

PSYCHOSOCIAL WELLBEING SERIES



*SIMPLIFIED*  
**Hero Book**  
**Activity**

A tool to support  
psychosocial wellbeing  
amongst children  
and youth

First Edition: 2017



**Psychosocial Wellbeing For All Children**

REPSSI (the Regional Psychosocial Support Initiative) is the leading African psychosocial support organisation. REPSSI's vision is that all girls, boys and youth enjoy psychosocial and mental wellbeing. REPSSI has strong partnerships with regional economic blocks, governments (particularly the ministries responsible for social services, education and health), development partners, international organisations and NGOs in thirteen countries of East and Southern Africa. The best way to support vulnerable children and youth is within a healthy family and community environment. For fifteen years REPSSI has provided technical capacity enhancement to its partners to strengthen communities' and families' ability to promote the psychosocial wellbeing of their children and youth.

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# Introduction

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**A**cross Southern and East Africa, the region where REPSSI operates, children and youth meet as part of support groups or clubs. The overarching objectives of REPSSI's support group intervention – the Youth emPower Toolkit are: 1) to provide a forum for sharing and support leading to **improved psychosocial wellbeing** of group members and 2) to support **adolescent sexual and reproductive health and rights** of the group.

## Acknowledgements

Thank you to Cedric Niniahazwe and Georgina Caswell for peer reviewing the toolkit.



## Other tools in this toolkit:

TOOL	ABSTRACT	SESSIONS 1-2 hours	AGE (years)	TARGET GROUP	THEMES
<b>AUNTIE NOMSA CARDS</b>	Auntie Nomsa – Addressing the Sexual and Reproductive Health and Rights for Young HIV + Adolescents – allows any facilitator - even if he or she is not very knowledgeable or comfortable answering questions about sex and sexuality - to provide accurate and relevant information with the help of a “script”.	4	10-24	all children	HIV, ART, disclosure, adherence, stigma, sex and sexuality, menstruation, wet dreams, prevention of HIV, re-infection
<b>CARING AND SHARING – disclosure</b>	A tool to support disclosure of HIV status	3	10-24	children living with HIV	Disclosure and stigma
<b>CELEBRATE YOUR LIFE – adherence</b>	A set of picture codes exploring and supporting adherence. Each picture code has set of prompts to facilitate discussion on adherence related topics as well as key messages.	3	10-24	children living with HIV	Adherence, treatment, resistance,
<b>LET’S TALK TO OUR CHILDREN – a community raising awareness conversation around ASRHR</b>	A set of prompts and key messages designed to raise awareness amongst community members are leaders around ASRHR, ending with the development of an action plan to raise awareness around ASRHR. Not designed for use with youth but for those who support these youth.	3	Adults	caregivers of all children	ASRHR

TOOL	ABSTRACT	SESSIONS 1-2 hours	AGE (years)	TARGET GROUP	THEMES
FLIP IT – Card game / quiz	A card game to facilitate discussion and learning providing accurate factual information around adolescent sexual and reproductive health and rights	4	10-24	all children	ASRHR
TREE OF LIFE	Tree of Life – a psychosocial tool based on Narrative therapy practices that uses tree parts as a metaphor for different aspects of our lives. The tool can help trained counselors and paraprofessionals facilitate conversations with children about their lives in a way that helps them also share stories of hope, shared values and connections to those around them, as well as to those who have died.	4	10-24	all children	PSS
TRACING BOOK	Guides a person living with HIV to develop a patient-held file / journal that tracks ongoing wellness / illness and communicates health status to key support persons. In the Tracing Book individuals living with HIV are able to literally track and trace their health status which might for example include skin rashes, side effects to medication, infections as well as their emotional wellbeing or worries.	4	10-24	children living with HIV	Side effects, ART, adherence
MY SPECIAL INTELLIGENCES	Some of us get good grades at school and some of us don't but this is not to say that some people are intelligent and others are not. The latest research (Howard Gardner, 2001) tells us that there are 9 different kinds of intelligence all of which are important to succeed in life. For example, some people are good with numbers and at mathematics but not so good at making friends or dancing or singing. In this activity you will find out what your special intelligences are.	2	10-24	all children	Multiple intelligences
		30			



## Objectives

1. to engage children (aged 10-24 years) in a fun arts based activity that reminds them of their strengths and resilience
2. to give them the opportunity to share with a caring adult some of their hopes and worries
3. to support them to find strategies to overcome these worries
4. to reinforce their resilience and hero status

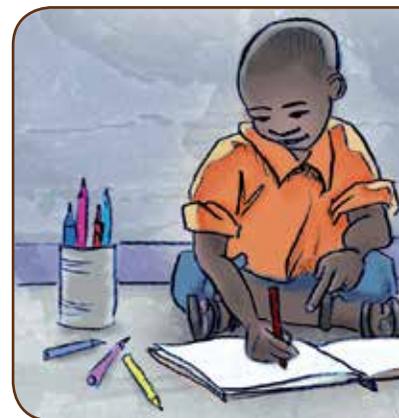
### Tip for facilitator:

How to make a book - Simply take 5 sheets of A4 paper and fold them in half – then staple so that you have 20 pages (back and front)

Leave the very first / front page blank and come back to this at the end for a cover that you will design and make.

### Steps:

1. Read prompts to participants or write them on a flip chart
2. Participants respond to prompts in words on the pages of their hero book
3. Participants illustrate or decorate their responses with art work in their hero books
4. Participants share with the rest of the group after each page is completed



 Prompts

Page 1:

What is a hero? Group brainstorms "what is a hero" and facilitator introduces the following definition: "A hero is someone who has tricks and tactics to overcome problems in their life." Participants write this definition as well as any others they like onto the first page of their hero book and decorate the page with some artwork.



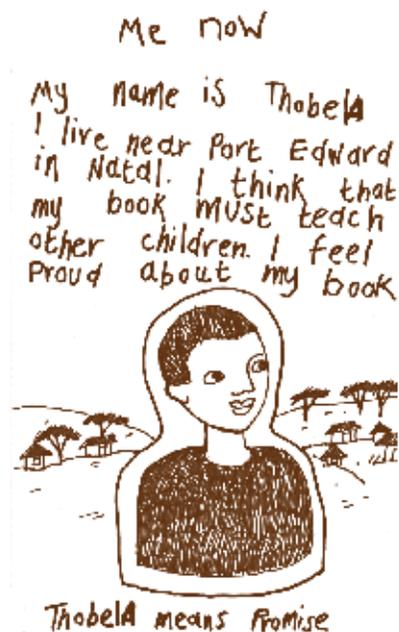
Heroes

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



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

For the following prompts allow children to write a response and then draw a picture across 1 or 2 pages.



Page 2:

My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old

Page 3:

I am good at \_\_\_\_\_ and \_\_\_\_\_

Page 4:

I wish \_\_\_\_\_

Page 5:

I am worried about \_\_\_\_\_





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