

Trainer's Manual for Psycho-Social Counselling of Children

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Foreword

This manual is dedicated to all the children that have suffered any kind of abuse or neglect. It is hoped that this manual will assist those working with children that exhibit psycho-social problems. CHIN is deeply grateful to Project Concern International for funding the training workshops. Thank also go to UNICEF, who funded the Models of Care Project, which formed a basis for the manual.

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Zambia Law Development Commission: Judge A. Kamanzi
Zambia Police Service, Victim Support Unit: Chief Inspector Agness Kawanga
University Teaching Hospital: Dr. G. Mkumba, Consultant
Community Youth Concern: Rose Kakompe, Rapporteur
Zambia Open Community Schools: Mrs. Munkombwe
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And finally, I wish also to thank the CHIN Executive Committee members for the support they gave to the Secretariat to accomplish this task.

John Munsanje, Chairperson

How to Use this Manual

This manual has been developed for people engaged in developing and training service for children.

It is divided into five modules. Each module is broken down into several topic sessions according to the objectives **set for that particular module**. These topic sessions are divided into subsections which include questions and activities to help in understanding the lecture material.

The questions are supposed to aid the participant to evaluate the knowledge gained and to cement it. The trainer has an option to use other methods to evaluate and assess the areas of attitude and skills of participants.

Although the procedure have been written in detail and activities have been defined, the trainer may use other techniques and strategies he/she may see to achieve the given objectives.

The procedure should serve as a general guide and should not restrict the tra in using other methods and strategies to attain the objectives.

The manual intends that the participatory approach be used. It also promote: visual aids are used.

Input Applications of Learning

We remember 20% of information when we only hear it.

We remember 30% when we only see it.

We remember 50% when we hear and see it.

We remember 70% when we hear, see and talk it.

We remember 90% when we hear, see, talk and do it.

Effective Adult Learning

We learn best when:

- we see the knowledge as valuable
- the goals are clear
- we can make mistakes and together look at them and see why our own experience is valued and used
- we add new facts to what we already know
- we get direct, frequent feedback
- we can share and discuss our learning with others
- we feel respected and listened to
- we have input into how the teaching and learning happens

Introduction to the Group and Course

In the first session, you need to introduce participants to each other and to facilitators and determine some basic **rules for the group**. You should get some idea of expectations that group **members have of the course in order to** develop a course outline, or check whether a **provisional course outline is broadly** acceptable to everybody.

Introduction to the Group

If participants do not know each other, or if the group is not known to you, it is worth spending some time on introductions and getting to know each other. This can help increase trust. If you are working with an established group in which there is already some trust and the facilitators are known to the group, you can spend less time on introductions and go on to group expectations.

There are many introductory exercises and icebreakers available which you can adapt. For these who are not familiar with these, here are some examples: Allow 15-25 minutes for each exercise (choose one).

Getting to know each other

Ask participants to sit in a circle if possible. Ask them to take turns coming to the centre of the circle or standing up where they are at their tables to tell the group their name, where they live and what they do (standing up if around the table).

Note to Trainers: Expectations

Exploring participant's expectations of the course will help you in your planning. You will no doubt already have had one or several meetings with whoever has asked you to run the course and come up with a proposal for a course outline, but what the participants tell you in this session may lead you to make some changes. You may well find that group members' perceptions of what the course is all about, or what the course can teach them, are very different from your own and You will need to discuss this. Even if you have worked with a particular group before, it is important to find out what the expectations are of each particular group. It is even more important when the group is not known to you, or if the group has been specially constituted for the course.

Activity : Expectations

Reflection/discussion (40 minutes)

Each group writes five hopes and five fears on poster paper and pastes it on the wall.

Explain the exercise and divide participants into small groups.

Ask each participant to spend a few minutes writing down answers to the questions below in the buses game and then discuss it in their small groups (15 minutes)

Allow 5 minutes for getting into small groups and returning to the larger group.

Buses Game

Procedure:

1. We take buses to go places. Everyone on that bus has something in common. They are going to the same place.
2. Form buses according to your major hope for this course. Talk to others to find out if you are on the right bus.
3. Do the major fear.
Form buses according to the following:
 - Where you come from: Lusaka? Outside Lusaka?
 - By gender
 - By type of children your organisation works with
 - Favourite weekend activity

Questions to ask:

- Why do you want to work with children?
- What do you hope to learn from this course?
- What fears or worries might you have about this course?

Notes for the trainer (for the trainer to keep in mind):

- What their ideas are
- How motivated they are
- What experience they have
- How realistic their expectations are
- Who talks, who keeps quiet

You should, in any event, always allow for the possibility of reviewing along the way and be flexible enough to change if necessary. It is important to bear in mind that workshops seldom run exactly as planned. So leave slots open to allow for cancellations of events in the wake of the participants' needs which emerge once the course has started, and other possibilities.

Group Rules

Trainer lists group rules on poster and explains:

- Confidentiality -- what ever is spoken about in the workshop stays in the workshop
- Respect for each other - do not judge or criticise what another person says
- Have respect for each other's opinions
- Punctuality-- be on time for the start of each day
- Commitment--stay until the end of the workshop

Training Objectives:

1. To identify children at risk of Abuse or Emotional Disturbance

2. To equip participants with Psycho-social Counselling skills
3. To develop Advocacy Skills to change things you are not satisfied with-
 - To learn about children's rights
 - To strengthen Community Responses to children in need.

Background

What Puts Children at Risk Psychologically

If children do not have confidence in themselves, if children do not feel that they are worthwhile, then they cannot take initiative and make something of themselves.

The child's emotional welfare is influenced by a number of factors:

- the family
- the school
- the neighbourhood
- the country's economic conditions
- the religion and culture in which the child lives

Activity:

What Factors Hurt and Help a Child's Emotional Development

Messages:

The same factors that put a child at risk (*risk* factors) can also protect a child (*resilience* factors) against stress and instability.

For example: the family can hurt the child emotionally if they destroy the child's confidence in themselves. They can strengthen the child in stressful times if they provide support and good communication.

Method: Small groups, drama

Time: 10 minutes drama, 5 minutes discussion

Materials: None

Procedure:

1. Organise yourselves into groups of six people.
2. One person should act as a child, and should stand in the centre.
3. The remaining five people form a circle around the child.
4. The facilitator makes the following statements which illustrate how specific factors can hurt the child or protect them. For each statement, the groups should perform a brief three minute drama among themselves.

a) "This 12 year old attends a school where he or she is told daily by the teacher how stupid he or she is. The people who have formed the circle are the teachers at the school. The child is in the centre."

The facilitator tells the teachers this: *All teachers at the same time start telling the child that he/she is stupid.*

b) "This child comes from a family where the mother is beaten up weekly and the father is often drunk. The child speaks openly to her/his friends of her/his misery. The friends are very supportive. The people who have formed the circle are the girl's/boy's friends. The child is in the centre".

Again the facilitator tells the participants in the circle this: *All friends advice your friend on how well they should react and give her/him reassurance that all will be well.*

Discussion Questions:

1. Assess and compare the child's emotional experience in the first and second drama.
2. What was the experience like for those in the outer circle (as teachers, as peers?)

How these Factors Can Hurt the Child's Emotional Development

If the family and school focus upon the child's faults and makes them feel worthless, then they will impair the child's healthy emotional development.

If the economy is weak, then children, especially girls may be asked to earn additional income on the streets and leave school.

- *Economic hardships* cause early marriages, for instance the family may look forward to early receipt of lobola. This can be stressful for the child if they are not ready. And if faced with limited finances the family will educate the boy.
- *Lack of proper shelter* leads to overcrowding and sexual abuse; also lack of privacy makes studying difficult.
- In the *social environment*, lack of supervision leaves the child vulnerable to sexual abuse and key activities such as homework do not get supervised. *Peer pressure* may force the child to engage in negative actions, such as stealing to acquire material goods others have or engaging in sex.
- In *school*, the environment may not be sensitive to the child's needs and cause them undue stress.

How these Factors Can Help

For example, if the family or the school is supportive of the child's efforts and helps the child to believe in themselves and their abilities, the child will be better able to survive difficult times.

If one's culture supports the efforts of the child, encourages them to go to school and when tragedies occur such as sexual abuse, the culture provides protection and consolation to the child, this will help the child through adversity.

Certain cultural practices cause the child stress and interfere with their healthy development e.g. circumcision outside the hospital, sexual initiation ceremonies, inheritance where children maybe neglected or sent away. Girls and boys may be married off at puberty to avoid STD infection or polygamy (obtain further examples from the group).

All of the above can either help the child in their healthy emotional development or hurt them.

Indicators of Stress in Children

One can identify children experiencing stress by observation of physical, behavioral and emotional symptoms:

- Physical:
 - Headaches
 - Stomachaches
 - Increased illnesses
 - Changes in sleep or eating
- Behavioural:
 - Regression to wetting/soiling
 - Stealing
 - Nightmares
 - Poor concentration/school performance
 - Increased Aggression/Bullying
- Emotional:
 - Mood changes
 - Anxiety
 - Increased fearfulness

If the family is experiencing stress, you need to identify children at risk of emotional disturbance. To do this, consider families experiencing any of the following:

- Financial Problems
- Marital Problems
- Chronic Illness
- Death/loss of a loved one
- Poverty
- Parents or siblings or the child with physical/mental disabilities.
- Drug or alcohol abuse by a family member
- Displacement from one's home

What Helps Children and Families to Survive

We know what puts children at risk and characteristics of what makes them survive:

- a) Within the child
 - good self-esteem

- positive relationships with peers and family members (popular), and
 - ability to master difficult situations.
- b) Within the family and environment
- strong political or religious beliefs within the family or community,
 - strong extended family and clan,
 - positive model of parents dealing with adversity,
 - community concern.
- c) Within the culture
- Close relationships between parents and same sex child (in families, positive relationships between children and any parent is important).
 - Older girls teaching younger girls.
 - Decision-making: family discusses issues together.
 - Moral education by aunties, uncles and grandparents.

The Family

Definitions

Note: Trainer asks for examples from the large group before giving definitions.

- *Traditional family:* we are referring to a traditional family to mean an extended family where not only the father, mother and children and grandparents mean family. But where the extended network or kinship are considered close family members. Under the traditional family we also find the matrilineal and patrilineal families.
- *Matrilineal:* The matrilineal family is a family whose lineage is on the mother's side. When parents divorce or die children are expected to be '*inherited*' or '*adopted*' by the matrilineal relatives.
- *Patrilineal* families are those families which traditionally after divorce or death of one parent or both consider the children to be '*property*' to be '*naturally*' '*inherited*' or '*adopted*' by the father's family.
- *Nuclear family* is understood to mean the father, mother, children and grandparents. The extended family members are not part of the family as such.

Strengthening the Family

A healthy family can contribute positively to the development of a society. Families can be strengthened in the following ways:

- a) Through counselling, i.e seeking assistance from other family members, community elders and professionals if problems cannot be solved.
- b) Talking through problems as a family e.g. assisting a family member.
- c) Having strong traditional or religious beliefs onto which the family can lean.
- d) Having a strong relationship with the extended family or clan.
- e) Community concern e.g. Insaka.
- f) Economic empowerment, e.g. through provision of life coping skills. Children benefit better in most cases when their parents are economically empowered as this helps reduce stress on parents and consequently this may highly benefit the children in the house. Also providing them with basic requirements in order for them to survive.
- g) Family life education.
- h) Family interaction and understanding of each other.
 - Good relationships
 - Understanding
 - Acceptance
 - Problem solving
 - Cooperation
 - Family meetings/gatherings, e.g. for dinner/lunch.
- i) Sharing resources
 - contributions for schools
 - weddings
 - funerals
 - donation of clothes

- donation of food
 - donation of seeds/hoes
- k) Respecting each other's values
l) Introducing religious values in the family

Activity: Strengthening the Family

Message: A healthy family can survive difficult times and contribute positively to the development of a society.

Method: 2 Dramas

Time: a) 10 minutes drama (5 min for each drama)
b) 10 minutes preparation
c) 25 minutes discussion time

Materials: Chairs, stools (if available)

Procedure:

1. Ask two groups of volunteers. One to perform a short drama of a family that is surviving despite the difficult times they are facing. Another group to perform a short drama of a family that is falling apart due to difficult times.
2. Both families are low-income earners.
3. At the end of the two drama performances, the facilitator asks the larger group the following questions:
 - a) why does one impoverished family fall apart and the other survive?
 - b) what is happening in the family? Observe relationships.
 - c) why is one family surviving, what is helping it survive?
 - d) what is being said by each family member in the surviving family? What about the other family failing to survive?
 - e) what is your feeling about these situations?
 - f) what would you do as a Counsellor/helper?

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Know One's Child

Parents should focus on the reason why their child is behaving in a certain way rather than just reacting to their behavior. For example, if your eight year old starts to bed wet, do not punish the child for bed wetting find out what is causing that. *To find out how to talk to your child, see the sections on communication and counselling in this manual.*

The family can be strengthened when parents know and understand their children. To learn what is in your child's heart and mind, do the following:

- play with them
- talk with/to them
- listen to them
- show love and care
- be aware of their interests
- know when they are in grief/pain or when they are happy. Children will normally show their emotions by exhibiting certain behaviors, e.g. crying when they are unhappy, smiling when they are happy, fighting to attract attention. Older children may be rebellious, sulky and withdrawn.

Activity: Knowing Your Child

Message: Starting to talk things with your child can "help you bringing him/her closer to you", and will let you go on to more "personal" discussions around sex and sexuality.

Method: Individual exercise

Time: 25 minutes

Materials: A4 paper and pens/pencils, flip chart and markers

Procedure:

1. The trainer will choose 5 questions from the list below
2. Write the questions below on a flip chart or distribute them if printed on separate sheets of paper.
3. Ask the participants to answer as best as they can. Answer the questions that apply to your child
4. Ask the participants to talk their answers over with their children at home to see how well they did.
5. Ask for some volunteers to share their answers with (the group the following day).

Questions:

1. What is your child's favourite music group?
2. Who is your child's best friend?
3. Would your child rather be a doctor or lawyer, than anything else?
4. What is your child's favourite thing to do?
5. What sport does your child like playing?
6. Would your child act in a play, rather than read a book?
7. Would your child spend time painting a picture, rather than plaiting her friend's hair?
8. What does your child want to be when she becomes a grown up?
9. What is your child's favourite food?
10. What is your child's favourite colour?
11. What is your child's favourite cultural activity?
12. Would your child fetch water, rather than look after cattle?

Discussion Points:

1. What did this exercise reveal to you the workshop participants?
2. How did you know the answers to the above questions (e.g. through observation)?

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Needs of Children at Different Ages

- a) Between 0-5 years, children have a strong need for *security*. Whatever happens they need to know that they have a home and someone to take care of them.
- b) Between the ages of 6-12 children need to *feel recognised for their accomplishments*. They will want to demonstrate how intelligent they are, athletic, competent, etc. They want to be able to do things on their own, as well.
- c) Between the ages of 13-18 years, teenagers are *preparing for adult life*. They are seeking role models and values which can guide them. Their defiance and rebellion is an attempt to find values which will guide them through life. They will often want to be *independent* to try things on their own and not those of their parents.

Activity: Parent Education**Message:**

1. Parenting is not an easy thing to do.
2. We all have difficulties with our children.
3. This is an opportunity to get support from other parents.

Method: Line-up**Time:** 30-40 minutes**Materials:** None**Procedure:**

1. The facilitator asks Participants to line up according to the ages of children they have most difficult with, beginning with 0 years and ending up with 18 years of age. Participants will put themselves at the appropriate place in the line.
2. Participants should meet in small groups according to the age of the child they have difficulty with.
3. Each group should discuss a maximum of four main problems.
4. Groups report back to the larger group about their problems through a group representative.

5. Trainer speaks on *needs of children of different ages*. (Give out handouts if possible)
6. One or more groups to do one role play of how they handle child problems. The large group gives suggestions.g

How Parents Cope with Stress (for discussion)

“Have you ever felt that your child is misbehaving so badly you want to swallow him or her just throw them away?” So what do you do?

- Large group gives answers.
- At the end trainer gives out tips to parents:

Parent Education Tips

- a) before you react *think!*
- b) if you can't think *take a break*, leave the situation, count backwards from 10 to 1 or talk to another person
- c) if you threaten your young child harshly, (e.g. “I will swallow you”) *come back later and explain* to the child that you were angry *at their behavior*, not at them.
- d) for every action that you take, make sure that the child understands why.
- e) children will *work harder* if you praise them. Praise them for whatever they are doing right more often than criticize them for what they are doing wrong.
- f) think about what *is making the child behave* this way rather than reacting only to their behaviour
- g) feel free to talk to a trusted person or myself (the presenter). Parenting is a hard job and we all need support.

Gender

Activity: Statements about Gender

Message:

1. There are sex roles of males and females that are determined by our biological make up.
2. Gender roles allow individuals a broad range of behaviours e.g. girls can be truck drivers.
3. This gives you an opportunity to discover your beliefs about what roles girls and boys, women and men should have in society.

Method: True or False

Time: 25 minutes

Materials: A4 paper, pens

Procedure:

1. Facilitator writes the following statements on flipchart paper.
 - a) Boys and men do not make good cooks.
 - b) Girls and women are dull
 - c) Boys and men are stronger than girls and women
 - d) Girls are too emotional
2. After each statement is read, Participants should get into 3 groups according to their feelings about the statements i.e. one group for true, another group for false and the last group for neutral.
3. Facilitator then asks the participants in the groups to give reasons why they have answered true, false or neutral to each of the statements.

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Definition of Gender

Gender is one's feeling of either being female or male and performing social roles pertaining to that gender. Gender roles can be performed by either sex as normally accepted within a given culture, society or community. Gender therefore is a socially constructed or developed status(es).

What Is Sex?

We can understand sex as the anatomical being or construction of being a man or woman, boy or girl. For instance, we recognise a boy or girl-child at birth when we look at their genitals.

Gender Identity

This is another major component of "femaleness" and "maleness". Gender identity includes psychosexual development, learning social roles, and shaping sexual preferences.

Social rearing, or socialisation, is a crucial element for gender identity.

Sexual preference and choice of sexual object are tied to gender identity. Boys who consider themselves male and girls who consider themselves female are supposed to be sexually attracted to each other. This social dimension constitutes "compulsory heterosexuality".

What are Gender Roles?

Gender roles are said to be socially constructed by society and communities and are accepted as norms in specific given societies/communities. These roles are not static and change over time and depending on the context, e.g. men cook in hotels (work!).

What Are Sex Roles?

These are roles that are biologically determined and are not interchangeable, e.g. women giving birth.

Why Gender Knowledge Is Important

Gender knowledge is important as it affects our everyday activities and well being. The roles that men and women perform are mainly affected by their gender. That is, the fact that they are male or female determines what they do and are involved in at a day to day basis.

Activity: How Gender is Constructed

Message: Gender is constructed from the time a child is born. The roles we give our children can decide how they will conduct themselves and their lives.

Method: Picture code

Time: 45 minutes

Materials: Flipchart paper, markers.

Procedure:

1. Facilitator to divide flipchart in three columns, the first column for Ages, second column for female and third column for male.
2. Facilitator then does the following in the columns:

<u>Age</u>	<u>Female</u>	<u>Male</u>
0-5	Draw a sad face	Draw a happy face
5-11	Draw a girl doing Domestic work	Draw a boy playing or going to school
12-18	Draw a girl with low esteem	Draw a boy running
Young adult	Draw a girl with a statement "I wish I could get married"	Draw a boy with a statement "I need a job"
Middle age	Draw a woman who is pregnant	Draw a man with the words "work, work, work"
Elderly	Draw a woman with the words "Very tired grand-mum"	Draw a man with the words "Very bored grand-dad"

Note: Use "match stick" drawings. This is easier than trying to attempt to draw actual pictures.

3. Facilitator then asks the following questions:
 - a) What is the girl's story from birth to elderly life?
 - b) What is the boy's story from birth to elderly life?
 - c) What could have caused the difference as in the way their lives and future were shaped?
 - d) What should be done to change this?

Gender Awareness

Why Gender Awareness?

- to attempt correcting misunderstandings between social and biological issues. If people understand that gender roles are determined by society then they can easily adapt. For instance, cooking is a gender role, that is why we have men cooking in places of work such as hotels
- for developmental purposes of society and communities. If men accept that they can cook in their homes then working women could be more productive at work if men help them at home with the cooking and other household chores

Causes of gender imbalances:

- Traditional beliefs, values and practices which put a female second to a male.
- Religious beliefs
- Insecurity — some women feel insecure and find protection from men and this forces them to be subordinate. This could also happen to men but it is more prominent among women.

Helping Men to Change Values

Men need to change their values in order to understand:

- the new developments in socially assigned roles, for instance, a man can work as a secretary because this is a socially assigned role
- the divisions of labour in homes
- the children's developmental and welfare need. If a man keeps on believing that child nurturing is a woman's role he may not be aware of a child's needs and welfare which may consequently affect the child negatively

Men can be helped to change their values through:

- Education and information giving. When men are educated and given necessary information on *child development* and child needs it may help them understand what they can do for a child and how they can affect positive growth
- Counselling
- Gender sensitization — once the men are educated about the fact that they can perform almost all the roles women perform in society and the home, it will make them understand that there is no such thing as rigid women's roles

Helping Women to Know their Rights and Values

Why should women know their rights and values?

- to strengthen the family socially
- to help the family develop economically
- to protect and improve the status of children
- to improve the status of society through improving single households which are a core of any society. When households improve economically, socially, politically, society also is expected to improve
- to develop our communities as we all become active participants in developing ourselves and changing our lives
- to instill security in each other, as we become self-confident and not dependent.

How can women be aware of their rights and values?

- by teaching them what the Constitution says.
- by giving them information about the Law
- by giving them information about agencies that deal in women's issues
- by empowering them economically through skills development and providing them with information on organisations that give loans

Activity: What is Gender?

(Two participants are needed to act out each part)

Message:

This particular Activity tries to bring out the different Roles that men and Women perform in Society. The gender roles we give our children decide how they conduct themselves and their lives. If we want to make changes, we should also change the way we bring up our children. Our cultural and traditional beliefs sometimes do contribute to gender imbalance.

Method: Sketch

Time: 15 minutes

Materials: None

Procedure:

1. Facilitator asks two participants to read out parts in the story. One participant is to act as the doctor and the other as Mr Moyo.
2. The participants then read out their parts to the larger group.

Story: "Mr Moyo goes to the Doctor"

"What is your job?" asked the doctor.

"I am a farmer", replied Mr Moyo.

“Have you any children?” the doctor asked.

“God has not been good to me. Of 15 born, only 9 are alive”, Mr Moyo answered.

“Does your wife work?”

“No, she stays at home.”

“I see. How does she spend her day?”

“Well, she gets up in the morning, fetches water and wood, makes the fire, cooks breakfast and cleans the homestead. Then she goes to the river and washes clothes. Once a week she walks to the grinding mill. After that she goes to the township with the two smallest children where she sells tomatoes by the road side while she knits. She buys what she wants from the shops. Then she cooks the midday meal.”

“ You come home at midday?”

“No, no she brings the meal to me about three kilometers away.”

“And after that?”

“She stays in the field to do the weeding, and then goes to the vegetable garden to water.”

“What do you do?”

“I must go and discuss business and drink with the men in the village.”

“And after that?”

“I go home for supper which my wife has prepared.”

“Does she go to bed after supper?”

“No, I do. She has things to do around the house until 9 or 10.”

“But I thought you said your wife does not work?”

“Of course she does not work. I told you she stays at home!”

3. Facilitator then asks the following questions:

- a) What is the message in the story?
- b) Which parts of relations between men and women does this play accurately describe?
- c) What have you observed?
- d) From what you have heard, how are children and the family affected in this scenario?
- e) Would you want to change the way things are?

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Activity: Gender Roles

Message:

1. Men and women have different gender roles
2. Sometimes these gender roles are unevenly distributed between men and women.

Method: Group discussion

Time: 30 minutes

Materials: Flipchart paper, markers, A4 paper and pens, flip chart stand and masking tape.

Procedure:

1. Facilitator writes on flipchart the questions:
 - a) what roles do men perform in a household from morning to night? List them.
 - b) What roles do women perform in a household from morning to night? List them.
2. Participants to form two groups of men and women.
3. Women to answer question on women's roles and men to answer questions on men's roles on sheets of A4 paper.

4. After answering the questions, the groups return to plenary and facilitator asks each group to present its list.
5. Facilitator then asks the following questions:
 - a) Are the roles listed accurate?
 - b) Do you want to make changes to your gender roles and those of your children? Give reasons.

Discussion Points:

Understanding gender helps us to:

- Develop ourselves. We become self-reliant in most cases. As males, there are certain roles that we feel should be performed by women, such as cooking. For example, a man does not need a woman to cook for him to be able to survive.
- Develop our families to survive with minimum help from outside the family. For instance, if a family uses all the family members to perform duties in the house, there will be no need for a maid.

Do we want to make changes in the way we bring up our children regarding gender roles?

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What Children Need

Activity: What Children Need

Message: In order for children to have a healthy development, there are needs that need to be met. These needs may vary, from emotional, physical, social and spiritual.

Method: Group discussions

Time: 25 minutes

Materials: Flip chart paper, markers

Procedure:

1. Facilitator divides participants into four groups.
 2. Each group tackles one category of children's needs, i.e. emotional, physical, social or spiritual.
 3. Each group to come up with examples of children's needs for their category e.g. physical — food, clothes, etc.
 4. Each group representative reports back to the larger group after sticking their flipchart on the wall.
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Children's Needs

1. Children need good nutrition
2. They need love and affection from parents and adults
3. They need quality primary/basic health care
4. They need education and information
5. They need to socialise and interact with others
6. They need shelter
7. Children in difficult circumstances need special attention, e.g. displaced children, orphans, street kids. Note; define what you mean by special attention; does it mean facilities, clothes and food?
8. Physically and mentally disabled children need special attention, e.g. facilities should be adapted to their needs.
9. They need protection from harm.

Activity: Identifying Children in Need

Message:

In order to plan effectively, there is need to:

- a) know the children in need in your area
- b) identify their needs

Method: Group discussion

Time: 45 mins

Materials: A4 paper, pens

Procedure:

1. Facilitator asks the following questions
 - a. Who are the children in need in your area?
 - b. What needs can be provided most easily to the children you have named?
 2. Participants form small groups
 3. The small groups discuss these questions
 4. The small groups then report back to plenary where each group gives a brief outline to their answers
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Laws and Rights of Children

Case Study One

A family has just lost their father who died in a car accident. The oldest child in the family was at the time 16 years old. The deceased left behind a house in a low residential area and two cars. All the children at the time of their father's death were going to fee paying schools. The children's mother, unfortunately had also died some years back, their father never remarried.

The day after burial, their uncle moved in with the children. He had been selected as the administrator of the deceased's estate. In the days and weeks that followed, the uncle started selling off the assets one by one. The televisions, radios, stove, fridge and part of the furniture were all sold. The cars followed next.

After some time, the children could no longer go to school because school fees could not be paid. One night while the children were sleeping, the sixteen-year-old girl was raped by her uncle who forced himself into her bedroom.

Case Study Two

A 10-year-old boy had his hands burnt in hot porridge by his step mother. He was only served by his older brother who heard his young brother wailing in the house. When the older brother ran to the house he found that his brother's hands were in the pot of porridge and he quickly picked a stone and through it at his step-mother so that she could let go of the brother. Due to the impact and pain of the stone she surely let go of the boy. The reason was that, the boy could not admit having stolen K5,000 from the house which was meant for relish.

When the boy's father returned home, he was told of the incidence. Knowing that the child had not yet been taken to the clinic/hospital for medical attention he made no effort to do the same. It was only two days later when the boy's older brother realised that no one was going to take his brother for medical attention that he decided to go to the clinic and report the incidence.

The Zambian Constitution

The Zambian Constitution provides fundamental rights for all citizens including children, e.g.

- a) Right to life
- b) Right to protection from exploitation
- c) Right to protection from discrimination
- d) Right to protection from inhuman treatment

The Zambian constitution in the Bill of Rights which is part III of the Constitution, guarantees the following for all Zambians including children:

- Protection of the right of life (this provision offers qualified protection the life of the unborn child (art. 12)
- Protection of the right to personal liberty (art.13)
- Protection from slavery and forced labour (art.14)
- Protection from inhuman treatment (art.15)
- Protection from deprivation of property (art.16)
- protection from privacy of home and other property (art.17)
- Protection of Law (art.18)
- Freedom of conscience (art.19)
- Freedom of expression (art.20)
- Freedom of assembly and association (art.21)
- Freedom of movement (art.22)
- Freedom of discrimination (art.23)
- Protection of young persons from exploitation (this provision applies to children under 15 years old) (art.24)

Zambian Laws Relating to Children

Definition of a Child

Children are defined differently in the Zambian laws. For instance, the Employment Act defines a child as any one up to the age of 14. The Education Act defines a child as anyone who has not attained the age of 18. The Juvenile Act considers a child anyone who has not attained the age of 16. A child in this work will be understood to be any minor who has not attained the age of 18.

(Summary Notes)

a) The Juvenile Act (cap.53)

This Act provides for provisions related to the custody and protection of juveniles in need of care. It provides for the correction of juvenile delinquents and for matters incidental to or connected with the foregoing.

b) The Affiliation & Maintenance Act (cap.55 or 64)

This is an Act which empowers the courts to make maintenance orders in case of *child neglect, or child abuse*. It provides for the enforcement and variation of registered orders. Basically, parents and guardians have the legal obligation to take care of their children and in case they fail to do so they can be compelled by a court order.

c) Adoption Act (cap.54)

This Act provides for the making and registration of adoption. It provides rules and regulations for the registration and control of adoption societies. It allows the commissioner for juvenile welfare, in certain cases to supervise adopted children.

d) Inheritance & Intestate Succession Act (cap.59)

This Act provides for a uniform intestate succession law that will be applicable throughout the country. It is intended to make adequate financial and other provisions for the surviving spouse, *children*, dependants and other relatives of an intestate to provide for the administration of estates of persons dying not having made a will.

e) Marriage Act (cap.50)

Any child under the age of 21 is not allowed to get married without the consent of parents.

f) Penal Code (cap 87)

This is an Act which establishes a Code of criminal law in Zambia. Section 14 of the Act is related to the immature age. It is said that a person under the age of 8 years is not criminally responsible for any act or omission. A person under the age of 12 years is not criminally responsible for an act or omission unless proved that at the time of doing the act or making the omission he/she had capacity to know that he/she ought not to do the act or make the omission. Under the current law, a male under the age of 12 years is presumed to be incapable of having carnal knowledge. Any child below the age of 16 is said not to be able to give consent to having sex as she does not understand the implications or consequences.

g) Customary Law

Customary Law is not written law and is governed by people's norms, practices and beliefs within a given context. Therefore, traditional courts are ruled by the above and so do all issues relating to children.

h) Education Act (cap.134)

Under the law (Section 24 of the Act) no pupil shall be refused admission to any school or school hostel on the grounds of his/her race or religion

i) Employment of Young Persons and Children Liquor Licensing Act (cap.167)

This Act protects children from the damaging effects of taking liquor at an early age. Under this Act it is forbidden to employ in bars or other places where liquor is sold or consumed, children under the age of 18 years. It is well prohibited to sell or deliver intoxicating liquor to a person under the age of 14 years.

This is an Act meant to regulate the employment of young persons and children. Section 2 of the Act, defines a child as a person under the age of 14 years. Then under section 4 of the Act it is prohibited to employ children in industrial undertakings. It however does not include an undertaking in which members of the same family are employed; or work done by children in technical schools or similar institutions.

Activity: Knowing Children's Rights

Message:

1. It is important to be aware of children's rights in order to help them.
2. All children have rights and these should be observed despite the situation the child is in.

Method: Case Study

Time: 15 minutes

Materials: None

Procedure:

Facilitators asks for volunteers from participants to come and read aloud a case study. After which the participants break into small groups to discuss Q1 & Q2 below. After discussions, the participants are required to report back to the larger group.

Plenary: 20 minutes

- a) Which rights were violated?
- b) How will the violation of rights affect the child?

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International Instruments

Children are further protected by international instruments:

- a) The UN Convention on the rights of a child
- b) The African Charter on the rights and welfare of the child.
- c) The UN Convention on Civil and Political rights.
- d) The Universal Declaration on human rights.

e.g. The High Court of Zambia has set a precedent that International Instruments ratified by Zambia can be applied by courts.

Note: Copies of instruments are kept in the CHIN library.

Action to Be Taken

Action to be taken against anyone violating rights of children:

1. Report to family.
2. Report to the police, e.g. Victim Support Unit.
3. Report to Community Leaders, e.g. ward chairman, councilor church elder, priest.
4. Report to Elders within the community.
5. Report to the Human Rights Commission.
6. Report to organisations dealing with children's issues, e.g. NGOs such as YWCA, CHIN, Red Cross, etc.

If you are not satisfied after reporting to the police you have the right to see the:

1. Officer-in-charge
2. Commanding Officer
3. Inspector General

Visit the organisations listed above (under "Action to be taken...") if you do not get satisfactory response from the police.

Child Abuse

Activity: Definition of Child Abuse

Message: Child abuse is when a child has been exploited physically, emotionally, and/or sexually

Method: Group discussion

Time: 15-20 minutes

Materials: Flipchart paper, cards, markers, tape/sticky stuff

Procedure:

1. Facilitator writes on flip chart four types of abuse:
 - a) neglect
 - b) physical injury
 - c) sexual abuse
 - d) emotional abuse
 2. Participants form four small groups according to the four types of abuse listed above
 3. Each group discusses what actually happens under the type of abuse they fall under
 4. On paper cards, each group writes only two results/actions of abuse e.g. physical injury such as hitting and starving
 5. Each group paste/stick their cards on the flip chart under the appropriate type of abuse they are addressing
 6. The larger group discuss all the presentations on the cards and see what they agree with and what they disagree with
 7. Facilitator then writes the definitions of abuse on a flip chart, on all four types
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Definitions of Child Abuse

1. *Sexual abuse:* actual sexual exploitation of a child. This may be through fondling, penetration, exposing the child to sexual material and/or information that is sexually improper. The child may be dependent and/or developmentally immature or disabled. The person who abuses the child in most cases has power over the child.
2. *Emotional abuse:* actual or likely severe adverse effect on the emotional and behavioural development of a child, caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment.
3. Actual physical injury to a child or the failure to prevent physical injury or suffering to a child.
4. *Neglect:* The persistent or severe neglect of a child, or the failure to protect a child from exposure to danger, including starvation or cold, or the failure to carry out important aspects of care, resulting in significant damage to the child's health or development.

Refer to: Sexual abuse of children & Legal Issues in Zimbabwe

Activity: Indicators of Child Abuse

Message: Abused children will exhibit certain types of behaviour

Method: Discussion

Time: 10 minutes

Material: Flip chart & markers

Procedure:

1. Facilitator asks: "What are some of the indicators of child abuse?"
 2. On flip chart paper, participant writes down the answers
 3. Facilitator goes through the indicators in detail
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Indicators of Child Abuse:

- extreme change of behaviour
- personality change
- withdrawal or depression
- inability to concentrate
- destructive behaviour
- bitterness/self-destructive behavior
- regression to younger behavior
- Loss of appetite/eating problems
- sleeping problems
- running away
- problems at school
- attempted suicide
- drug or alcohol abuse
- Resentment towards a particular sex
- Fear of men or boys (where there is negative feelings towards the perpetrator)
- Dislike of adults/hurt
- Bed wetting
- Aggressive behaviour
- Isolation
- Headaches
- Running away from home
- Physical marks on body

Recognising Abuse

1. A child you know or your son or daughter may be the one who asks you for help.
2. Be clear about what you can and cannot do about the implications of your action.
3. A child who asks for your help about abuse places a great deal of trust in you, which you need to respect.
4. Abused children *do* try to get adults to help them, but when their attempts fail, they give up trying.
5. Children do not communicate in the same way as adults.

Activity: Procedure for Reporting

Message: It is important to know how to handle cases and the procedure for reporting cases of abuse

Method: Small group discussion

Time: 20 minutes

Materials: Flipchart, markers, sticky stuff or tape

Procedure:

1. Participants form small groups
2. Each group to have flipchart paper and marker
3. Ask each group to discuss what they think is the procedure for reporting child abuse and a brief description of what happens/will happen at each stage of the process
4. Each group should write on flipchart paper the major stages of the process
5. Each group should stick their flipchart paper on the wall
6. Ask a representative from each group to give a brief description of what happens/will happen at each stage of the process
7. At the end facilitator writes on flipchart the procedure for reporting and explains in detail each stage

Procedure for Reporting

- a) Report to the Police, Victim Support Unit (discuss what will happen)
- b) Report to the medical staff to give information (discuss the procedure with parents/child, what will happen)
- c) Courts (discuss with parents what will happen in courts)

Mandatory Reporting

Mandatory reporting is being suggested/recommended. As at the moment it does not exist. It is suggested that the following should be done:

- It should be mandatory to report to the Victim Support Unit (police).
- Every member of the community should report to the police.
- It should be an offence not to report a case of child abuse.

Causes of Physical and Psychological Violence In Children

Poverty

Because of poverty, a lot of children will find themselves in compromising situations, for example, street kids. Such children can be abused by anyone who promises to provide food.

Persistent or severe neglect of a child, including starvation can result in significant damage to the child's health or development.

Power

Authority is something that children are taught to obey from infancy. They are taught to respect adults. Therefore adults can use power to force children to do things that they did not want to, for example, engaging in a sexual act.

Alcohol/Drug Abuse

Alcohol and drugs can have negative effects on an individual's brain. People who abuse alcohol and drugs normally do things they would not have done because their mind is not "balanced". A child who has alcoholic parent(s) is more likely to be abused sexually, physically or emotionally.

Agressiveness

People who exhibit aggressive behaviour normally instil fear in others. An aggressive person can use his/her behaviour to take advantage over a child.

Domestic Violence

Domestic violence can result to physical injury and emotional suffering of a child. Younger children may get in the way of fighting parents and get hurt in the process. Older children suffer emotionally as they often blame themselves feeling that perhaps they had something to do with the fighting.

Activity: Defining Sexual Abuse

Message: People usually have different views about meaning of sexual abuse.

Method: Question and answer

Time: 25 minutes

Materials: Flip chart paper, marker, A4 paper, pens.

Procedure:

1. Facilitator writes the following questions on flipchart or distributes them to participants if already printed on separate sheets of paper:
 - a) What is child sexual abuse?
 - b) The sexual abuse of children usually implies sexual intercourse.
True or False

- c) The sexual abuse of children usually involves physical power by the perpetrator
True or False
 - d) Children who are sexually abused could have positive feelings towards the perpetrator or the situation.
True or False
 - e) Sexually abused children could be identified through specific symptomatology
True or False
 - f) Medical indicators could facilitate the identification of sexual abuse
True or False
 - g) Children's allegations of sexual abuse are seldom credible.
True or False
2. Facilitator should allow comments on each answer from the larger group.
 3. Facilitator then writes the definition of sexual abuse on flipchart.

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Definition of Sexual Abuse

Sexual abuse is when one or more people using physical force or their position of authority or trust, has/develops an intimate emotional relationship with a child, use the child for purposes of sexual gratification with or without the child's consent (any child below the age of 18).

Such as

- fondling of the child's sexual parts (genitals, breasts, buttocks)
- insertion of finger or object into the child's private parts
- actual or attempted penetrative sex with a child whether vaginal or anal
- displaying or exposing a one's genitals to a child
- having oral sex with a child

Signs that the Problem May Be Sexual

- sudden lack of trust in a well known adult, or trying to avoid the adult.
- new fear of being bathed or having clothes or nappies changed
- excessive or inappropriate sexual behavior for the child's age.
- preoccupation with sexual activities.
- awkward way of walking caused by pain or discomfort.
- expressing affection in inappropriate ways.
- serious rebellion especially against mother.

Other Symptoms

- Anxiety
- Fear
- Posttraumatic stress disorder
- Nightmares
- General problems
- Depression
- Withdrawn
- Suicidal
- Poor self-esteem
- Somatic complaints (Blood pressure, headache etc.)
- Mental illness
- Neurotic
- Aggression
- Aggressive antisocial behaviour
- Cruelty
- Delinquent behaviour
- Sexualised behaviour
- Inappropriate sexual behaviour
- Promiscuity
- School/learning problems
- Behaviour problems
- Hyperactivity

- Regression/immaturity
- Illegal acts
- Running away
- Self-destructive behaviour
- Substance abuse
- Self-injurious behaviour
- Composite symptoms
- Internalising
- Externalising

The Law and Child Sexual Abuse

- *Statutory law*: Any girl below the age of 16 cannot give consent to sex under the law.
- *Common law*: Any girl who reaches puberty is deemed an adult because she can give birth. There are no age indicators.
- *Importance of reporting*: To safeguard the girl-child from being sexually abused by those who are capable.

Credibility of Children's Allegations of Sexual Abuse

Depending on the age of the child, the reporting may be influenced by mistrust. It is believed however that generally the reports of child sexual abuse by the child herself is usually clouded with mistrust. Factors which could influence credibility (the truthfulness of the child):

- language skills
- memory skills
- time concept
- fantasy
- sexual knowledge
- children's suggestibility
- consistency of allegations

The professional should not necessarily accept the perception of "the eye of the beholder". There is a need for medical examinations to support verbal reports.

Medical indications:

- Genital trauma
- Anal/genital abnormalities

Definitive indications:

- Semen
- Gonorrhoea
- Syphilis

In most cases there are no medical indications.

Effects of Child Sexual Abuse

The effects of child sexual abuse are complex. At times it is possible that there will be an absence of symptoms. In other cases the child might have multiple manifestations. In another instance, there could be long-term effects making a child vulnerable to other problems.

Short Term Effects

- feeling of powerlessness
- anger
- fear
- increased anxiety
- phobias (object or people)
- nightmares
- difficulty concentrating (e.g. day-dreaming)
- flashbacks of the event

- frequent vigilance of one's environment for fear of confronting the perpetrator.

Long Term Effects

- Psychological Problems
 - Depression
 - Chronic or severe anxiety
 - Low self-esteem
 - Guilt
 - Sleep disturbance
 - Dissociative phenomena
 - Difficulties with trust and intimacy in relationships (frigidity)
 - Adult survivors of sexual abuse have a high incidence of being re-victimised as adults by battery, sexual assault or both.
 - Potential abusers
 - Lack of assertiveness
 - Aggressiveness
- Problem behaviour
 - Self-harm
 - Drug use
 - Prostitution
 - Running away
- Relationship and sexual problems
 - Social withdrawal
 - Sexual promiscuity
 - Re-victimisation
- Learning disabilities
- Psychiatric disorders
 - Eating disorders
 - Somatisation disorders
 - Post-traumatic stress disorder
 - Borderline personality disorder

Five Things to Tell a Child who Confides in You

1. I believe you.
2. It is not your fault (a child can never be held responsible).
3. I am glad you told me.
4. I am sorry this happened to you.
5. I am going to try to help you.

Family Responses to Sexual Abuse

Families appear to go through five stages in response to the discovery that a member of their family has been sexually abused. Professionals need to understand how the response of the family influences how they present to you and how it affects their ability to demands you make upon them (e.g. to process forms, to visit the hospital and police station, to provide detailed information in an interview).

1. *Shock/helplessness*: "What is happening?"
2. *Denial*: "It didn't happen!"
3. *Anger*: "Who did it? I'll kill him!"
4. *Sadness*: "Our daughter — what will become of her?"
5. *Resolution*: "We will take the following action."

(Note: In certain situations, the family will be unable to move beyond stage 2, *denial*. For the family to progress to later stages, either a member of the family must champion the child's cause or a strong intervention from the community or the legal system must occur).

If a family is in the *anger* stage, they may need a great deal of emotional support rather than a professional who is just doing their job.

The family may move back and forth between several stages. The family may need help from Victim Friendly personnel regarding what action they should take. The family will experience a mixture of rage and helplessness which might interfere with their ability to make decisions. Rather than being impatient with them (for example, whether they should fill out a formal police report or not), help them to discuss the choices they have.

Communication

What is communication?

Definition: Communication is a two-way process, involving the person who sends a message (the sender), and the person who receives it (the receiver). To send or receive information between yourself and another person, either verbally or non-verbally.

Activity: Barriers to Communication

Message: One roadblock to good family communication is *how you say* what you want to say. How you say something involves both what you say with words, and with non-verbal behaviour.

Method: Rumours game

Time: 20 minutes

Materials: None

Procedure:

1. Participants from a semi-circle.
2. Facilitator assigns various barriers as message moves down the line.
3. Facilitator sends a message e.g. "You did a good job today" by whispering it in the ear of the first participant at one end of the semi-circle.
4. The participant also repeats the message by whispering it into the ear of the next person in the line. This continues until it reaches the last person in the line.
5. The facilitator then asks the last person to tell the group loudly what message they have received.
6. The facilitator then asks the first person in the line what message he had sent down the line.
7. The facilitator directs the following questions to the larger group:
 - a) Was the initial message still the same when it reached the last person?
 - b) What could have changed the message?
 - c) When you were passing on the message, did you find it difficult to resist adding your own words to the message?

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Why Communicate with our Children?

Parents need to talk to their children and children need to talk to their parents:

- to build trust and confidence
- to exchange information
- to provide a sense of security
- to provide guidance
- to improve interpersonal skills
- to reassure children

Some Barriers in Communicating with Children

Often parents have difficulties in communicating with their children because of:

- a) poor relationships
- b) their pre-occupation e.g. work

- c) they do not listen attentively to their children
- d) anger and frustrations
- e) traditional and Cultural beliefs
- f) the subject is taboo, e.g. sex menstruation
- g) acquired language alien to parents
- h) education levels acquired by children.
- I) asking too many questions

Ways in Which Children Communicate to Others

There are three primary languages of children. These are:

- Body
- Play
- Spoken language (which is learnt last)

Children communicate through:

- a) play, e.g.

A 3-year-old child was yelled at by his teacher at school. He came home and collected a pile of stones. He put some stones in rows. Then he took a big stone and started to beat on one of the small stones saying "stupid, stupid boy!"

- b) body language, e.g.

Our bodies express our feelings. When a child is tense or scared, they get headaches or stomach aches. Even a baby, when it is unhappy, will wriggle or squirm, expressing its displeasure.

- c) spoken language

Understand the child's world according to their age. Do not impose your adult interpretation upon the child:

Example: A 3-year-old who has been raped will say that the man pricked her with a thorn. She will not understand that this is sex.

There are *other ways* children communicate. These are:

- a) drawings, e.g. a 10 year old girl who was raped by her father was asked to draw the things she is afraid of. She drew a snake, hyena, and her father without his pants on and his private parts exposed.
- b) drama and song. Children can show you in a drama or sing to you about their experiences. (ask group for example)

Ways in Which Adults Communicate with Children

- a) finding time to play with children in order to understand their thought and feelings,
- b) showing interest and listening to children
- c) allowing children to decide for themselves, e.g. their career,
- d) Being honest and open

Understanding the Child's World

Behaviour

- A. Between 0-5 years, children have a strong need for *security*. Whatever happens they need to know that they have a *home* and *someone to take care of them*.
- B. Between the ages 6-12 children feel recognised for their accomplishments. They will want to demonstrate how intelligent they are, athletic competent, etc. They want to be able to do things on their own, as well.
- C. Between the ages of 13-18 years, teenagers are preparing for adult life. They are seeking role models and values which guide them through life. Their defiance and rebellion is an attempt to find values which will guide them through life. They will often want to be independent to try things on their own and not those of their parents.

Activity: *Understanding Body Language and A Guide to Children's Drawings*

Message:

1. Children think differently from adults. If you want to know something from your children, it is advisable to ask them to show you rather than tell you (through play or drawing if they can draw).
2. Children show through drawing how they carry themselves, what is in their mind and hearts
3. In a child's drawing, you see how they experience themselves and how they view life
4. A guide to children's drawings could help us in understanding a child's feelings
5. It is important to understand body language in order to understand a child.

Method: Drawing and demonstration

Time: 45 minutes

Materials: Flip chart, paper, pens

Procedure:

1. Everyone stands up.
2. Trainer says "Walk around the room feeling extremely strong, nothing can hurt you. You are so big and strong your feels as though its sailing head through the clouds. Experience how that feels."
3. "Now you have become very small. At any moment a bit of wind could blow you away or a shoe might come down and squash you like an ant. Experience that".
4. Each participant is given a piece of flip chart paper. They fold it in half and put one half face down on the floor.
5. On one half, using pens, they draw themselves feeling very strong.
6. They turn the paper over, on the other half participants draw themselves as very weak.
7. Participants hold up the strong drawings so everyone can see.
8. Trainer observes the following:
 - How big is the drawing?
 - How bold or vibrant?
 - How strong does it look?
 - What is the emotion on the face?
 - What are the arms and legs doing (are they strong or weak)?
9. Trainer instructs people to now hold up the "weak drawing".
10. Trainer makes comments based on number 8
11. Trainer mentions that:
 - Children's bodies show you their feelings.
 - To understand children's drawings, put yourself in the exact posture of each figure. What do you feel?
 - Apart from through their feelings, children also experience the world through their bodies.
12. Family —Draw you and your Family doing something together (family origin)

Caution to the facilitator: To use drawings, it takes a lot of training and experience. Your interpretation may not necessarily be correct.

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Joining with the ChildError! Bookmark not defined.

Definition: Forming a relationship. You must have a relationship before there is communication.

How to join

- i) 0-5 years (Pre-school)
 - Go down to their level (e.g. crouch)
 - Praise them
 - Take a welcoming posture
 - Offer a toy
- ii) 6-12 years (Primary school)
 - Identify their interests
 - Play games
 - Accomodate specific needs (eg shopping)

- iii) *13-18 years (Adolescence)*
 - Show an interest in their life (school, music, movies, etc)
 - Invite them to help you with something
 - Share an interest object with them and discuss it (e.g. magazine, photos)

The Child's View

- i) Between 0-5 years
 - Strong need for security
 - Opportunities to *explore*
 - Safe Boundaries/support
 - Need to have a home
 - Need someone to *take care* of them
- ii) Between 6-12 years
 - Mastering new challenges
 - Demonstrate how intelligent, competent, athletic they are
 - Want recognition for accomplishments
- iii) Between 13-18 years
 - Preparing for adult life
 - Seeking *role models* and *values*
 - Seeking more *freedom* to experiment with *rules* and *values* and *roles*
 - Experimenting with *power* and *independence*

How Children Think

Children think *differently* than adults.

For young children, if you want to know something ask them to show you rather than tell *you* (through play or drawing).

Children can only describe a new experience by using an experience they already know.

Example: A child describes a moon as a "black sun". He knows what the sun is and this moon appears only at night, so it is called a "black sun".

A 3-year-old who has been raped says "A man pricked me with a thorn"

An Adult's Guide to Play (for children 10 years and below)

The Importance of Play

- A. An adult can understand the child's world by observing the child at play.
- B. The adult can more naturally relate to the child through play activities than through a verbal discussion.
- C. Play is the child's natural medium for self-expression and consequently is essential in counseling.
- D. Through play the child expresses their thoughts and feelings. Through play the child recreates the events of the day or their life and seeks to understand them. In contrast, adults review everything in their heads

Types of Play

- 1. Physical
- 2. Board Games/Crafts
- 3. Imaginative

How to Play with a Child

- A. Get down to the child's level. If the child is on the floor, join them. (if this is not culturally acceptable, come down as close as possible to where the child is playing).
- B. Show an interest in what the child is doing.
- C. Occasionally comment on what you see. Example: "oh, look at that. The two dolls are dancing together."
- D. Once you and the child feel comfortable with each other, you may ask "would you like me to play?"
- E. If the child says "yes", ask the child what they would like you to do. Do whatever the child says as long as the actions do not hurt you or the child.
- F. Your job is now to follow whatever the child is doing. Follow their lead. Do not take over the play.

- G. If the child wants to play alone without your participation just sit with them and provide them with approval and occasional comments.
- H. If the child does not show in interest in playing:
1. Show them several toys (sticks, dolls, clay, crayons, paper, drafts etc) and be *patient*. You can try playing with some toys yourself and see if the child joins you.
 2. Change to another activity. Play soccer or throw a ball, go for a walk.

Activity: Playing with a Child

Message: Through play we can understand the child's world

Time: 10 minutes

Procedure:

1. First stand opposite one another. One of you is looking in the mirror. The other person is your reflection.
2. Whatever the leader does you follow. Use your hands and move slowly.
3. Trainer: "It is important to always follow the child's lead. Never interfere with what they are doing."
4. Use the adult's guide to play, to help you in the play session.
5. First look around the room or outside for some objects to use as toys (Ask participants in advance to bring in one toy each at least).
6. Play for 10 minutes and then switch roles.g

Counselling

Definition

Trainer obtains definition of counselling from participants. Then trainer provides the definition below:

Counselling is a process in which the helper (counsellor) expresses care and concern towards the person with a problem. The purpose for counselling is to create an environment of trust where the client can learn more about their thoughts, their feelings, and their life. Through this process, the client is able to take action to achieve their goal or to solve their problem(s).

Activity: Understanding Traditional Counselling

Message:

For ages now people have been seeking help from others in order to solve their problems. In the traditional set-up, parents, uncles, aunts, siblings and grandparents were readily available to render assistance to others. Much of traditional counselling was based on advice-giving and wisdom.

- Most people at some time have problems about which they will talk to other people.
- There are qualities of a counsellor — like being warm, respectful, trustworthy, etc. that are important to observe in counselling.
- Counselling is about looking at ways to deal with a problem or working on it.
- There are specific skills in counselling, such as listening carefully, showing understanding and helping the client think of and come up with various ways of dealing with a problem.

Method: Discussion

Time: 40 minutes

Materials: Writing paper, pens, manila paper (A1) and markers

Procedure:

Divide participants into small groups. Ask each participant to think of a time when they went to someone about some difficulty or problem. It is not important whether the experience was helpful or not.

Allow a few minutes for each participant to identify for themselves a particular incident. Then ask participants to think about the following questions:

- To whom did you go?
- Why did you go to see that person?
- When you met the person, what happened first? Then what happened? And then? (Try to remember as if it was happening again but in slow motion).
- If it was helpful, why? What was it that the person did?
- If it was not helpful, why?

(15 minutes)

Once participants have had a few minutes to think about the questions, they can discuss their answers in small groups.

*Note:*As this is quite early in the course and group trust has probably not yet been built up, it is important that participants do not feel obliged to disclose what their problem was. What is important is who supported them at the time, what happened and whether it was helpful or not.

Groups record points on a sheet of paper.

Have each group put up their recorded points and report to the larger group.

(10 minutes)

As each group reports, facilitator extracts and records important points on four separate sheets of paper headed: Person, Qualities, Process and Skills.

Encourage exploration of things that worked well or were not helpful e.g. "Such and such worked for so and so. Is that everyone's experience?"

(15 minutes)

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The Indigenous Models of Counselling

Counselling in the traditional set-up is normally done through the following:

- a) The Family
 - Parents
 - Siblings
- b) Extended Family
 - Uncles
 - Aunts
 - Grandparents
- c) Elders
- d) Traditional rulers/leaders
- e) Religious leaders/diviners
- f) Traditional initiators

Problems Handled by Traditional Counsellors

1. Family Problems
 - Family disputes, domestic violence, improper care of spouse, extra marital affairs, parenting issues, impotence, witchcraft, inheritance.
2. Inter-family Problems
 - Inheritance, teenage pregnancies, gossip, witchcraft, disputes, murders.
3. Other issues handled by traditional Counsellors
 - Initiation ceremonies, burial rites, naming ceremonies, marriage problems.

Characteristics of the Traditional Model

1. It tells someone what to do.
2. An authority figure or elder gives time-tested advice.

3. It teaches rules/expectations of society some of our best advice comes in this way.
4. It maintain social norms.
5. It emphasises the effects of a person's actions on community.

However, society is changing. We may face new problems needing new solutions. Our elders teachings may not apply to our lives.

If you want to help a person sort out problems in a way that feels best to them, try the following:

- a) A model of traditional counselling
- b) A model of counseling (non-directive/contemporary)

Activity: Traditional Counselling

Message:

1. Traditional counselling emphasises advice-giving.
2. Elders usually give this advice which in most cases is time-tested.
3. It tells someone what to do.
4. It teaches someone what to do.
5. Traditional counselling tries to maintain the social and cultural norms of the society.

Method: Role play

Time: 20 minutes

Procedure:

1. Ask for three volunteers to act in a role-play. One should be the father and two should be female, an aunt and a twelve-year-old girl.
2. Read out the plot to the actors:

Scene 1

A 12 year old girl who has just noticed some blood on her genitals while bathing runs to her father and says "Dad I've hurt myself, there is blood coming out". When the father asks where she hurt herself, the girl points to her genital area. The father, who is a widower is very uncomfortable to discuss this topic with his daughter. He tells her that she is no longer a child now. The girl is puzzled and reminds her father that she is only 12 years old which still makes her a child. The father says there are things she needs to know about life and as such he will be sending her to her aunt Sophia next week so that she can tell her the things she needs to know now that she is older.

Scene 2

The girl arrives at Aunt Sophia's. Aunt Sophia is delighted to see her niece after a long time. The two exchange pleasantries. Aunt Sophia enquires about the purpose of the visit. The girl narrates the story to her aunt. (The two actors should improvise what follows next in the discussion).

3. After the role play ask the group to make comments about the kind of counselling and whether or not it was adequate.
4. What does traditional counselling do best? Would you be comfortable to use it in your work places?

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Qualities of a Traditional Counsellor

1. Stable marriage
2. Good family background — no fighting, hostility (stable)
3. Highly regarded/trustworthy
4. No stories of witchcraft
5. Proven wisdom and community respect
6. Previous tutelage by traditional healer

What are the shortfalls of traditional counselling?

A Model Of Contemporary Counselling

Characteristics of Model

- a) Client creates own norms unless life-threatening issues arise. Client + counsellor decide how long the client will stay.
- b) Counselling is done by professionals.
- c) It deals with problems of the family, individuals, society.

1. Joining

- greet your client
- help the child to speak freely about what is in their hearts.

2. Defining The Problem

- Ask “what brings you here today?” or “so you are visiting us today?” or “may I help?”
- Find out what is going well on their life and what is difficult.
- What is the child’s most immediate need?
- Repeat the definition of the problem to the client.
- Get confirmation or correction.

3. Widening the View of the Problem. Find out all the causes of the problem, e.g. How are the following contributing to the problem:

- Parents
- Siblings
- Extended Family
- Peers
- School
- Health problems
- Finances

4. Solutions

- Ask client what will solve the problem (How can the items above a-g help with the solution?)
- Ask how each of the above actions can make the problem better. What could they do? What could the client do?
- Emphasise on the child’s self-worth and successes.
- Ask how the person has started to overcome their situation in life, even in small ways.
- What are their hopes for the future?

Activity: A Model of Contemporary Counselling

Message:

In this model the Counsellor tries to:

1. Know the client better
2. Help the client speak about what is in their hearts
3. Find out all the possible causes of the problem
4. Find out what can make the problem better or what can solve the problem altogether

Method: Demo

Time: 10-15 minutes

Materials: None

Procedure:

1. The facilitator talks about each of the four steps of contemporary counselling model
2. The facilitator asks for one volunteer to act as a client and he/she as counsellor
3. The facilitator then demonstrates with the participant on a chosen problem presented
4. At the end of the demo, the facilitator should ask the following questions:
 - a) what did the counsellor do to join with the client?
 - b) What statements were used to define the problem?

5. The Counseling Attitude:

- a) Give emotional support, even if doubtful or critical about what client saying. Example: some HIV positive clients will deny their condition. Acknowledge their dilemma: “when you have been tested twice and the results were positive, you think that there must be some mistake”.
- b) Create a warm, permissive atmosphere where client feels free to discuss problems.
- c) Reflect back, like a mirror,
 - what the client is *saying*
 - how the client is *feeling*
- d) You are not superior to your client.
- e) Counseling is not telling people what to do. It is finding out what works best for the person.

Belief: The person can sort out his or her own problems.

Therapist's Response:

- a) Initiate the counseling. You have to start the process.
- b) Structure the interview (ask questions and direct the topics spoken about).
- c) Help clients with issues of pressing social problems. (food, shelter, schooling, violence in the home). If you can't solve these problems help the client to live with these as best as they can.
- d) subtly, not directly, discuss feelings.

Activity: Responding to the Client's Problem(s)

Message:

When responding to a client, the counsellor or helper should try to find out the immediate most pressing issues e.g. lack of food, shelter, clothing, schooling, or violence in the home. The counsellor then tries to focus on helping solve the immediate problem(s). If solutions cannot be found immediately, see how he/she can help in facilitating the client solve the problem(s). If solutions are not possible, then the counsellor/helper has to help the client accept that they have to live with the problem(s) as best as they can.

Method: Demo

Time: 10 minutes

Materials: None

Procedure:

1. Facilitator asks for one volunteer from the group to be a child
2. The facilitator and the child do a demo of a counselling session
3. The facilitator should focus on the following:
 - Find out the child's story of what has happened to them.
 - What are their hopes and fears?
 - How have their problems oppressed them?
 - How have they been successful over their problems? (Even in small ways)
4. The larger group should observe and give feedback at the end of the Demo.

Being More Directive

By *directive* we mean

- Deciding what subjects will be talked about
- Giving the clients information so that they make an informed decision

When can a counsellor can be directive?

- 1) when urgent decisions are required about practical matters. Example: a teenager is raped. Decisions need to be made to clear certain legal and medical problems.

2) In crises and a person blames themselves for what happened. Example: Be directive to discuss why she blames herself.

Qualities of a Contemporary Counsellor

- be a good listener
- let the client talk more
- be honest and trustworthy
- respect for the client
- care and warmth for the client
- maintain confidentiality
- help client solve their own problems to avoid dependence
- allow expression of feelings by client
- avoid advising
- avoid being judgmental
- do not be afraid to ask (people are willing to tell their story when asked in a direct and non-judgmental way)
- explain to your client their medical and legal right

Activity: Pros and Cons of Contemporary Counselling

Message: Use the approach to counselling which suits your client's needs best. Some clients may speak about their feelings while others may need prompting. Others will come for advice while others will want to just "talk" to someone else about their problem. Another person may be looking for solutions to their problem(s).

Method: Group Discussions

Time: 25 minutes

Materials: Flip chart papers, markers

Procedure:

1. Participants to form small groups
2. Each group to divide flipchart paper into two columns, the first column for pros and the second for cons
3. Each group should list the pros and cons of contemporary counselling
4. After the exercise, each group should hang their paper on the wall
5. The facilitator should quickly go through each group's work while the larger group agrees or disagrees

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Pros and Cons of Contemporary Counselling

Advantages

- Talking done by client
- Define problem from client's point of view
- Works toward interests of client
- Openness; it is a two-way communication system
- Client decides solution
- Builds self image
- Equality between counsellor and client
- Self-expression

Disadvantages

- Needs a lot of time
- Questions might put client off
- Constraints on meeting places
- Restricted to clients views
- Some counsellors make references
- Solution from clients only demoralises client (Clients could expect solutions from counsellor)

Deciding your Approach

a) Use the approach to counseling which suits your client best. From directive to non-directive.

- b) Be flexible — adapt to the needs of each person.
- c) Class: Upper and middle class clients may speak more freely about their feelings and prefer help in coming to their own decisions about their problems.
- d) Culture:
 - People’s problems are similar the world over. The ways of tackling the problems may be different.
 - In cultures where respect of elders or authority is important, the client may find it difficult to speak without prompting. And in this culture one may not speak openly about feelings.

Activity: Traditional and Contemporary Models of Counselling

Message:

1. Both models can be used in counselling at the same time
2. The situation will determine which model to use at a specific time

Method: Role Play

Time: 45 minutes (15 min. for each role play and 15 min. for discussion)

Materials: None

Procedure:

Role play. Everyone watches. If the counsellor is stuck, ask others for help.

a) Rural Setting

A 14 year old boy tells his uncle that he wants to marry. He is out of school and his only occupation is herding of cattle. He feels he is old enough to take up responsibility of becoming a husband and father. The uncle is against this because he feels that the boy is still young and relatively immature.

The boy is brought to you for counselling by the uncle. As a counsellor, what counselling approach would you use?

b) Urban Setting

Mary is a 16 year old girl who is about to complete her grade 12. Her father works in one of the government ministries as a clerical officer. Her mother does not work. As a first born child, her father would like Mary to take up a teaching course when she completes school. He feels teaching is a noble career and this would be an honour to the family. He has made this known to Mary.

Mary strongly feels that accounting is her career. She intends to enrol for an accountants course at one of the local colleges in town after finishing school. She has not said anything to her father and neither has she said anything to her mother. Both her parents have not asked her about her choice of career.

Mary has become rebellious in her behaviour. She is always finding excuses to stay away from home and sometimes comes home late. Both mother and father are worried about this development.

1. In the first role play on a “rural family”, the facilitator asks three participants to volunteer to role play as a boy, an uncle and a counsellor
2. In the second role play on an “urban family” the facilitator asks four participants to volunteer as a girl, father, mother and counsellor
3. The role play should be performed one after the other so that every participant has a chance to observe what is being done in each one of them
4. After the two role plays the facilitator asks the following questions:
 - How was the communication problem between parent and child handled?
 - Is it possible to use both traditional and contemporary models in the above?
 - In what situations would you use the traditional model and in what situations would you use the contemporary model?
 - What were the strengths and shortfalls of traditional and contemporary counselling?
 - When can the counsellor be directive in the contemporary model (i.e. when can you make decisions for the client)?
5. As a counsellor, what counselling approach would you use?

Try this Exercise:

Have client give a statement of their problem (provide sample scenario). First give advice as a counsellor. The client should give his/her response to this experience. Then ask more questions to come to a solution. Have the client give their response.

Can we now break up in groups of six. You are all going to role play highlighting how you would use or combine the two models. You have 15 minutes for this.

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- Many people may be uncomfortable with the following:
 - non-directive approach
 - open, unstructured discussion.
 - taking initiative when talking about problems.
 - talking to an equal. They expect "expert" advice.
 - Use a combination of directive and non-directive approaches. Keep an open mind about the problem.
 - See the problem through your client's eyes. Look at the various possible ways of helping your client.
 - Don't give advice because client expects it, if you think you have to find out more detail about the client's story and what they think will solve the problem.
 - But don't risk being too different or client will leave.
 - You can assess what kind of client you have by asking:
 - Who have they consulted about this problem?
 - What do they want from these meetings?
 - How have they solved their problems in the past?

Deciding your Counselling approach helps you to deal with the problem more effectively. You can use directive or non-directive, contemporary or traditional.

Listening Skills

These skills create trust and understanding between you and a client.

a) Reflection

- Summarise what the client has said
- Summarise what the client feels

b) Empathy

- Understand how the person is feeling. Do not sympathize.

c) Clarification

- Understand how the person is feeling. Ask: "I'm not sure I understand. Can you tell me more about that? Can you explain further?"

Activity: Listening

Message:

- Listening provides a basis for making sense of the client's problem and helps to make the client feel understood.
- Listening is not passive; it involves active attention.
- It includes listening to the words a person says, to the feelings behind the words, to body language and to your own feelings.
- Listening is the most important point where a counsellor starts.

Method: Role-play

Time: 15 minutes

Procedure:

Start the exercise by dividing participants into groups of three. Ask them to label themselves A, B or C.

Note: The first two exercises may generate a lot of noise. Make sure you are not going to disturb people nearby. Allow 5 minutes for each exercise.

Exercise 1: Two at a Time

Ask participants to position themselves so that B is in the middle and A and C stand either side of B, so that they are both facing directly into one of B's ears (like a pair of headphones).

Ask A and C to talk simultaneously for about 1 minute and ask B to try and listen to both these conversations at once, so he/she can tell you what both A and C had said.

Swap over twice so everyone has a chance of being in the middle.

Exercise 2: That Reminds Me of...

Ask A to start a conversation.

As soon as the conversation triggers off a memory or idea in B or C, he/she must interrupt with the opening: "That reminds me of ..."

Continue the second conversation until someone else says: "That reminds me of..."

The object of the exercise is to keep interrupting others in the group with: "That reminds me of ..."

No one should show interest in what others are saying — each person should focus only on his/her own views.

Exercise 3: Creative Non-Listening

Ask each person to think of a topic about which he/she feels strongly, e.g. racial jokes, government policies.

Ask A to tell the others about this important topic. B and C must be as obvious as possible about not listening — e.g. turning their heads away, closing their eyes, talking to each other, etc.

Repeat this exercise until each member of the group has experienced trying to talk when no-one will listen.

Bring the whole group together to discuss what they have learnt from each of the exercises.

Ask Questions Like: (15 minutes)

- What was it like to listen to two people talking at once?
- Have you had the experience of conversations which felt like competitions, with people interrupting each other before the person talking has finished what he/she wanted to say?
- If so, what about interrupting when we are counselling?
- What was it like talking (last exercise) when no one was prepared to listen? How did you feel?
- What did you use when you were asked not to listen?
- If you really want to listen to someone, what kind of non-verbal behaviour would you use?

Discussion Points:

- The kinds of feeling when one is not heard (e.g. frustration, demoralisation).
- The kinds of behaviour which contribute to good listening (e.g. individual attention, interest, putting aside one's own concerns).
- The kinds of behaviours which block listening (e.g. interrupting, being distracted, wanting to put forward one's own views).
- Some participants may have been brought up not to listen carefully and find it difficult not to listen so this exercise is to reinforce their abilities as Counsellors.
- End by linking experience of not being listened to with participants' experience of unhelpful counselling experiences.

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Activity: Listening to the Client

- Arrange privacy/quiet, if possible
- Sit/stand quietly, looking alert
- Look interested

- Wait for person to start
- Let person tell story in own way
- Don't interrupt
- Show non-verbally that he/she is listening
- Allow silence
- Encourage person to continue
- Ask few questions and only to clarify
- Check whether understanding is correct
- Reflect feeling
- Be aware of own feelings and responses.

Procedure:

Allow 40 minutes for the role plays. Do not do more than 3 role plays in the exercise as participants may get tired and there will be other opportunities later.

Divide into small groups.

Ask two volunteers. One participant plays the Counsellor and another the Client. Other participants have the task of observing what happens and then helping to give feedback to the Counsellor.

Either give participants a scenario of a situation in which the counsellor has to counsel a client for the first time, or ask them to come up with a problem themselves. This could be a scenario from their own life or work experience.

Remembering what was said about positive ways to listen, the task of the "Counsellors" in this exercise will be to concentrate only on listening and showing empathy, verbally and non-verbally.

Allow a few minutes for getting into the role, then have the role-plays proceed.

Allow at least 3 minutes for each role play. Ask the Counsellor and Client to change roles, and then have each in turn give feedback focussed around the following questions:

- How did the Counsellor feel?
- How did the Client feel?
- What did the Counsellor do that was helpful?
- What could the Counsellor have done differently?
- What was especially difficult?

Have observers also add to feedback.

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Activity: Clarifying

Message:

Listening is more important than asking questions, but you will need to ask questions to help you understand the problem.

There are different kinds of questions:

1. Open-ended questions; ("What do you think about that?") encourage long answers.
2. Closed questions: ("Do you like that?") are answered by "Yes" or "No".

Time: 10 minutes

Procedure: Exercises

Yes or No Game

Divide into pairs. One person asks the questions. The question can be about any subject, but the object of the game is to try and get the person answering the questions to say yes or no only, and not give a long answer. (In this game, it helps to ask closed questions to try to trick the person into saying yes or no). If the person says yes or no, the partners change places. If one of the pair is successful in not answering yes or no for more than 3 minutes, have them swap over so that both members of the pair has a turn to ask and answer questions.

Invite comments from the large groups. Do participants understand the difference between closed and open-ended questions?

Discussion points:

Clarify the difference and give examples, if necessary.

Storytelling Game

Time: 15 minutes

Divide into small groups. Have one participant agree to act as time keeper for the group, and one to act as story teller. Then explain the rules of the game.

Rules of the game:

The object of this game is to ask as many open questions as possible. Give the participants a card with a story of someone's problem written on it. You can use the example given or one of your own, but the story should be relevant to their work. The story teller starts by telling the story about the problem. The participant on his/her right must then ask a question to find out more about the problem. If the question is open-ended, the story teller continues talking about the problem for not more than 10 seconds. The next person to the right of the story teller then has a chance to ask a question. If any participant asks a closed question (e.g. what is your name? Do you leave in the village? etc); the story teller then has a chance to ask a question to also clarify what is being asked of them. The questions continue in that direction until someone asks an open ended question. Then the questions change direction.

Example: The Story

Mary used to have a good relationship with her eldest daughter, Zora, who is 15. Since last year, however, Zora has been very rebellious and will not listen to her mother when she tries to discipline her. Zora has a boyfriend and Mary disapproves of this and also of Zora's other friends. She has forbidden her to see them or her boyfriend, but Zora ignores this and sees them anyway. She has also lied to her mother about this. Mary doesn't know what to do because Zora doesn't seem to listen to anything she says or obey and of the rules she sets. She feels angry with Zora and often feels like hitting her, but so far has managed not to. Zora says her mother has changed towards her and doesn't understand her.

Storyteller: This story is about Mary and her daughter Zora. Mary's problem is that Zora is very rebellious and won't listen to her.

Participant 1 (on storyteller's right): Has she punished her?

Storyteller: Closed question!

Participant 2 (On storyteller's left): How does she handle the situation?

Storyteller: Well, she's not sure what to do. She's tired sending her to her room, but she just goes out when her mother's not looking. She felt so angry with her that she almost hit her.

Participant 3 (on his/her left): What do you think will happen next?

Storyteller: Her daughter could just walk out. I think she's probably really unhappy because Mary disapproves of her friends and her boyfriend and doesn't want her to see them.

Participant 4 (on story teller's left): why doesn't she like him?

Storyteller: She thinks he's involved in drugs.

Participant 5 (on story teller's left): Is he?

Storyteller: Closed question!

Questions change directions again and are continued by participants on the story teller's right.

Begin the story again, and keep going until everyone has had a turn to ask a question.

In a large group, briefly invite comments: (15 minutes)

- Was it easy or difficult to think of how to phrase open-ended questions?
- Which kind of questions — closed or open-ended-were most often asked?
- Are there particular situations in which closed or open-ended questions tend to be used?

- What sort of questions have participants most often experienced when telling someone about a problem?

Discussion points:

- Closed questions are often the ones which pop out most easily. It is not always easy to phrase open-ended questions.
- In trying to make sense of a problem, it often seems easier to ask a series of questions, rather than let the other person tell the story in his/her way.

Listening and Clarifying (15 minutes)

The time specified allows for only one role play but the role play should preferably be repeated two or three times if there is time.

(We explain, we show, they do it)

Divide into small groups.

Give the participants a situation which is not too difficult or ask them to come up with their own situation. The group must choose a Counsellor and a Client.

Give them time to think themselves into a role.

The Counsellor's role is to listen to what the client says, but also to ask no more than three clarifying questions. Remember, the question mustn't interfere with the listening process. He/she must be careful to ask open-ended questions and only ask questions when absolutely necessary to clarify or draw out the client.

Suggest that participants who did not have a turn to play the Counsellor in the listening role-play have a chance to do so now. After each role-play, the players should de-role and each in turn give feedback, focused around the following questions:

- How did the Counsellor feel?
- How did the Client feel?
- What did the Counsellor do that was helpful?
- What could the Counsellor have done differently?
- What effect did the questions have on the process of telling?
- Were they useful?
- Could other questions have been asked?
- What did you learn from this exercise?

The rest of the group should comment on the questions that were asked in feedback to large groups.

Have each small group present summaries of what they learned from the exercise (15 minutes).

Discussion points:

- Sometimes questions can assist the process of telling, but sometimes they seem to interfere with the process.
- Only ask questions if you really don't completely understand.
- Never interrupt what the client is saying with a question.
- Open-ended questions tend to be more helpful, and need careful thought because they are usually more difficult to phrase.

Exploration

Demo: Summarising

Client tells a confusing story. Counsellor tries to clarify by asking "Are you saying that...?" "Did I get you right...?", "Correct me if am wrong...?"

Pair continues, counsellor summarises. Pair continues, the counsellor ask *open ended questions* — questions answered not with a yes or no but by description.

Example:

- When does this happen?
- What happened next?
- How do you feel about that?
- What are your hopes?

- What are your fears?
- Have you spoken to someone else about this?

The purpose of exploration is to help your client to tell their story.

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Activity: What is a Crisis Situation?

Participants are broken into smaller groups and the trainer gives them two problems to discuss. First the participants are asked to answer the question “what is a crisis situation?” Secondly, the participants are asked to define “Crisis Counselling”. Participants are then asked to come back for report back and plenary.

Questions for Crisis Counselling:

1. Tell me about what happened.
2. How do you feel about it?
3. What worry or fear do you have?

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Working with Children in a Crisis

Remember:

- The child’s view — what does he or she need?
 - What helps families survive (Resilience factors)
 - Model: Directive (help family make decisions)
 - If possible, do counselling before crisis occurs
1. Explain your role and what will be done with the information.
 - Establish a trusting relationship so that the child is able to learn to communicate the facts and feelings related to the crisis.
 2. Find out what has happened and each family member’s response to the incident. Avoid interrogation.
 - It is essential for you to recognise and respect the family and child’s feelings about what has happened to them. Obtain the necessary information quickly, accurately, and with as little trauma as possible. This is “Crisis Intervention.”
 3. Encourage the family to show love and warmth to the child in crisis.
 - To parents: Notice the child’s body language. If they appear sad, talk to them, hug them, give them a pat, communicate more with the child.
 - In crisis, any child may behave like younger child. They may require temporarily the love and attention given to younger children
 4. Guide the family forward in a process that should contribute to their ability to continue with their lives, rather than the family feeling helpless and powerless. Instead of blaming each other, Focus on the problem and how to solve it.
 5. While obtaining relevant information, find out what the *immediate worries* the parents have for the child and find ways to immediately address these concerns. If necessary, contact a professional from another sector to help you (e.g counsellor, doctor, social worker, etc.).
 6. Encourage parents and other trusted adults to show a sense of calm and protection towards the child. They need to reassure the child that they will do everything possible so this does not happen again.
 7. Help the child to see the purpose for life in future, e.g. school, college, work, etc. Ask them if they have any future plans.
 8. Work out necessary arrangements for the future safety of the child — moving them to another home or putting the abuser away.
 9. Provide the family with accurate information about the nature of the child’s problem and the probable causes of it.
 10. If there are no immediate solutions to the problem (e.g. street kids, children with HIV):
 - a) Help with the child’s immediate survival concerns (e.g. food, blankets)

- b) Provide contact, someone to listen to help them survive the pressures of daily life and to provide guidance in helping them to find a positive direction and goal for their life.

Help the child and family move from despair to hope in future and in their actions.

Children in Crisis: A Checklist

1. Do they have security?
2. Do they have protection?
3. Do they have shelter?
4. Do they have support e.g. from parents?
5. Are they receiving any care and love?
6. Are they able to express themselves fully?
7. Do they have any fears and anxieties?
8. Find out their wishes through play, drawing and story telling.

Activity: Peer Pressure (for children from 8 to 18 years)

Message: Children are often made to do things they are not supposed to do because of influence from their friends and others with more power than them.

Method: Group work (card-picking)

Time: 20 minutes

Procedure:

1. Facilitator writes three piles of cards. The first pile are things that they are *easy* to do. The second pile are things that are *moderately easy* to do. The third pile of cards are things that are *difficult* to do.
2. Two people are selected to demonstrate and take one card from each pile. Each person will attempt all three cards during their turn.
3. The third pressure group is instructed in secret to give the person great amounts of praise and approval everytime each individual follows the instructions on the card.
4. The person can say *no* to the instructions on any card. But then the peer group (the larger group) will pressure him/her to comply.
5. After the demonstrations, the facilitator should ask the following questions:
 - a) What is peer pressure?
 - b) Why do people give in to peer pressure?
 - c) Who was most influential in pressurising in the group?
 - d) What is it like to resist peer pressure?
 - e) Give examples of peer pressure in your own life.
 - f) What can we do about peer pressure?

Examples of tasks for each pile of cards:

Easy:

- Take off your shoes.
- Say your name.
- What is your favourite thing you like to do?

Moderate:

- Tell a joke.
- Do your favourite dance.
- Hug someone of the opposite sex.

Difficult:

- If you are female take off your blouse. If you are male take off your pants.
 - Kiss someone of the opposite sex.
 - Say in vernacular language the word for male and female private parts.
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Peer PressureError! Bookmark not defined.

Children are often made to do things they are not supposed to do because of influence from their friends and others.

Examples:

- to steal
- to have sex
- to do drugs/drink alcohol/smoke
- to stay away from school

A Guide to Working with Peer Pressure (Peer Group Work)

These should be discussed, not lectured to children:

- Help children to understand the consequences of their actions. (e.g. lose friends, get pregnant, get sick, go to jail)
- Help children realise that every one has a right to think what they want and make their own decisions, so why force people into one way of thinking.
- Help children to see other options like getting involved in sports/games, community work, clubs.

Working with the Abuser

(for Physical, Emotional, Sexual Abuse) Some things that can be done:

- Report to the police.
- Discuss with the abuser the following questions:
 - What sort of background does the abuser come from?
 - History of abuses
 - How the abuser feels about abusing others (children)
 - According to them, what makes them do what they do?
- Make sure that anyone they've abused is safe from further harm

Attitudes of a Parent and Counsellor that Influence Communication with Children

There are differences in the way you interact with children of the opposite sex as a male or female counsellor. These differences in your behavior could be influenced by cultural/or societal norms or due mainly to the sex of the child. These aspects of your behaviour could interfere with your role as counsellor. How would the attitudes we have as parents influence our work as professionals. These attitudes can be contradictory. How do we reconcile our attitudes as parents compared to what is expected of us as professionals to children?

1. As a parent
 - The child listens to the adult and is expected to talk less unless given permission.
 - *As a professional*: one spends most of their time listening to the child and encouraging the child to talk.
2. As a male parent
 - Female children are expected to be less talkative and less expressive culturally when communicating with male adults.
3. As a female parent
 - Male children are expected to be less talkative and cannot talk freely with female adults.
 - *As a professional*: try to lift barriers that could inhibit the child regardless of sex to express themselves and their emotions.
4. As a male attending to one's daughter

- The adult is quite firm, believing that submissiveness is important in preparing the girl child for adulthood, e.g. married life.
 - *As a professional:* the female child is encouraged to be assertive and to make choices in life.
5. As a female/male attending to one's son
- The adult is quite firm, believing the a male child should not express emotions such as crying, sorrow.
 - *As a professional:* the male child is encouraged to talk about and express his feeling without rebuke.

Gender Attitudes that Influence our Work

Attitudes that a professional might have towards the opposite sex may also influence their work:

- If the male professional thinks that women are primarily for sexual purposes and that it is natural for men to be unable to control their sexual urges then the male professional will have difficulty listening to the girl child's situation with empathy.
- If the female professional thinks that boys or men are never sexually abused, that they can only be the aggressors, then this attitude will interfere with the female professional's ability to work effectively with males who have been sodomised.

What Influences our Attitudes?

It is important that both male and female professionals be aware of their gender biases and openly discuss how it might affect their work. As a group, they should discuss the problems that may arise with supervisor or colleagues and find/develop solutions to them.

ImplementationError! Bookmark not defined.

Objective

To translate information into *action*. This section is designed to help trainers to identify the community's needs and to focus on their needs during counselling.

Activity: Resources and Referral

Training Exercise Only.

Materials: Flip Charts, Paper, Markers

Procedure:

Participants list contact organisations with addresses and phone numbers under various topics on flip chart papers posted around the room. Each paper has a name of a specific topic on it.

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Advocacy: Community Sensitisation to ChildrenError! Bookmark not defined.

1. Brief talk regarding Children's Needs and Rights (see rights and responsibilities pamphlet in the trainer's file on 'What children need').
2. Identify community problems (verbally) or through social mapping). Meet with children separately.
3. Social Mapping Activity: Draw your village/town. What else would you find in your village/town? Make sure that a clinic, school and home are drawn.
4. Use stories to show the number of children needing to go to:
 - a) school
 - b) clinic
 - c) police
 - d) etc
5. Show me the number of children who are:
 - a) disabled — they cannot walk; they have trouble speaking seeing.
 - b) who need more food

- c) being touched on their private parts or having sex when they want or don't want.
- 6. What do you want to do to get these children to:
 - a) school
 - b) clinic
 - c) food
 - d) away from people who hurt them.
- 7. What are the constraints?

Tell them where they can get help: resources.

Activity: Legal-Medical Advocacy

1. What have been your experiences in the legal and medical systems?
2. What is the ideal for how you wish to be treated by the hospital, the police and the courts? Do a drama and discuss.
 - a) People's actual experiences in the legal and medical system
 - b) how they wish to be treated by the hospital, police and courts

Brief Exercise: On how to Implement (15 minutes)

A Model of Prevention programme

3. Where can you go to change the system?

Discuss And Give Examples:

e.g.: Hospital — see superintendent

Police — see commanding officer

As a community organisation — MP

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Approaches to PreventionError! Bookmark not defined.

Method

1. Community outreach
 - a. Targeting the people you think are at risk
 - b. Targeting those you think might do harm to children
2. Educational information e.g. detection of abuse
3. Influencing policy

Example:

Abuse in Schools

1. Educate children to recognise good touch/bad touch, whom to report to
2. Educate parents and extended families on how to identify abuse and whom to report to
3. Meet with headmasters and teachers and talk to them about identification of abuse by school staff. Let them hear from a teacher who was a sexual abuser for instance (if one agrees to testify). Let them hear from an adult survivor of sexual abuse about how it affected her/his childhood and later life, emotionally and in perception of situations and people.

Information can be provided through

- written literature
- radio
- tv
- drama in the community, schools

Work Plans

How can you put into action what you have learned here?

1. *Within one week* when you return to work
 - a) What is the one thing you can change for the better?
 - b) *How* will you change it?
 - c) *What do you need* to accomplish (a) above?
2. Within 6 months to 1 year
 - a) What do you want to do?
 - b) How?
 - c) What do you need?
 - d) By when will you accomplish this?

Put work plans on paper, using carbon paper. Give trainers the copy.

Appendix

BackgroundError! Bookmark not defined.

Information Pack

- a. CONNECT Child Counseling Manual, p.6 — diagram. Copy found in Counseling in Schools folder (alternative diagram p.24)
- b. CONNECT Child Counseling Manual pp.32-49
- c. Steps in the Development of the child — See Counseling Folder
- d. Counseling in Schools Manual — Immediate Risk Factors p.12. Needs and Deeds, p.3 and 4
- e. Children Under Severe Stress, pp.24-37 (Children in Distress Folder)

Information Pack

- a. African Contexts of Children's Rights (Sampa A. 1998)

FamilyError! Bookmark not defined.

Information Pack

- a. GANG IDENTIFICATION — P.28 Organised Violence folder
- b. Understanding parents feelings (Handicapped children)- (Children in Distress Folders)
- c. Children of Divorce — (Children in Distress folder)
- d. Victim friendly manual for working with Sexual Abuse — p.41-44 (use here or in implementation section)
- e. Psychosocial aspects of the AIDS Epidemic — Folder: AIDS

What Children Need

Information Pack

- a. Children's Bill of Rights + Responsibilities -CHIN has Rights instruments Folder
- b. Convention on the Rights of the Child
- c. African Charter on the Rights and Welfare of the Child
- d. Do Children Have Rights — p.8, Sexual Abuse of children in Zimbabwe. In Sexual Abuse Folder
- e. Counselling in School, p.3 Emotional Needs

Child AbuseError! Bookmark not defined.

Information Pack

- a. Mediators in the Effect of Sexual Abuse. Working with Sexually Abused Children. Manual for Victim Friendly Personnel
- b. Caring & Communication in Traumatized Children. A paper in Counseling Folder.
- c. Symptoms Expressed by Sexually Abused Children of Different Ages. In Sexual Abuse Folder.
- d. Extent of child Abuse, p.1,2. Sex Abuse Folder.
- e. What to do if you are Raped. Sex Abuse Folder, p.5 only.
- f. Community views on Actions to be taken (Prevention) in Sexual Abuse of Children in Zimbabwe, pp.17-20.
- g. ZWRCN — Women Plus, pp.19-21. Sex Abuse Folder.
- h. Psychologically Battered Children, p.48. Organised Violence Folder.
- i. Legal and community Definitions in sexual abuse. VF Manual

CommunicationError! Bookmark not defined.

- a. Directive Counseling, pp.98-99 (Also look in Different Approaches to Counseling)
- b. CONNECT Child Counseling Manual. Steps of Counseling Session pp.51-63. Play in Counseling, pp.73-81

Note: Look at Children in Distress Folder for ideas. Look at Gangs, organised violence folder. Principles of help for children involved in organised violence, re: Counseling Children in Crisis pp.38-39

Counselling Skills

Information Pack

- a. Promoting Traditional Ways of Counseling — Masike
- b. Counseling in Schools Manual, p.6 and 7 (joining); (qualities of a Counsellor)
- c. Manual for Victim Friendly Personnel, pp18-20
- d. Counselling in Schools, p5, 15 pp15-19

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