2	3	4	5
The information I got was useful	1	2	3	4	5

Questions that I still have about this section are:

General comments on this section:

References, Recommended Books and Related Reading

Bergmann, U & Kaseke, S (2007) *Peace together we can: Peace Education Training Toolkit for children and youth*. Zimbabwe

Hope, Anne & Timmel, Sally (1990) *Training for transformation*. Handbook for community workers

Morgan J (2007) for REPSSI *Making a Hero: A guide for facilitators*. South Africa

International HIV/AIDS Alliance and Family Health International (2005) *Orphans and other vulnerable children support toolkit*. London

International HIV/AIDS Alliance (2000) *100 ways to energise groups: Games to use in workshops, meetings and the community*. United Kingdom

Organisation of Africa Unity (1990) *Africa Charter on the Right and Welfare of the Child*

Social Development Department *Guidelines for the establishment of community- Based multi purpose centres (Drop-in centres)*. South Africa

UNESCO sub-regional Office for Southern Africa (2002) *The peace kit. 247 Activities for primary schools*

United Nations (2005) *The Millennium Development Goals Report*. New York

www.childline.org.za. United Nations Convention on the Rights of a Child



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www.repssi.org

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