

STEPPING STONES PLUS



New exercises and sessions for use with
the original **STEPPING STONES**
training manual



by Alice Welbourn, Florence Kilonzo, TJ Mboya and Shoba Mohamed Liban

STEPPING STONES PLUS

**New exercises and sessions
for use with the original
STEPPING STONES
training manual**

**Designed to
promote care, support and
involvement of HIV-positive people
as a whole-community response
to the HIV epidemic**

**By Alice Welbourn, Florence Kilonzo, TJ Mboya
and Shoba Mohamed Liban**



Published by the Strategies for Hope Trust, 93 Divinity Road, Oxford OX4 1LN, UK.

Email: sfh@stratshope.org. Website: www.stratshope.org.

© Alice Welbourn, Strategies for Hope Trust and UNICEF

ISBN: 978-1-905746-09-5

First edition: November 2008

Extracts from this manual may be freely reproduced for non-profit purposes, with acknowledgement to the authors and publishers. Organisations wishing to produce adaptations or translations of this publication are asked to request permission from the Strategies for Hope Trust at the above address or via email: sfh@stratshope.org.

Organisations using the CD of this manual are asked to request permission from the Strategies for Hope Trust if they wish to make more than 20 printed copies.

This publication has been produced with financial support from UNICEF, the German Institute for Medical Mission (DIFAEM), CAFOD and Plan.

Design: Alice Welbourn and Alison Williams

Typesetting: Alison Williams

Edited and produced by G & A Williams, Oxford, UK.

Illustrations: Petra Röhr-Rouendaal

This manual can be viewed on the Strategies for Hope website: www.stratshope.org

Electronic (pdf) copies of this manual are available on a CD, or downloadable, from:
TALC, P.O. Box 49, St Albans AL1 5TX, UK. Fax: +44 1727 846852. Tel.: +44 1727 853869.
Email: talculcuk.org.

ACKNOWLEDGMENTS

Dr Chris Ouma, UNICEF Country Office, Nairobi, Kenya, who commissioned this work

Halima Sheikh, UNICEF Office Garissa, Kenya, who provided much logistical support

Hussein Golicha, Director, UNICEF Office, Garissa

Justus, Jamal and Mustafa (drivers)

Emma Cockburn, Volunteer, UNICEF Office, Garissa

Nais Mason, UNICEF Country Office, Kenya, for background discussions and advice

Erika Webi

Elizabeth, Mutinde and Jamila, members of OPAHA, Garissa

Marge Berer, Reproductive Health Matters, London, U.K.

Amandine Bollinger, Salamander Trust, London, U.K.

Thanks to the following sources for original versions of materials used in this manual:

TASO (The AIDS Support Organization), Uganda

Keeping the Fire Burning/Bulumbuli diagram (re-drawn for *Stepping Stones Plus* by Julia Whatley)

La Asociación de Hombres Contra la Violencia, Nicaragua

Adaptation of their *Join the Circle* exercise to make *In the spotlight*

TJ Mboya, Fridah Musya, Ann Domatob, Susan Govedi, Bonny and Carro Sande

Exercises about:

Supporting Prevention of Mother-To-Child Transmission

Involvement of Faith-Based Organisations

Modified by TJ Mboya et al from Ross Kidd and Sue Clay: '**Understanding and Challenging HIV Stigma: Toolkit for Action**' 2003, Change and ICRW, <http://www.changeproject.org/technical/hivaids/stigma.html>:

Greater sensitivity of health staff

Supporting wider uptake of Voluntary Counselling and Testing

Involving neighbours in support of people with HIV and their families


Infant feeding

Orphans

Alice Welbourn

Teenage health services and teenage pregnancy issues

Partners and in-laws



***This manual is dedicated by Alice Welbourn to the
honour and memory of her son, Ben, who died suddenly
aged 18 whilst this work was in progress.***

*“From you I receive
To you give
Together we share
By this we live”*

FOREWORD

by Alice Welbourn, lead author

Welcome back! This is an interim *Stepping Stones* supplement, produced with thanks to the initial funding and efforts of UNICEF Kenya. Soon, we plan to wholly revise and update the original *Stepping Stones* manual, with several additional exercises. In the meantime, please feel free to use and experiment with the new exercises presented here in your own work. It would be great to hear how you get on with them and to learn from those experiences. Please let us know by contacting mail@steppingstonesfeedback.org. Also, to find out more about how others are using this manual, you can visit our website, www.steppingstonesfeedback.org.

The original *Stepping Stones* training package was first developed in Uganda, but it was always intended that it would have a much wider use than in just one community, in one country, or by one organisation. The original workshop consisted of village members from one community in Uganda, where both Muslim and Christian - and other - community members joined together to engage in the workshop sessions together. Since then, *Stepping Stones* has been widely used in Africa, Asia, the Pacific, Latin America and Europe, by many Muslim, Christian, Hindu and other communities.

The reason why we hope and believe that *Stepping Stones* may be of relevance to the lives of people in many different corners of the world is that it seeks to support participants in addressing and dealing with the really big questions facing all of us in our lives, no matter who we are or where we come from. These questions include: what is life about? what is death about? what are gender, sex, our belief systems, our values, our relationships with those around us about? *Stepping Stones* is not intended as a book of rules, but is designed as a way to support individuals, their peers, family members and other community members to explore these issues together in their lives, in a context of mutual support, respect and practical action. It is designed to enable us all to realise both our own rights - and our responsibilities to one another - as equal human beings in this world, in relation to our own lives, our own experiences, our own hopes and our own fears.

I wrote *Stepping Stones* because I discovered in 1992 that I am HIV-positive. So *Stepping Stones* was a way of trying to make sense of what had happened to me in my life, and trying to create a training package that might have protected me from acquiring HIV. I have been very fortunate over the 19 or so years that I have had HIV. I have been surrounded by friends and family who have gone on loving me, supporting me, giving me the care and, more recently, the medical treatment that I have needed. I have been able to continue leading a life fully integrated into my community, and fully involved in all decision-making about what happens to me. This is very far from the reality for most HIV-positive people in the world, who are shunned, ostracised, blamed and excluded from life by their communities, and then die very scared and lonely deaths. Because I have been supported so well, I have been able to speak out about my HIV-positive status, and I hope and trust that this has helped others to understand what HIV is - and what it isn't.

People say that the best HIV prevention education is for people knowingly to meet someone like themselves who is HIV-positive. I believe this to be true. However, only if there is a

supportive environment for those of us with HIV will we be able to summon the courage to speak out and share our experiences. So we hope that this training package will enable us all to understand more clearly how important it is for us ALL to question and challenge our ignorance about HIV, as well as our negative attitudes towards people with HIV, so that we can all learn from each other how HIV can - and does - affect us all.

We are all part of one big humanity on this earth. HIV doesn't happen in a vacuum. It is caused not by women, or 'bad' people, or foreigners or drug users. Blaming sections of society who are already in some way marginalised by those in power is a common reaction around the world. It is also a false analysis, although it may offer us short-term comfort to blame those already scorned by society. As many societies have now begun to realise, this approach is like blaming the leaves of a dying tree, as they wither and fall off the tree, without asking ourselves or trying to understand why the leaves are turning brown and withering in the first place, and without realising that we too are leaves on this same tree and will one day also be affected by its condition. Instead, the root causes of HIV in all societies are related to imbalances of power, wherever we live in the world: between rich and poor, between men and women, between old and young, between higher and lower classes or castes, between people of differing lifestyles, between those who feel loved and cared for as they grow up and those who don't; and between those who wield political power and those who do not.

I hope that these new exercises and sessions, designed to supplement the original training package, will provide additional support to communities in understanding how HIV breeds and flourishes on these root inequities and injustices in our lives, and our collective reluctance to look at or challenge them. I hope it will also enable us together to have the courage to stamp out these many injustices - and, in doing so, also halt the spread of HIV.

October 2008.



CONTENTS

MATERIALS NEEDED	9
ACRONYMS	10
INTRODUCTION	11
SESSION D:	17
<i>New exercise (to go after Exercise D3, Who's Labelling Whom, page 70 of the original manual):</i>	
In the Spotlight	17
SESSION E:	21
Optional additional exercises could be added in here from the Gambian version of <i>Stepping Stones</i> on STIs, the female reproductive system and fertility protection (pdf file available from www.steppingstonesfeedback.org) .	
<i>New exercise (to go after Exercise E4, Facts and Feelings about HIV, between pages 85 and 86 of the original manual):</i>	
Testing Issues	22
SESSION F:	27
<i>First new exercise (to go after Exercise F1, Folding Paper, page 91 of the original manual):</i>	
Where do We Go from Here?	27
<i>Second and third new exercises (to go after Exercise F3 on male condoms, between pages 97 and 98 of the original manual):</i>	
Female Condoms Discussion	31
Male Circumcision - Issues to Consider.....	33
INTRODUCTION TO NEW SESSIONS	41
<i>(New Sessions to be used after the whole of the existing Stepping Stones workshop, as follow-up material to the original manual.)</i>	
NEW SESSION O: WHAT HAPPENED NEXT?	45
O1 Opening Game: Knotty Problem Revisited	46
O.2 Risk Assessment: 'Drawing the Line'.....	46
O.3 What Happened Next....?	51
O.4 Supporting Health Staff to Help Us: PMTCT/Young People's Health Services	54
O.5 Closing Circle - If I Were a Tree	69

**NEW SESSION P: NURTURING COMMON GROUND:
PROMOTING CARE AND SUPPORT AMONGST
PARTNERS, FAMILIES AND THE WIDER COMMUNITY71**

P.1	Inter-Connecting Circles	73
P.2	Body Maps and Special Requests	75
P.3	Working with Religious Leaders	79
P.4	Promoting a Supportive Network among Neighbours	81
P.5	Four Things	84
P.6	Closing Circle - If I Were a Bird	86

**NEW SESSION Q: SUPPORTING MOTHERS AND THEIR CHILDREN:
OUR COMMUNITY'S FUTURE IN THEIR HANDS89**

Q.1	Spider's Web Revisited	90
Q.2	Our Memories from Childhood	91
Q.3	Supporting our Mothers to Nourish their Children Safely	93
Q.4	The Voices of Orphans	94
Q.5	Closing Circle - One Thing I Remember	98

**NEW SESSION R: ACCEPTING HIV WITHIN THE FAMILY:
SUPPORTING HIV-POSITIVE FAMILY MEMBERS101**

R.1	Sharing Information with Sexual Partners: Challenges And Positive Possibilities	102
R.2	Sharing Information with Wider Family Members: Challenges And Positive Possibilities	106
R.3	Looking After Yourself if You Are HIV-positive: Challenges And Positive Possibilities	109
R.4	Review of All Drawings from Sessions O - R and Preparation for the Further Open Community Meeting	112
R.5	Closing Circle	117

NEW FURTHER OPEN COMMUNITY MEETING119

1.	Tugs of War and Peace	121
2.	Walk-Round Exhibition of Drawings	122
3.	Presentations of Special Requests	123
4.	Final Comments and Community Procession	124

MATERIALS NEEDED FOR THE WHOLE *STEPPING STONES PLUS* WORKSHOP

These new exercises and sessions, just like the original *Stepping Stones* manual, are designed for use by anyone, whether or not they have formal reading or writing skills. They include a lot of active exercises, including role play, movement and drawing, in order to engage participants more fully in thinking about the issues being discussed.

The following is a list of materials which you will need to have available for all four peer groups for the whole of the *Stepping Stones Plus* manual - i.e. the new exercises to go in Sessions D, E and F and also the new Sessions O,P,Q and R, if you have already completed the original *Stepping Stones* workshop.

- ☒ Flip chart paper
- ☒ Marker pens
- ☒ Large ball of string
- ☒ Long piece of strong rope
- ☒ Post-it stickers (paper notes which you can stick to flip chart paper) of different colours
- ☒ Chalk of different colours
- ☒ Sticky tape to stick the flip chart paper together
- ☒ 'Blu tak'®, drawing pins, or something else to stick the flip chart paper onto walls
- ☒ Several pairs of scissors
- ☒ Candles - one for each participant
- ☒ Boxes of matches
- ☒ Notebook and pen just for each facilitator (not for participants)
- ☒ TV and DVD player and electricity, or laptop and Powerpoint projector and electricity if there is a good wall to view films on, or just a laptop with a well-charged battery

- ☒ *Stepping Stones* original manual and this manual - one for each facilitator (not for participants)
- ☒ Photocopies of the OPAHA, Garissa, body maps on page 76, or body maps drawn by members of a local support group of HIV-positive people in your area
- ☒ For community meetings: Musical instruments? Special clothes for the role plays and for dancing? Refreshments? Food? (The materials with question marks are not essential, but would be good to have, if participants would like a general public celebration of the end of the workshop. See more details below.) Candles and matches for everyone.

Please remember again also to organise a crèche or child care for participants in order to help them join, stay longer at and engage fully in the workshop.

Three DVDs:

Pepe la Tumaini Jangwani. UNICEF Isiolo orphans DVD. Available to download from: www.steppingstonesfeedback.org, or contact UNICEF, Eastern and Southern Africa Regional Office, United Nations Complex, Gigiri, Nairobi, PO Box 44145 - 00100, Nairobi, Kenya. Email: unicefesaro@unicef.org.

What can I do?. Strategies for Hope DVD about Canon Gideon Byamagishwa. Available in English, Ki-Swahili, French, Spanish, Portuguese and Russian, from: TALC, PO Box 49, St Albans, Herts, AL1 5TX, UK. Fax: +44 1727 846852. Email: info@talcuk.org.

The original ***Stepping Stones*** DVD (optional). available in English, Ki-Swahili and French. From: TALC, PO Box 49, St Albans, Herts, AL1 5TX, UK. Fax: +44 1727 846852. Email: info@talcuk.org.

INTRODUCTION

Here is some new material for the *Stepping Stones* manual on gender, HIV, communication and relationship skills: five new exercises to be used within the original manual, plus four completely new sessions and a Further Open Community Meeting.

Of the five new exercises to be added to the original manual, the first exercise ('In the Spotlight') is designed to be used in Session D, straight after the 'Who's Labelling Whom' exercise - or, if you have already run the *Stepping Stones* workshop in your community, this exercise can be used as a follow-up. The other four new exercises are to be added to Sessions E and F.

The rest of the new exercises presented here are included in four completely new sessions, which should follow after you have completed the whole original *Stepping Stones* training package in your community.

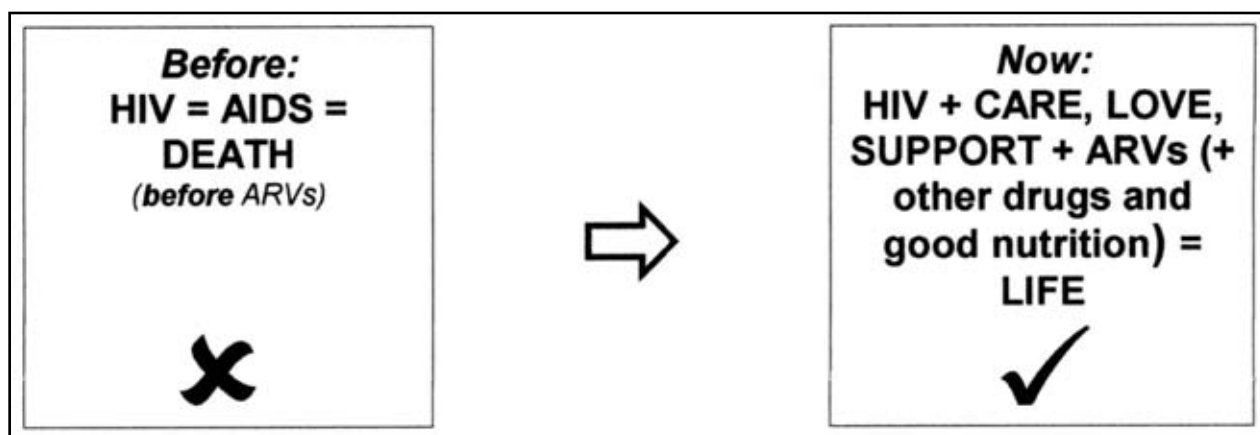
HOW THINGS HAVE MOVED ON

The original *Stepping Stones* training package was designed in 1994, a little before antiretroviral drugs (ARVs) had been invented and a long time before they started to become available in most parts of the world. In those days HIV definitely looked as if it ALWAYS meant AIDS and DEATH. For most people with HIV it is still extremely difficult to get hold of ARVs. But these drugs CAN and DO make a huge difference to the lives of many HIV-positive people. So someone who has HIV now may no longer necessarily become sick with

AIDS-related illnesses, and may well be able to live a long, healthy and happy life.

Alice Welbourn, the author of the original *Stepping Stones* package, learnt that she is HIV-positive in 1992, which is why she designed the original package. She thinks that she must now (2008) have had HIV for about 19 years. In March 2000, she started taking ARVs, when her CD4 count (the blood test used to assess when people with HIV should start taking ARVs) was 170. WHO states that ARVs should start to be taken when the CD4 count drops below 200. Now, eight years after starting to take these drugs, Alice has a CD4 count of 690 and she is feeling very fit and well.

This means that HIV *no longer* needs to be a death sentence. If and when people test HIV-positive, provided they have good medical care, access to the right drugs when they need them - and love, care and support from their families, friends, work colleagues and other community members - they can live ordinary, fully productive lives as wives, husbands, mothers, fathers, brothers, sisters, daughters, sons and workers, as *people*, just like anyone else in their community. Some people who are on ARV treatment still have various problems with the drugs - so it would be very unwise to suppose that it doesn't matter any more if you get HIV. It is certainly not fun or easy to be on these very strong medications. But nonetheless, just like people who are on drugs for diabetes or other long-term medical conditions, many HIV-positive people find that they can get on again with their lives for many fruitful years.



This is such an immense breakthrough - it means that HIV could become a manageable life-long condition, like diabetes (although of course having diabetes is tough at times also), rather than an inevitable death sentence. BUT the one great hurdle still to be overcome is how to encourage widespread community support for HIV-positive people, so that men and women can:

- a) feel strong enough to find out whether or not they are HIV-positive
- b) feel confident that health workers, partners, in-laws, parents, neighbours, work colleagues, employers, work clients, fellow members of churches, mosques and other faith communities and others will still love, support and respect them; and
- c) feel confident that if they need drugs and services which are not available, their fellow community members will join together to campaign to make sure that they have access to these drugs and services, which are their right.

This is why we have designed these new exercises for *Stepping Stones*, to strengthen this aspect of the training package.

One particular route of infection which is especially common now is 'MTCT' - mother-to-child transmission of HIV from mothers to their babies during pregnancy, when they are born, or during breastfeeding. Women expecting babies therefore need *special* support from the whole community to stay fit and well, and to feel well cared-for and respected by everyone around them. As individuals in their own right, they have a right to this support anyway. But they also need *extra* help during and after their pregnancy and their baby's early months, so that both mother and baby can remain fully healthy.

Nowadays, if a woman knows that she is HIV-positive, she can be given the right drugs during the last weeks of her pregnancy, to make sure that she doesn't pass on HIV to her baby. But she **must** feel supported, cared-for, respected



and loved in order for her to feel able to go to the health centre for the right advice and treatment.

In most countries, women are now routinely offered an HIV test when they are pregnant and go to an antenatal clinic. But all too often they are not told properly what the test is for, and they are told that they *must* have the test, rather than understanding that it is their **choice** whether they want to have the test or not. In addition, many women who test HIV-positive have found that health staff have treated them badly, and have even told their husbands or in-laws the test result before they themselves have been told. Often the women then find that their husbands or partners refuse to get tested themselves, and even refuse to use condoms, even though they may then be putting both the expectant mothers and their unborn babies - **and themselves** - at risk of further exposure to HIV.

Men in many countries seem to fear being tested for HIV but often get sick before their wives or other sexual partners, which suggests that they are likely to have become HIV-positive first. In fact various studies¹ have backed this up also. In many countries, men are older than their wives or other sexual partners, and are expected by their peers to have had several sexual partners by the

¹ For instance, one study in Uganda concluded that "men are the predominant source of new infections in rural villages. Risk factors and preventive behaviors vary with the sex of the infected partner, and seroconversion rates are similar in both sexes." Serwadda D, Gray RH, Wawer MJ, Stallings RY, Sewankambo NK, Konde-Lule JK, Lainjo B, Kelly R. http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&cmd=Display&dopt=pubmed_pubmed&from_uid=7546420

time they marry and to continue with other sexual partners after they marry. By contrast, women are generally younger than their husbands or other sexual partners, and are expected to be virgins when they first marry and to be absolutely faithful to their husbands during their marriage. When men get sick, they are nursed and cared-for by their wives or daughters. However, they often die prematurely, because they haven't had access to the drugs which could keep them well. So often men leave their widows and children in a very difficult financial and legal position. Often the man's parents expect the widow to marry the dead man's brother; or to leave the home. But this may not be what she wants to do. It may also not be wise, especially if she is HIV-positive and the man's brother perhaps isn't.

This is why we have designed all these new exercises, to help different sections of the community look more closely at how they feel about HIV-positive people, how those of us who are HIV-positive are treated by others, and how the support we receive might be improved. Ultimately, everyone in the community needs to feel more positive about being tested for HIV, more confident that if they

test HIV-positive they will be fully supported by everyone, and more able to keep themselves, and their families, happy, healthy, safe and alive.

Below you will see in table form the structure of the original *Stepping Stones* workshop, with the new proposed exercises in this supplement highlighted in *italics*. Some of the exercises presented here are designed to fit into the *existing* structure of the manual, as extra exercises in sessions D, E and F. Also, four whole new sessions - O, P, Q and R - have been designed, to be used *after* the whole of the original workshop.

NOTE ON FACILITATORS: As people with HIV have started to become more supported and respected by their communities, they have felt more able to share their experiences with others and have become powerful peer educators. Can your organisation train and employ people with HIV to be facilitators of *Stepping Stones* also? If so, they will add a lot to the power of this process in the communities where you work!

FIRST OPEN COMMUNITY MEETING			
Introduction Video 1 - Stepping Stones			
THEME 1 - GROUP COOPERATION			
A	B	C	D
Let's Communicate	Our Perceptions	What is Love	Our Prejudices
Adjectival Names Expectations Trust and Confidentiality The Straight Line Ground Rules A Knotty Problem Listening Pairs Body Language Guardian Angels Hand in Hand	Mime the Lie Fixed Positions Ideal Images and Personal Destroyers Images of Sex Prioritising Problems Closing Circle and Local Song	Fruit Salad What is love? Video 2 - What is love Sitting on Knees Closing Circle	Pass the Picture Taking Risks Who's Labelling Whom? <i>In the Spotlight</i> Catch Up Time Closing Circle

THEME 2 - HIV AND SAFER SEX

E HIV

Muddling Messages
The Language of Sex

Here also may be added extra optional exercises from the Gambian version about STIs, fertility protection and the female reproductive system.

These can be downloaded from the Stepping Stones website (www.steppingstonesfeedback.org)

The TASO game
Facts and Feelings about HIV

Testing Issues

Prrr + Pukutu
Closing Circle

F

Condoms

Folding Paper Game

Where do we go from here?

Video 3 - The Condom

Condom Discussion

Female Condoms Discussion

Male Circumcision

Catch Up Time

One New Thing

THEME 3 - WHY WE BEHAVE IN THE WAYS WE DO

G

Our Options

Spider's Web
Possible Futures
Video 4: Young Women
Video 5: Young Men
Jungle
If I were an Animal

W1

Possible futures between peer groups

H

Let's Look Deeper Pt.1

Oh Henry!
Exploring Why
Video 6 - Alcohol
Community Likes
Happy Song and
Closing Circle

I

Let's Look Deeper Pt.2

Shout, Whisper, Sing
Video 7 - Traditions
Touch Something Blue
Video 8 - Money
Hand Push
Testing the Water
Closing Circle

J

Let's Support Ourselves

Statues of Power
Attack and Avoid
Video 9 - Saying Yes?
Taking Control
Yes/No game
Supporting Ourselves to Regain Control
Closing Circle

THEME 4 - WAYS IN WHICH WE CAN CHANGE

K

Let's Assert Ourselves

Tugs of War and Peace
Video 10 - Saying No?
Opening a Fist
Video 11 - Coming Home
"I" Statements
Closing Circle

L

Let's Change Ourselves

Video 12 - "I" Statements
Three to One Manipulative Skills
"Exploring Why" Revisited
Rhythm Clap

W2

Exploring Why Revisited

M

Let's Work Together

I'm going on a trip
Video 13 - Trust
The Long Journey
Video 14 - The Long Journey
The Trust Game
Closing Circle

N

Let's Prepare for the Future

The Special Request
The Great Debate
Video 15 - The Community Challenge
Rehearsal of Special Request
Expectations Review
Plans for the Future
Mental Gifts

FINAL OPEN COMMUNITY MEETING	
<p>Tugs of War and Peace Presentations of Special Requests Final Comments</p>	
<p><i>New Session: O</i> What Happened Next?</p> <p><i>Opening Game: Knotty Problem Revisited</i> <i>Risk Assessment: 'Drawing the Line'</i> <i>What Happened Next....?</i> <i>Supporting Health Staff to Help Us: PMTCT/</i> <i>Young People's Health Services</i> <i>Closing Circle - If I Were a Tree</i></p>	<p><i>New Session: P</i> Nurturing Common Ground: Promoting Care and Support amongst Partners, Families and the Wider Community</p> <p><i>Inter-Connecting Circles</i> <i>Body Maps and Special Requests</i> <i>Working with Religious Leaders</i> <i>Promoting a Supportive Network among Neighbours</i> <i>Four things</i> <i>Closing Circle - If I Were a Bird</i></p>
<p><i>New Session: Q</i> Supporting Mothers and their Children: our Community's Future in their Hands</p> <p><i>Spider's Web Revisited</i> <i>Our Memories from Childhood</i> <i>Supporting our Mothers to Nourish their Children Safely</i> <i>The Voices of Orphans</i> <i>Closing Circle - One Thing I Remember</i></p>	<p><i>New Session: R</i> Accepting HIV within the Family: supporting HIV-positive Family Members</p> <p><i>Sharing Information With Sexual Partners: Challenges And Positive Possibilities</i> <i>Sharing Information With Wider Family Members: Challenges And Positive Possibilities</i> <i>Looking After Yourself If You Are HIV-positive: Challenges And Positive Possibilities</i> <i>Review of All Drawings from Sessions O - R and Preparation for the Further Open Community Meeting</i> <i>Closing Circle</i></p>
FURTHER OPEN COMMUNITY MEETING	

We look forward to hearing how you find these new exercises.

New: In 2008 ACORD published an extremely useful guide, *Implementing Stepping Stones*, written by Angela Hadjipateras, which supports organisations in adapting the original manual and video to their own context. This guide can be downloaded from www.steppingstonesfeedback.org and from the ACORD website: www.acord.org.

SESSION D: *ADDITIONAL EXERCISE:*

NB: If you are not using these new exercises as a part of a full *Stepping Stones* workshop please read the section 'Before you Begin...!' of the original manual, which explains how to set up the four separate peer groups and run the original workshop. The structure of having these four peer groups, working both separately and together over time, is really important for the success of the whole workshop and should not be ignored.

If you are using these supplementary exercises after the original workshop, please also make sure you have warm up and wrap up exercises before and after this exercise also.

The following NEW EXERCISE is to go after Who's Labelling Whom, i.e. on page 70 of the original manual.



NEW EXERCISE: **IN THE SPOTLIGHT**

Materials needed: None.

Aims: To illustrate how we have all felt left out or stigmatised at times about many things, how quick we can be to judge others without understanding things from their point of view, and how miserable this can make us feel if we are the ones being judged.

Description: Participants and the facilitator all stand holding hands in a circle and follow the facilitator's instructions.

Directions: 1. Explain how we are going to look further into how it feels to be 'different'. Ask participants to join hands in a circle. Ask participants not to talk during the exercise but just to do as you ask them. Then ask them to think back through their lives to when they were children, as well as more recent years. Ask participants to 'be stared at' if they have ever been laughed at or been told off or have felt somehow left out because of something they have said or done, or for some way they have felt different from others around them. It is a good idea to start off with some examples which have happened to you. Here are some examples, but you can use your own:

'Be stared at if you have ever felt left out because of your eyesight.' Anyone to whom this has happened then needs to move into the centre of the circle of participants, and walk slowly around inside





the circle, looking at all the others who are still holding hands, and making eye contact with each of them in turn. Make eye contact also with others inside the circle like you. When you have walked around the complete circle, and made eye contact with everyone, rejoin the participants, in your original place, or a different place, and hold hands again.

'Be stared at if you have felt left out because you were too young.' Again, anyone to whom this has happened needs to move into the centre, walk around the circle slowly, make eye contact in turn with each of those who haven't joined the circle, as well as each of those who have, before rejoining the circle and reholding hands.

Other examples that you might like to use:

BE STARED AT..... if you have ever felt left out for being too small, too tall, too fat, too thin, your skin colour, being a girl/boy, being a woman/man; being too poor, being too rich, being too slow; being too fast; not being able to read, being too educated, being out of work... or if you have ever been told off for telling a lie, for telling the truth; stealing something, giving something away; hurting someone, helping someone; breaking something, hitting someone, gossiping about someone, eating too much.....

2. Encourage participants to think up their own examples and to call out these to the group themselves, in between your suggestions.

3. After a few rounds, bring in some examples like: if you have ever done something which you later wished you hadn't; if you have ever not done something which you later wished you had; if you have ever been told off for something you didn't do; if you have ever felt unfairly treated for something which others were doing also; if you have ever felt unfairly punished for something; if you have ever felt guilty because someone else was punished for something instead of you.

4. By this time all the participants should have 'been stared at' a few times. Try to make sure that all participants have joined the group at least three or four times. Then ask them to sit down for a discussion.

5. Ask participants how it felt to remember the times when they felt singled out, put in the 'spotlight' and stared at. Ask several participants to describe their own feelings about the exercise and what it has shown them.

Here are some of the points which you can encourage participants to discuss if they don't mention them themselves:

- ★ Different people can feel 'stared at' for completely opposite reasons (e.g. being too tall/being too small).
- ★ Participants can be surprised by how some participants have felt stared at for something when others haven't realised it was an issue.
- ★ Some participants may feel stared at for something which others always thought was an asset (e.g. being too tall, or being too pretty, or being too good at school).
- ★ There may be participants in the group with disabilities, such as poor eyesight, or a limp; or someone who wants children and can't have any. Women can be stared at for wearing jeans or short dresses, and can be seen as 'bad women' for wearing these clothes. Language barriers, wealth, having something new or old, having something unique, being ignorant about something, holding a belief different from others: all of these can produce negative reactions in others. Participants may be more aware of their feelings - but then they may also not be. Ask participants how fair or unfair they think it is for people to be stared at or feel left out for *any* reason, and *especially* because of having a medical condition.
- ★ Encourage participants to identify other forms of reaction - i.e. not just staring, but whispering about people, being pointed at, being excluded from a job, a school, a discussion, a club, a place of worship.... What else?
- ★ Encourage participants to discuss how it feels to be stared at. Some of the issues mentioned may not feel too big; but other issues mentioned may feel very big for those participants, who may feel very upset for being treated unfairly by others. Help


participants to realise that we often judge and condemn others unfairly, without perhaps realising how strong an effect our words or actions can have on others.

- ★ Have participants ever 'stared' at someone negatively just because it is easier to go along with the views of their friends, when in fact they have perhaps felt this treatment to be unfair? How did they feel about that?

6. Ask participants what they think this exercise has taught them about themselves and about others around them.

7. Explain how in other countries people have realised that if there are some people in a community who stare at others and judge or pick on them a lot for being different from themselves, this can often be because they have somehow been judged themselves when they were growing up: and they are now treating others unfairly because they have felt unfairly treated themselves. Ask participants whether there may be similar issues in their community. Ask participants also whether it is fair to judge others for being different from yourself, just because you have felt unfairly treated by others.

8. Finally, ask all the participants to stand up again, join hands in a circle once more and then for all of you to stare all together at each person in turn in the circle, and praise her or him for all his or her great qualities - whether tall or short, with or without glasses, fat, thin, whatever - encourage all the participants to celebrate everyone's diversity in all its forms. Spend just 15 seconds or so focusing on each person as you move round the circle, staring all together at each person in turn. Point out that it is our diversity which is so special about people and which singles us out in the world. It is something which we should be celebrating, not criticising all the time. Encourage everyone to feel positive about their diversity and feel good about being stared at for a change!

 This exercise can raise some strong emotions for some participants, either because they have felt stared at, or bullied, or because they recognise themselves doing this to others and feel either guilty or defensive about it - or both. Please be aware of this, especially if some participants go very quiet or maybe even cry, or get defensive. If so, you could repeat the 'hand in hand' exercise from Session A and remind participants that we can all work to support one other in these exercises.

Follow this exercise by returning to page 70 of the original manual - i.e. Catch Up Time - if you want, or you could just skip that and move to the Closing Circle on page 71.