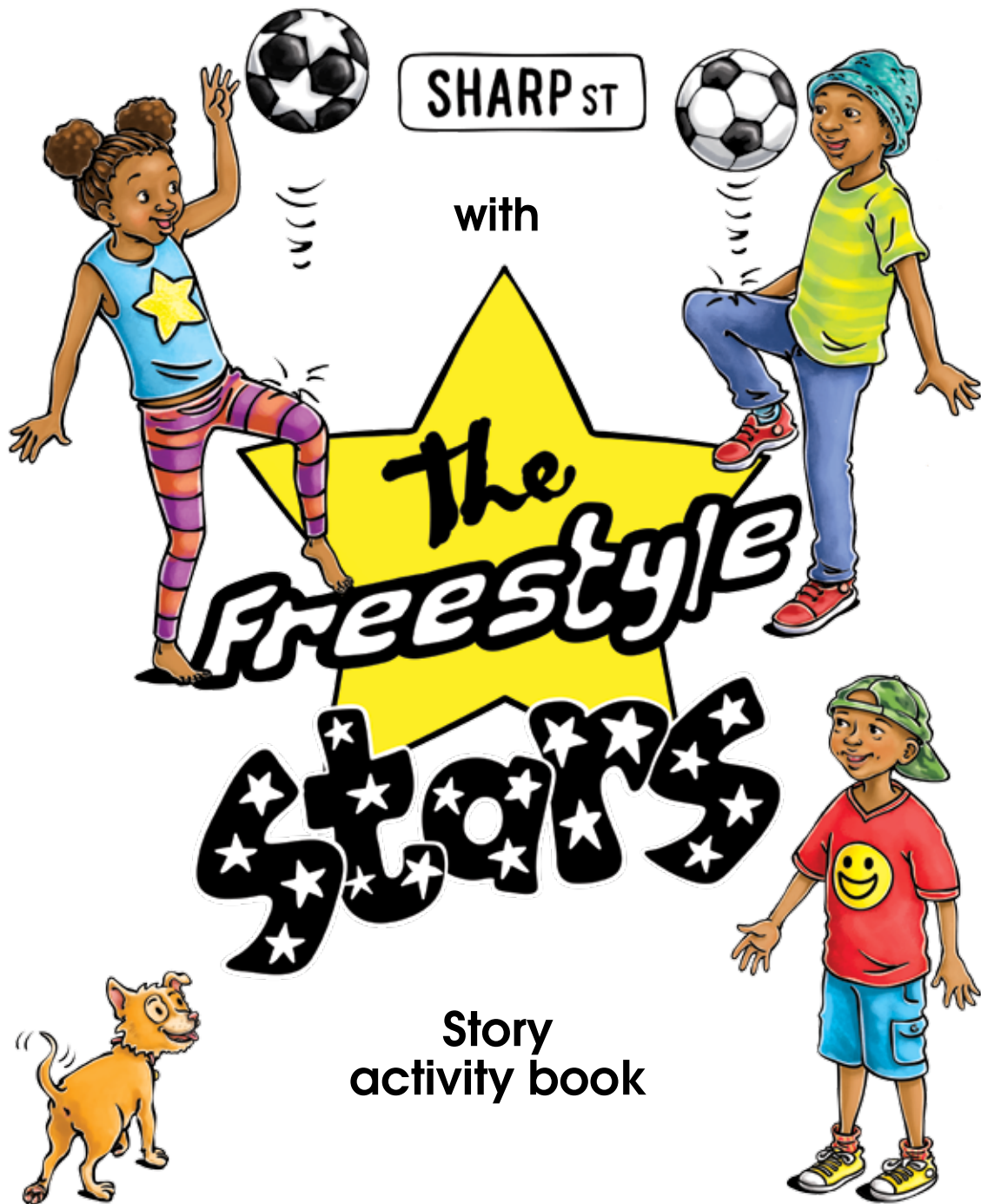




Let's go to



Story  
activity book

# Teachers' Guide

A working document

## People who have advised us along the way:

**Vanessa Farr** – International gender activist, specialising in Africa and the Middle East

**Lorna Lake** – Clinical Psychologist, specialising in family matters

**Debi Steven** – Founder of 'Action Breaks Silence', [www.actionbreakssilence.org](http://www.actionbreakssilence.org)

'I'm so excited about this educational book.'

**Prof. Rachel Jewkes** – South African Medical Research Council

- Executive Scientist: Research Strategy in the SAMRC Office of the President

**Dr Rochshana Kemp** – Social Work Manager, Western Cape Department of Education

**Avril and Simone** – Social workers, Jellybeanz Organisation ([www.jellybeanz.org.za](http://www.jellybeanz.org.za))

**Dr Gillian Douglas** – Senior Clinical Psychologist, Region 4, Department of Health, KwaZulu Natal  
Previously of Red Cross Hospital

'Overall a really great idea and well conceptualised.'

**Roxanne Kirsten** – Teacher, Vredelust College Remedial School,

'It is clearly something that will resonate with every child in some way.'

**Juanita Lenford** – Youth Community Worker and director of Shining Splendour Consultancy,  
[juanitalenford02@gmail.com](mailto:juanitalenford02@gmail.com)

'I simply love the concept and idea.'

## Thumbs-up

We approached the following people or institutions and they have agreed that the book will do no harm and does not contradict anything that they have been working on in the field.

We have received the 'thumbs-up' for this book from:

**Cheryl Morilly** – Childline Western Cape, Deputy Director, [www.childlinesa.org.za](http://www.childlinesa.org.za)

'Exceptional and extremely significant.'

**Dr Jacqueline Mthembu** – Senior Research Specialist – Human Sciences Research Council (HSRC), [www.hsrc.ac.za](http://www.hsrc.ac.za)

'Yes, it's definitely a "thumbs-up" from me.'

**Ilona Herman** – Principal, Bel Porto School, previously Principal, Vista Nova Primary and High Schools

'This book is brilliant.'

**Ronel E. Stevens** – The Girl impact, [www.thegirlimpact.org](http://www.thegirlimpact.org)

'It's a fantastic contribution to what's a bigger conversation.'

**Deidre Foster** – Communications, Western Cape Police Ombudsman

'I love it'.

# Foreword

This guide is a valuable workbook that responds to the need for prevention of violence against children in South Africa. The ***World Study on Violence against Children*** (2006) noted that if the underlying causes are identified and addressed, violence against children is preventable. There is therefore a growing recognition and development of initiatives that seeks to prevent violence before it occurs, and this workbook fits the criteria of being such a tool.

It gives guidance to teachers to help children to reflect on how they see themselves, to identify their own strengths and to deal with their challenges, all in a fun and non-threatening way. The activities are relevant and allow for engagement and further interaction. Most significant is that it has the capacity to build confidence and self-esteem in children, which are important contributing factors to healthy childhood development.

Thank you to the authors for this meaningful tool.

**Cheryl Morilly,  
Deputy Director,  
Childline Western Cape.**

# Introduction

**Hero-in-my-Hood** is a social company that develops story-activity books for children on a variety of topics. We believe that learning needs to be engaging and fun. We aim to encourage children to be heroes within their own hoods (neighbourhoods or communities). They do the right thing, not because they will get into trouble if they don't, but because they know and understand the value in doing so. Our by-line is '**encouraging children to be courageous and kind**'.

Our first story-activity book is about a puppy, Lucky, and teaches children about the care of a dog. In this book, children are engaged in the story as, on each page, they are required to complete an activity about a particular aspect of dog care. With this concept in mind, **Hero-in-my-Hood** was approached to put together a similar type of book on gender violence. The book is aimed at foundation phase children. However, it is appropriate for the intermediate/senior primary phase. Under the guidance of a teacher, parent or older child, a foundation phase child will cope quite easily with this book.

As we researched the topic it became clear that we need to address boys in particular. Boys and men are more likely to be perpetrators of the violence against girls and women. More reading indicated that the very violent acts that we would like to stop, start with children in the playground and the seemingly harmless activity of name-calling. If this is not stopped at this early stage, the name-calling escalates to physical pushing, hitting, fighting and eventually the act of rape and even murder. So we deal with the early identification or the pre-kill to gender based violence.

The more we looked at the topic the more complicated it became. While chatting to an international gender violence activist, it was clear that dealing with the recognition of emotional feelings is crucial. The ability to feel and identify their own emotions can help the children feel empathy. We were shocked as she explained that many traumatised children battle with, or do not have, the ability to feel. The feelings referred to include happiness, sadness, anger, remorse, fear and guilt, to mention the obvious. If we can help children deal with their own feelings and self-esteem issues, the battle is on the way to being won.

Another issue that she highlighted is generational violence. Boys look up to their fathers and unintentionally mimic their behaviour. Often, the father figure is missing in a home and there is no role-model for the child. This is not helped by the extreme violence that the children are exposed to in some neighbourhoods and on television in their homes on a daily basis.

The main aim of this book is to greatly reduce bullying and GBV. This aim can be achieved through helping children understand their own emotional feelings in order to develop empathy. Children are encouraged to 'tell' and to 'talk', thus breaking the silence that allows negative behaviour to continue. The story guides the children to find something that they enjoy and which they can do well, building self-esteem. We chose freestyle soccer as the theme as it is an activity

that is traditionally seen as for the boys, but one in which girls are also active. You will see many clues throughout the book that challenge gender stereotypes. In freestyle soccer the individual is encouraged to express him/herself, and in our story the children of a neighbourhood come together and shine as a team, *The Freestyle Stars*.

Looking at the **Circle of Courage**, we start with belonging - the children are part of the hero team as they put their name and picture on page one. Billy realises that soccer tricks are not his forte, but that drumming and keeping a beat are. He learns to master that. He quickly becomes proficient and independent of his mentor, Ronnie. He learns about empathy and is now able to be generous with this new skill when he sees Khwezi battling.

The activities and story are connected. The child completes the activity in order for the story to progress - in this way the books are engaging and the child becomes instrumental in the story. The activities are designed to cover a variety of learning areas: language, counting, picture identification, concept recognition, concept matching, shape, pattern, size and sequence.

As you work through this book with the children, there might well be more than one interpretation of the concept we are trying to get across. It is up to the teacher to gauge the emotional level of the children and decide how much 'un-packing' of an issue is required.

In this guide there is a large amount of information that is only obvious when we delve into the topic. The children will not 'get' some of the issues without the direction of the teacher. That is fine. Each child will be able to digest what is relevant to that child and what they can cope with at the time. If some of the concepts go over their heads, that is also OK. Allow the children to enjoy the story and the activities.

**Remember, we aim to instill empathy; to encourage the children to 'tell'; and to help the children find something that they enjoy and which they can do well, thus building self-esteem. Anything more than that, is a bonus.**

**Please mail us any comments or observations.  
Where possible we will include them in this guide.**

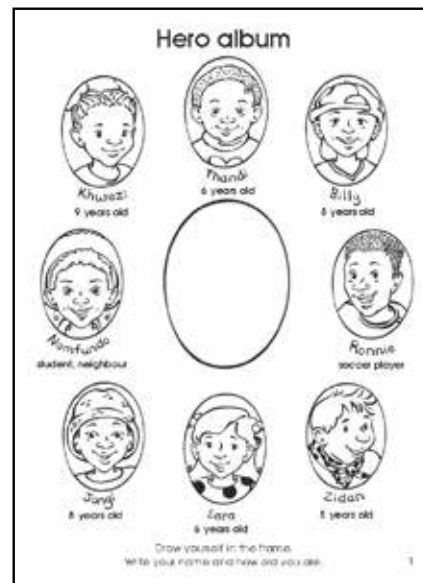
**We hope that you and the children will enjoy the book.**

## Page 1

### Objective:

1. Encourage a feeling of belonging – step one in the Circle of Courage.

The child takes ownership of the book and is now part of the hero team, part of the story. The child is included.



## Page 2

### Objective:

1. Examine gender roles.
2. Examine the need to feel included.

Freestyle soccer is the term that refers to soccer tricks and ball handling techniques. It has become an international sport.

On this page the idea of gender identity is introduced. The girls are doing freestyle soccer and Mom will ask the boys to help her with the washing.

- **Ask** the children what they think about this and if it is usual or unusual. You will get a variety of answers. Allow the children to think about the concept without telling them what you think.



The name Billy is short for William = French and Old German word for protector or helmet.

Billy wants recognition and praise from his dad. He also wants to be part of the group of kids in his street who do freestyle soccer/soccer tricks. He sees Khwezi (Khwezi = isi-Xhosa word for star) spinning the ball and reckons that freestyle soccer is his best way of getting accepted into the group and getting his father's notice and praise. Children need recognition from both adults and their peers.

- **Ask** the children what they do to get the attention and approval of friends and family.
- **Point out** that we all prefer to get noticed for things we do well (praise), however, sometimes we do something naughty to get attention or a reaction.
- **Ask** the children if any of them do this. Most will answer that they have done so. Ask them if they think this is OK. Try to get them to justify their answers.

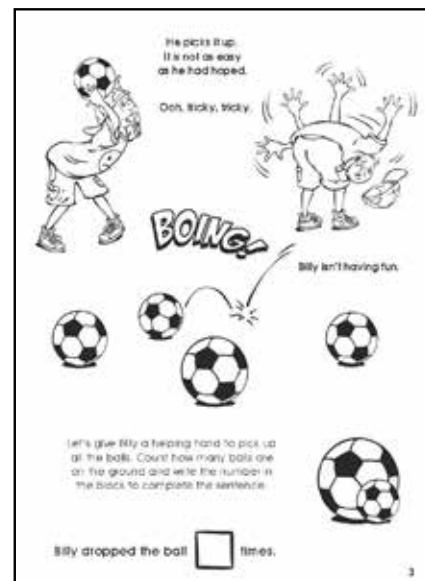
### Page 3

#### Objectives:

1. Help the children understand that we cannot all be good at the same thing.
2. Counting activity helps children feel included in the story.

Not so easy. Clearly ball skills are not Billy's forte.

- **Explain** to the children that not everyone can do everything with the same ease and skill. Some people are good at running, some at singing, dancing, maths, writing, ball skills and so on – we are all different.
- **Encourage** the children not to give up too easily. Some things take practice.
- **Encourage** each child to think about what he or she is good at or enjoys doing.
- **Remind** them that everyone is good at something.
- **Point out** that the balls on the ground each have a small shadow. This is part of 'visual literacy'.



### Page 4

#### Objective:

1. Examine how one feels when someone says something hurtful.

Billy's dad and his brother see him struggling and think this is funny. They laugh at him. The brother is clearly the apple of Dad's eye at the moment. He thinks that he could possibly be a soccer star. Billy's brother is happy and feels accepted by Dad.

Billy feels dismissed and a failure. His dad sees him as a fool, a clown and is laughing at him. There is a black hole opening up behind him. He is being swallowed into a black hole of misery.



- **Ask** the children if they have ever been in a situation where they wanted to be accepted but were laughed at and made to feel inferior/small. Most children will have gone through this at least once, some many times.
- **Ask** how they felt.
- **Agree** with the children that it is not a pleasant feeling and can make one very sad.
- **Explain** that feelings are real and cannot be ignored. How we react to them is what counts.

Let us see how Billy learns to deal with these negative feelings.

There is an emoji on Billy's shirt which changes to show the emotion that he is feeling at any time in the story.

- **Ask** the children to look for the clue on Billy's clothes to help them identify his different feelings.

## Page 5

### Objective:

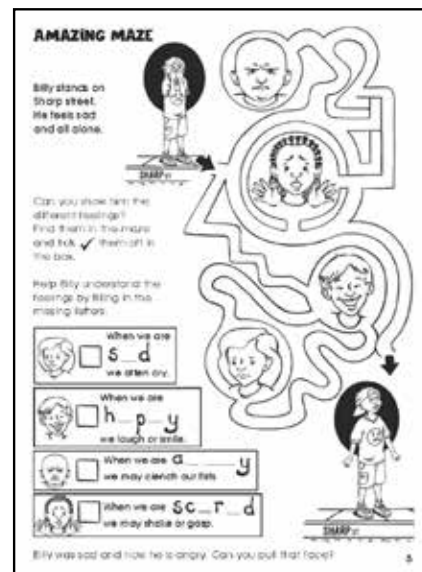
1. Examine different feelings and how they can be expressed.

This activity is a fun way for the children to identify four primary feelings.

- **Tell** the children there are many more feelings. Looking at someone's face is the easiest way to see how they are feeling.
- **Ask** the children to turn to the person next to them and look at their faces to see how they are feeling. As we grow older we learn to mask our feelings and then they are not always as obvious.
- **Ask** the children to pull different faces that show different emotions.
- **Explain** that sometimes we show an emotion that we are not feeling.
- **Ask** the children why we do this and if this is OK or is it lying. Ask them to justify their answers.

At the start of the maze, Billy is feeling lost and despondent. By the time he gets through the maze, he is angry/cross (clenched fists and teeth).

- **Explain** that one emotion can change into another. Sadness and hurt can easily turn to anger and aggression.



## Pages 6 and 7

### Objectives:

1. See how a feeling of being inadequate can change into aggression.
2. Understand that having the support of someone you admire / want to impress can encourage you to do and say things that would not normally come naturally to you.
3. Examine the 'victims' feelings
4. Show how everyone reacts differently to a situation.



Billy's dad's dismissive attitude has made him feel disempowered and he sees his dad as having power over him, the power to make him feel sad. Surely he will have the same power over the girls if he copies Dad's behaviour? Initially being nasty makes him feel good and empowered. This feeling does not last. Later in the story, he is shown, by Ronnie, that the feeling of power lasts much longer if he is caring.



- **Ask** the children how they think Billy is feeling after his dad's rejected his efforts.
- **Explain** about sometimes people (Billy's dad) are not kind. This does not mean that you (Billy) are not a good person, it just show how the other person (Billy's dad) is not being kind. Sometimes we have problems that bother us and we take it out on the people around us because we do not know how to deal with the problem. This is called transference - we are transferring/giving our feelings to someone else.

The girls, unaware of Billy's humiliation, call out to him to join them at the park. Billy is still hurt. His hurt has turned to anger. He calls the girls names and yells that he is not interested (although we know he actually wants to join them). Billy's brother is encouraging his nastiness and aggression. Billy thinks he has to take sides – his brother or his friends. This time, gaining his brother's recognition is more important than his friends'.

- **Ask** the children if they have ever been in a situation like this, where they are torn between getting acceptance from one person at the expense of another. They are upset and the only way to feel better is to lash out at someone and get rid of their frustration. Often, we lash out at a person whom we care for most, like a family member. Maybe we hope that they will understand and be forgiving, but we are just hurting them, and ourselves.
- **Ask** how it feels to be on the receiving end of this behaviour.
- **Ask** if they think Billy will feel better after doing this.

The girls are shocked. Khwezi loses her concentration and drops the ball (a child working through the book felt that 'Khewzi loses her bounce' was a typo, until we explained that the word 'bounce' refers to her upbeat energy and sense of fun). Sara (Sara = Hebrew word for Princess) is nervous and Thandi (Thandi = isi-Xhosa word related to Love) is angry. They feel hurt by Billy's outburst. Sara and Thandi stand up for their friend. Sara tells him to 'stop' and Thandi suggests they 'tell'. This is where the concept of 'stop/no' and 'telling on someone' first comes in. They tell Billy to 'stop it' as they don't like how he is behaving. Telling someone to 'stop' is all very well, but that person needs to listen. He needs to respect the person who is saying 'stop/no'. This is where we often go wrong in that we teach children to say 'stop' and 'no', but we don't teach the bully/perpetrator how or why he needs to listen and to 'stop'. The children need to understand both. Often we do not talk about what has happened to upset us. We don't like to get someone into trouble by telling on them. Children are sometimes threatened if they 'tell'.

- **Suggest** that they can write an anonymous letter or tell a friend who will pass the message on to a trusted adult.

In this case, Billy's actions are wrong and not acceptable. We feel sorry for him as he is dismissed as useless by his brother and father. He feels sad and this turns to anger. There is a difference between how he feels and how he behaves. His behaviour is a choice, his feelings are not. Should we overlook his behaviour and let him get away with it, maybe next time he will physically attack the girls or a few years down the line, who knows what he will do? This is where identifying this behaviour early on is essential so that it does not escalate into violence. He needs to understand that being nasty to someone is not a good thing. He must take responsibility for his actions. Feeling

bad about what happened to him does not give him the right to be ugly to someone else. This is tricky: we automatically feel empathy for him but his behaviour could be the beginning of a journey down a very slippery slope that could result in violence. Further in the book we show how he can re-direct his cross and angry feelings into positive activity.

Note the 'Stop' hand sign shown by Sara. It appears that Billy is not listening to the girls so they go to look for Nomfundo (Nomfundo = in most Nguni languages is a word related to Education) to help them. Sometimes it is essential to get the help of an older person. This is one of those times.

- **Encourage** children to talk about things that bother them.

As adults, we need to listen.

## Page 8

### Objective:

1. Show that it is important to tell someone you trust and not keep it bottled up inside

Over the next three pages we deal with the girls, the victims/ the innocent ones who are harmed emotionally or physically. Thandi tells Nomfundo what has happened. They say how they are *feeling*.

- **Ask** the children how they would feel.

Nomfundo acknowledges their problem and praises them for telling her. She reminds them that it is good to 'yell and tell'.



We have used the term 'yell and tell'. However, children are not always in a position either to 'yell' or 'tell'. They must not feel guilty if they cannot immediately 'yell and tell'.

- **Encourage** them to 'tell' as soon as they can safely do so.
- **Reinforce** 'no' and 'stop'. Again, the 'Stop' hand sign.
- **Encourage** the children to find someone else to talk to if the first person they have spoken to does not listen. *Keep talking and telling until someone listens and helps.* Sometimes adults are so busy that they do not listen or pay attention to what children are saying.
- **Help** the children understand that they are not responsible for another person's actions. 'It was not the girls' fault. They did nothing wrong'. We often feel that we are responsible for how someone acts towards us. This is NOT so.

Each person is responsible for their own actions. It is not up to the victim to accept blame or feel guilty because of someone else's bad behaviour. When Billy was upset, he chose to pass on his anger by being nasty to the girls – he is responsible for his actions. What happens next in the story shows how Billy can be helped to make a different choice. Even when he is upset, he can choose not to pass on his anger to others.

## Page 9

### Objectives:

1. Examine how our feelings can be transferred and affect others.
2. Show how we can take control of how we react to other people's feelings.

This activity illustrates how feelings affect us and those around us. As this book is about freestyle soccer/soccer tricks, it seemed appropriate to use the analogy of throwing a ball. It shows how one can transfer negative or positive feelings to others. Feelings are infectious. One boy decides that he does not want to be angry with his dog as he loves his dog very much. He chooses to drop the angry feeling. Thandi does not want to feel sad so she removes herself from the situation – 'she does not stay, she turns away'. She is using the 'Stop' hand sign. Please note that we did not say 'she runs away', as this could encourage children to run away from home – not our intention. Make sure the children understand 'running' away is not an option.



- **Seek help from an adult – TELL.**
- **However, where possible, where there is negativity, turn away from it.** This applies to adults as well – it is unhealthy to surround yourself with negative people.

There is the argument that to be a hero you must stand up to the bully and not turn away. In our story, both Sara and Thandi stand up for Khwezi and they 'tell'. Sometimes it is advisable just to remove yourself from a situation that could turn nasty.

- **Point out** that sometimes we hide our feelings and smile or laugh when we are scared or sad.

Depending on the group or the child, you can take this discussion further.

If a child tells you, the teacher, about something where you cannot help, consult a colleague/principal/school psychologist/school social worker. Go through the correct channels and get help for the child. It is your turn to TELL.

See:

<https://wcedonline.westerncape.gov.za/...ed/.../AbuseNoMore-eng.pdf>

<https://wcedonline.westerncape.gov.za/.../abuse.../AbuseNoMoreENG-Annexures.pdf>

<https://wcedonline.westerncape.gov.za/.../abuse.../AbuseNoMoreENG-Sec3.pdf>

[https://wcedonline.westerncape.gov.za/circulars/.../e31\\_12.html](https://wcedonline.westerncape.gov.za/circulars/.../e31_12.html)

## Page 10

### Objective:

1. Show the power of sharing a problem.

To try to fix a situation, you must tell someone who can help you. Nomfundo praises the girls for their bravery in telling – it is not easy to tell.

- **Remind** the children that they cannot fix everything themselves. No one can help if they do not know what is wrong. To get help, one must talk about the problem.

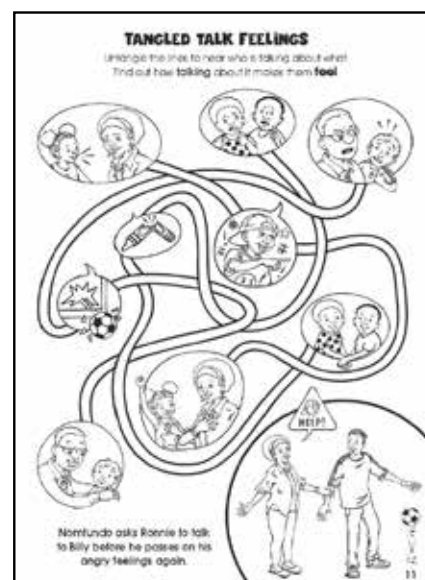
## Page 11

### Objectives:

1. Activity to show how talking about something can help resolve it.
2. Show that you if you are not able to solve all problems, then look for assistance.

This simple activity involves joining the three pictures on the top of the page to the three at the bottom. Then one can see what each scenario is about and identify the feelings involved.

- **Ask** the children to say what they think is happening in each mini story. What do you think they are saying to each other to 'fix' the problem.
- **Ask** how the characters in each scenario feel at the beginning of each mini-story and how, after having talked about it, they feel at the end of the mini-story.
- **Help** the children find empathy for another child in a different situation. The children will learn that a dispute can often be 'sorted out/fixed' by talking about it.



## Page 12

### Objectives:

1. Understand that talking to the bully in a kind way can often help with the problem (when shouting and punishing will probably just make the bully more upset and angry with themselves and exacerbate the negative behaviour).
2. Examine how the rush of power that Billy felt when he was nasty was short-lived.

Enter Ronnie (Ronald = English name derived from Old Nors meaning advice, decision ruler or counsellor) and Lucky, the dog. Billy is still in a 'black hole of despair and misery'. Ronnie



admits that he did something wrong by not caring for Lucky properly and that he felt very sad about his actions. This story is relayed in our pet care book, *Lucky*, where we look at the empathy of a child for an animal. Billy confesses to what happened and how he is feeling about it. Ronnie agrees that what Billy did was wrong and suggests that he finds an alternative/positive activity to help him feel better/boost his self esteem.

In this part of the story, we are not forgiving Billy for his actions, rather encouraging him to find an alternative way to express himself. So, rather than lash out unnecessarily at his friends, he finds a positive activity that can help him get rid of negative feelings and energy. Rather than throwing the 'negative feeling ball', he must learn to convert it to a 'positive feeling ball'. He needs to find an activity that he enjoys and is good at. It will help him change his negative feelings.

### Page 13

#### Objective:

1. Show that everyone is good at something different.

This activity allows for picture and concept recognition. It also shows the child that everyone has their own 'special thing' that makes them feel good.

- **Ask** the children to mention other activities that could be their 'power to do good'. This could include sport, dancing, singing, reading, science, baking, helping at the animal shelter, helping old people, helping at home and so on. We are looking for active, positive activities – watching movies and TV are passive and not positive activities. Someone could mention playing games on a cell phone: this is not the sort of activity that we are thinking of. We want something more active and positive. The most positive activities involve engaging with other people so that we grow strong communities where everyone knows how to help each other feel better and safer.



### Page 14

#### Objective:

1. Show that if we look, we will find something we are good at, sometimes in unexpected places.

After the children have spoken to someone they trust, Nomfundo and Ronnie, they are all feeling a bit better and are on their way to the park (Sara is still looking nervous/unsure). Billy sees an empty paint tin and an old spoon and realises that this could make a drum. He starts playing his new drum. This is something that he can do. He is happy. Maybe the group will accept him.



Page 15

Objective:

- 1. Show that we all have a place/'fit' in our community

This is a counting and shape recognition activity. In much the same way that we find our sense of belonging, so too shapes can also fit together. The group of characters in our story have joined up and are walking together to the park.

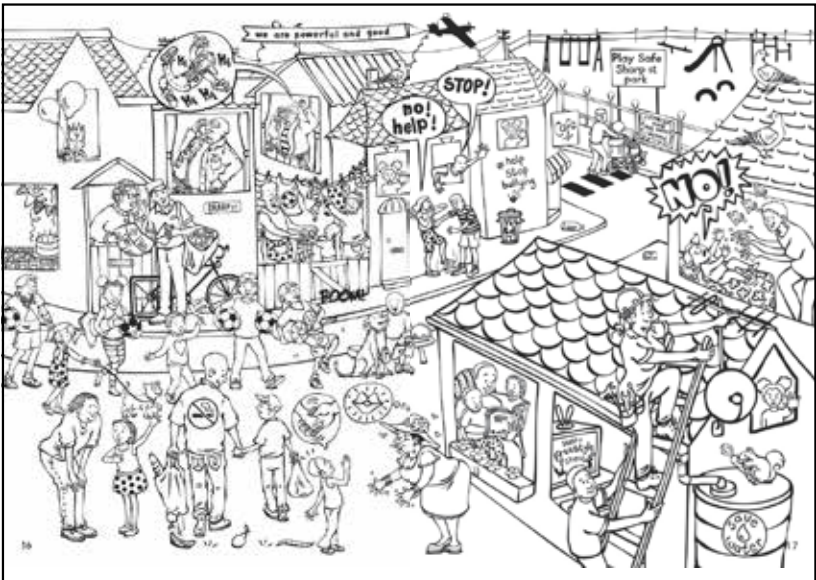


Pages 16 & 17:

Objective:

- 1. Have some fun.

The instructions for this activity are on page 18. The older children will love this activity. The younger ones might find it a bit confusing. It is up to the teacher to decide how much time and discussion is needed on this page. The next few pages will give you some pointers for discussion. It looks as if the children have accepted Billy back into the group.



Page 18

Objective:

- 1. Finding and matching

This is relatively simple: finding objects. The question about things being 'drawn wrong' refers to the square bicycle wheel and the upside down sign on the gate.





## Page 19

### Objective:

#### 1. Discussion topics

This page reinforces the idea that talking about things that worry us starts the process of healing and change. Here we mention a secret – the surprise birthday present that is being delivered. Depending on the class and prior knowledge, the teacher could investigate the 'good' and 'bad' secret concept.

- **Ask** the children what is happening on this page.

We introduce the 'kissing aunt' concept. This makes the boy feel uncomfortable, he does not like it. He shows the 'stop' sign.



- **Ask** the children how they would feel if an older person did this to them. They need to respect the older person but do not like what the older person is doing. This is an awkward situation. Get the children to identify/empathise with the boy.
- **Ask** what other things adults do that make them feel uncomfortable or unsafe. *This question could hit some nerves, so be sure that you are confident in being able to contain whatever comes out of this discussion. This discussion could move into the territory of the older boy/man being overfamiliar or even sexual with a girl or boy child.*
- **Encourage** the children to tell someone who can help if they cannot get the older person to listen to them and stop the activity. Again, encourage the children to tell someone who can help. If no one listens, keep telling until someone listens and helps.

## Page 20

### Objective:

1. Examine generational abuse.
2. Understand that if something is funny, everyone must enjoy the joke.

Generational abuse. It is well documented that people who abuse others were often abused themselves as children. However, this is not always the case.

In the centre spread we introduce Grandpa, on the phone. Being nasty to his son, Billy's dad. Dad does not like this and feels foolish. We have shown that he feels like a clown, the same image that we used on page 4 when Billy is ridiculed by Dad. Grandpa is making Billy's dad feel exactly the same as Dad made Billy feel – sad, silly and miserable. Clearly, Grandpa used nastiness to feel powerful over Dad, Dad does the same to Billy and Billy is now doing the same to the girls.



- **Ask** the children if a similar scene appears somewhere else in the book, and where.

It is debatable how much a child needs to know about why his father behaves in the way that he does. We feel it is sufficient for the child to know that dad was also bullied as a child. However, it is not the child's responsibility to accept the behaviour as being OK. He is not expected to condone or forgive the behaviour. It is important to know that he has a choice: to follow in dad's footsteps and behave in the same hurtful way, or to try to break the cycle. He also needs to know that he might need help from an adult to break the cycle.

Here is an interesting article on Generational violence:

[https://www.crisiscenter.org/pdfs/generational\\_effects\\_of\\_violence\\_doc.pdf](https://www.crisiscenter.org/pdfs/generational_effects_of_violence_doc.pdf)

Tickling and 'No'. On page 17, we see the girl yelling out 'No!' while the older male (brother/uncle/cousin/friend) thinks it is funny. On page 20 we look at the desired behaviour.

- **Let the children know** that it is OK to stop and apologise if asked to do so.
- **Point out** that something is not funny if not everyone is enjoying it. If a person is emotionally or physically hurt by someone's actions, it is not funny. In *America's Funniest Videos* people are always getting hurt – this is not funny. We may find this hard to understand, as the media constantly feeds us images of people being hurt or humiliated with the sounds of laughter. What ways can you think of to help the children understand that everyone must find it funny for it to be funny? Laughing at someone's misfortune or discomfort is not acceptable behaviour. Not what would be expected from a Hero.

This scene could be seen as a euphemism for sexual abuse. Without going down that road in so many words:

- **Tell** the children that any touching needs the child's permission.

The child can say 'no' and 'stop'. If someone says this, the perpetrator needs to respect it and stop whatever he is doing. The boys in particular must understand the meaning of 'no' and 'stop'.

- **Reinforce** this issue. Many children do not get this guidance at home so it is up to the teacher. Children must be taught to respect the request/demand of another when he/she says 'no' or 'stop'.

## **Page 21**

### Objective:

1. Decide on boundaries of when it is acceptable to 'hit back'.
2. Debate 'Hero Rules'

On page 17, Billy's brother was clearly overstepping the mark in trying to grab the girl wearing the polka-dot pants. She is defending herself by holding up her hands and stomping hard on his



foot. In this book we constantly push the concepts that 'you may not hurt anyone', 'hurting is bad'. However, the child needs to understand the difference between starting a fight and hurting someone, and defending oneself. On page 21 we show a possible outcome: she has managed to get away from him. She joins the safety of her friends.

**Ask** the children to decide what they think is acceptable.

**Decide** on a class or school policy.

**Discuss** the rules below and ask the children to explain what they think each one means.

**Ask** the children to decide on their own 'Hero Rules'. Maybe they have some to add.



### **Hero Rules:**

1. Heroes like and accept themselves, they are their own best friends. People who accept and like themselves generally find it easier to talk to others and tell them things.
2. A hero knows that kindness is powerful. Children often gauge their 'power' by their popularity. People who are kind, loving and fun are always more popular than a mean and nasty bully.
3. Heroes find their power for good. Children need to have something that they enjoy and are good at. This helps with their self-esteem as they gain the admiration of family and peers for persevering and becoming good at something. This could be anything, even simply being helpful and kind.
4. Heroes will talk to someone about things that bother them. All people have things that worry them. In order to solve problems we need to talk, communicate and come to some mutual resolve. Violence does not fix things.
5. Heroes yell and tell if someone hurts them. Be brave and tell on someone who is being nasty to you or someone else.
6. A hero knows better than to hurt others (their bodies and their feelings). Kindness.
7. Heroes laugh only when everyone is having fun. This has been discussed at some length.
8. A hero will only touch someone with their permission. Respect for one another.
9. Heroes know that NO means NO! Respect one another's wishes. Especially, respect one another's bodies so that we always feel safe together.
10. A hero makes positive choices and chooses not to say nasty things. Kindness.
11. A hero chooses not to start a fight. Respect and kindness, not being a bully.
12. If it is not OK - a hero will not stay, but will turn away. Keep away from needless confrontation that could cause harm or escalate a confrontation into violence.

## Page 22

### Objective:

1. Looking at forgiveness and acceptance

The children are at the park, having fun. Billy is included as one of them – this is what he dreamed of. They are working together as a team. Billy is beginning to master his newly found 'power to do good'. this is step 2 in the Circle of Courage. Step 3 is when he masters his new skill and is independent of his mentor, Ronnie.

**Ask** the children if they think it was right that the children accept Billy into the group.

**Ask** if we deserve second chances. How many 'second chances' are we allowed?

Let the children decide if they would have done the same thing. Some will be more forgiving than others.



## Page 23

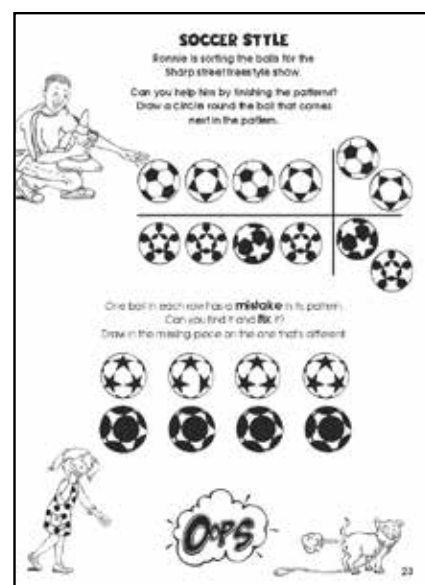
### Objectives:

1. Identifying patters.
2. Realising that you can only fix something if you know what is wrong.

Shape and pattern recognition. In the 2<sup>nd</sup> puzzle, the children need to find the fault before they can fix it – this is a skill that will be useful throughout life. In the last row of balls it is quite tricky to find the 'missing bit'.

- **Explain** that sometimes we do the same thing again and again and it turns into a pattern. Sometimes we need to break that pattern of behaviour.
- **Explain** to the children that sometimes it is difficult to identify the problem so that it can be fixed. Sometimes we need help in finding the problem before we can do something about it.

Lucky walks off and ... oops ... farts. Let the children laugh and enjoy this.



## Page 24

### Objectives:

1. Looking at team work and solidarity.
2. Show that not everyone wants to be part of the 'team'.

Khwezi sees the poo and loses her bounce/control of the ball. Billy's brother is laughing – he has not yet learned that it is only funny when everyone can laugh about it. Khwezi is not laughing. Billy's brother is still on the outside, he still chooses to laugh at an accident that's about to happen. He hasn't decided to join his community as a hero yet. His laughter isolates him.

- **Talk** to children about people who don't ever seem to want to join in and support other people to be safe and happy. Billy's brother is showing himself to be a person other children need to turn away from. At the moment, he is not a safe person to be around.
- **Discuss** ideas with the children about how he could be supported to make a different choice that helps him join in as a hero. What about asking Ronnie and Nomfundo to help him the way they helped Billy?"
- **Explore** the problem of the bully, the outsider, the dissenter (trouble-maker) – there is a high likelihood that one child will always want to be different/difficult. It's OK to keep away from these children, but you can always ask an adult to help in case there's something they can do to change his behaviour. On page 28, Billy's brother starts to feel left out.

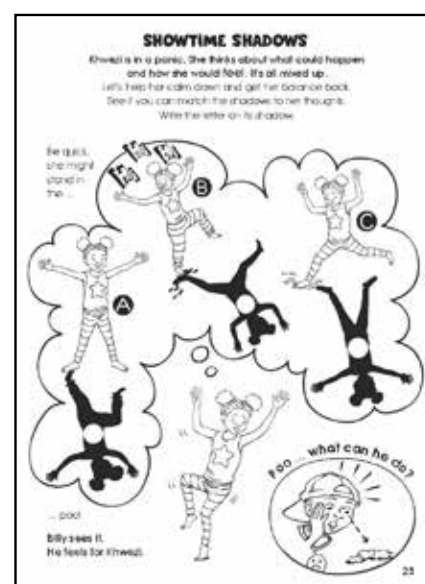


## Page 25

### Objective:

1. Use your imagination; looking ahead: what could happen?
- **Ask:** What could happen? Khwezi could be humiliated if either her foot or the ball lands in the poo.
  - **Ask:** How will she feel?

This shadow matching activity also calls on the children to show empathy towards Khwezi. Billy has learnt something. He understands that Khwezi could be humiliated and he does not want her to be hurt again. He feels for her. Can he help?



## Page 26

### Objective:

1. Feeling empathy and being generous.

Billy saves the day. His kindness and empathy have changed his outlook. He wants to help and thinks of a plan. On his drum, he changes the beat which allows Khwezi to get her bounce/rhythm back.

This is step 4 in the Circle of Courage, being generous with his new skill. He is learning to share.

**Ask** the children what they think is happening on this page

**Explore** the concept of being generous with your 'power to do good'.



## Page 27

### Objective:

1. Recapping the story.

Recognition of the different parts of the story and matching the picture to the words. Putting the story in sequence.

The poo is removed.

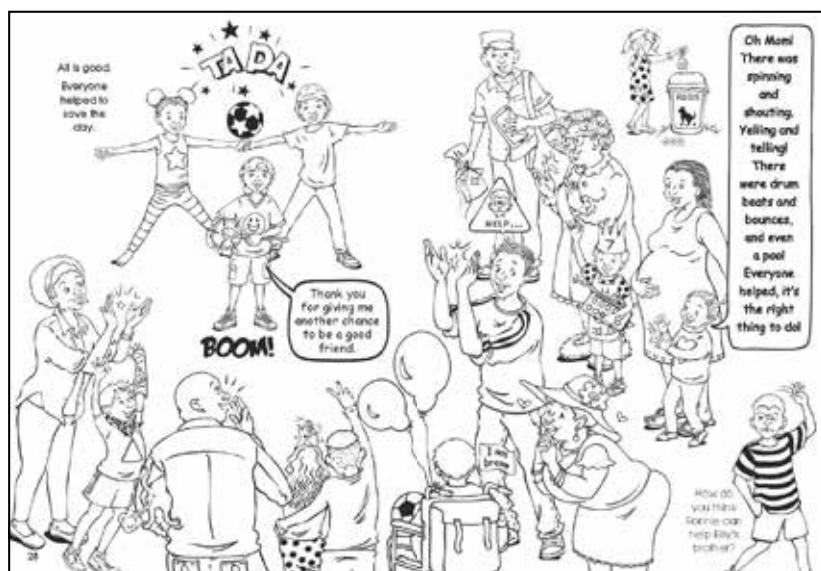


## Page 28

### Objective:

1. Concluding the story.

The freestyle soccer show is a success. Billy has found his power for good and used it for good. Billy is part of the group. His dad is impressed and now his brother is unhappy, maybe he will learn something too. Refer to note about page 24. This offers a suggestion about Billy's brother and his situation.



Pages 30 and 31

Objective:

- 1. A fun activity.

Breaking the code. The children complete the song/chant/rap that sums up some of what they learnt in the book.

- **Activity:** The children can then put their own beat/clapping/foot-stamping to the song. This could be done in groups of about four children. Each group could get just one verse. This could result in quite a fun 'sing-off' of the different verses/groups.

Crack the code using the key  
to find the missing words of the song.

Fill in the answers here

Key:

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| a | b | e | d | r | s | o |
| h | u | i | l | u | t | h |

Heroes like to [ ] [ ] [ ] [ ]  
we are powerful and [ ] [ ] [ ] [ ]  
that's because we're [ ] [ ] [ ] [ ]  
I'm a hero in my hood.

We don't [ ] [ ] [ ] [ ] fighting  
we know when to [ ] [ ] [ ] [ ]  
so if you think of hurting  
you know I'm gonna [ ] [ ] [ ] [ ]

I'm a hero, you're a hero  
bouncing to the [ ] [ ] [ ] [ ]  
stamp your feet on the ground  
clap your hands and spin around.

Yaaaaaay Heroes!

Heroes like to [ ] [ ] [ ] [ ]  
we are powerful and [ ] [ ] [ ] [ ]  
that's because we're [ ] [ ] [ ] [ ]  
I'm a hero in my hood.

We don't [ ] [ ] [ ] [ ] fighting  
we know when to [ ] [ ] [ ] [ ]  
so if you think of hurting  
you know I'm gonna [ ] [ ] [ ] [ ]

I'm a hero, you're a hero  
bouncing to the [ ] [ ] [ ] [ ]  
stamp your feet on the ground  
clap your hands and spin around.

Yaaaaaay Heroes!

Sharp Sharp

### Some references, reading material, information and inspiration:

1. <http://ewn.co.za/2018/08/05/study-41-of-khayelitsha-primary-schoolgirls-have-experienced-sexually-violence>
2. <https://www.facebook.com/NSPGBVCampaign/>
3. <http://www.upworthy.com/i-m-teaching-my-6-and-7-year-old-boys-about-consent-here-s-how-it-s-gone-so-far?c=ufb1>
4. <https://www.goodthingsguy.com/opinion/powerful-parenting-message/>
5. <https://www.saps.gov.za/newsroom/msspeechdetail.php?nid=4936>
6. <https://www.goodthingsguy.com/opinion/total-shutdown-gender-violence/>
7. <https://www.nytimes.com/2018/06/01/well/family/metoo-sons-sexual-harassment-parenting-boys.html?smid=fb-nytimes&smtyp=cur>
8. <https://www.mother.ly/child/49-phrases-to-calm-an-anxious-child>
9. <https://www.sowetanlive.co.za/opinion/columnists/2018-05-15-violence-against-anybody-not-only-a-woman-is-cowardice/>
10. <https://www.facebook.com/kylerinquestsoccerfreestyler/videos/1988714241395355/>
11. <http://funderland.co.za/kyle-rinquest-cape-town-freestyler/>
12. <http://www.capetownisawesome.com/2017/04/22/cape-town-freestyle-action/>
13. <https://www.youtube.com/watch?v=8iTPPh1d2j8>
14. <https://www.youtube.com/watch?v=jI-5PdLYAt0>
15. <https://www.youtube.com/watch?v=2Sq0WtZXD>

#### Other Hero titles:

*Let's go to the animal clinic and shelter with Lucky's activity book.*

*Let's go to Sharp Street with the Freestyle Stars story activity book.*

*Let's go to the beach with Our Plastic Pollution story activity book.*

Should the guide be updated, the latest version will be available on:

[www.hero-in-my-hood.co.za](http://www.hero-in-my-hood.co.za)

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