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**Goals**

* + To increase understanding among mothers who are sex workers of the physical, intellectual, social, and emotional developmental milestones of children
  + To strengthen parenting skills to nurture and support childhood development within the context of maternal sex work
  + To increase mothers who are sex workers’ ability to prevent, recognize, and mitigate common maternal and child health risks
  + To increase sex workers’ sense of empowerment and confidence in their ability to be good mothers, supporting them to thrive both as mothers and sex workers

**Learning Objectives**

*By the end of this session participants will be able to:*

* Identify common household and community threats to a child’s safety
* Develop and identify ways to prevent common threats to a child’s safety
* Explain child sexual abuse, who it can affect, and how it can affect them
* Identify ways to prevent child sexual abuse, and support victims of child sexual abuse
* Explain important things to look for when choosing a child care option
* Develop strategies to find and pay for ideal child care options

**Session Preview**

* Assist group members in sharing goals for their children’s future
* Help group members identify potential households dangers
* Help group members identify ways to prevent or reduce household risks
* Help group members identify potential community dangers
* Help group members identify ways to prevent or reduce community risks
* Introduce the concept of child sexual abuse
* Help group members discuss how to prevent child sexual abuse and support victims of child sexual abuse
* Help group members describe and obtain proper child care

**Materials Needed**

* Flip chart paper
* Marker for each group member
* Marker for facilitator
* Activities:
  + Activity 1 – Household Mapping
  + Activity 2 – Community Mapping
* Handouts:
  + Handout 1 – Child Abuse Resources

**Preparation Needed**

* Arrange chairs in a circle
* Write/draw out the following materials before the session begins:
  + Handout 1 - Child Abuse Resources

**Suggested Facilitators**

* Peer Educators
* Doctor, nurse, health worker
* Staff from the Cape Town Child Welfare Society

**Instructional Time**

120 minutes (2 hours)

**Activity Minutes Needed**

1. Introduction………………………………………………………..……..…..…..5 minutes
2. Household Mapping……………………………………………………….…....40 minutes
3. Household Accidents…………………….………………………………………8 minutes
4. Community Mapping…………………………………………..……………….40 minutes
5. Community Accidents………………………………………………….………..5 minutes
6. Sexual Abuse..……..…..…………………………………………………….....10 minutes
7. Child Care………………………………………………………………...….…..8 minutes
8. Closing...…………………………………………………………………………4 minutes

The following pages contain material that was taken verbatim or adapted from Soul City’s *Mother and Child Care* booklet with permission[2]:

330-331, 335-337, 344, 346-350

**Activity A**

Introduction

**Preparing for the Activity**

**Purpose**

To welcome the group members and talk about their dreams for their children.

**Materials**

**Time**

5 minutes

**Procedure--------------------------------------------------------**

* After all the group members are in the room, start to sing a song. Have everyone stand up and sing/dance with you. Do not let this go on for more than **3 minutes**, then welcome the group members by saying:

Welcome again to Mothers of the Future! I’m glad we are here together today. Last week we talked about helping our children to be healthy by feeding them nutritious foods. Today we’re going to continue talking about keeping our children healthy by keeping them safe.

To start today’s session, let’s talk about our favorite subject: our children. Let’s go around the circle and have everyone share their dreams for their children’s future. Do you want them to go to school, marry and have kids, get a good job, or something else? I can share first.

* The facilitator should briefly share their dreams for their child’s future. Then let group member also share. Continue by saying:

Thank you for sharing your dreams and goals for your children’s future. One way we can help our children make these dreams come true is by protecting them and making sure they are safe. That is what we will talk about today. We can learn from each other about protecting our children’s safety.

This might be a hard or difficult session for some mothers because none of us want to think about our children getting hurt. During today’s session, we want you to feel safe and comfortable. Please remember that you don’t have to share anything that makes you feel uncomfortable.

**Preparing for the Activity**

**Purpose**

To draw common places within a house that can be dangerous to the safety of a child, and talk about ways to prevent and/or deal with risks.

**Materials**

* Flip chart paper
* Marker for each member
* Marker for facilitator

**Time**

40 minutes

**Activity B**

Household Mapping

**Procedure--------------------------------------------------------**

* Continue the session by saying:

Now let’s start today’s session about child safety. Can anyone tell me what it means to keep your child safe?

* Let **1-2 group members** explain what it means to keep a child safe. Then say:

Child safety means that we protect our child from danger, risk, or injury. As mothers, none of us want our children to get hurt. This is why we must keep them safe from dangers that can harm their body, mind, or emotions.

Let’s continue to talk more about child safety by starting with some drawing. Can we break into 4 small groups please?

* Help the group members break into 4 even group. Give every group a piece of flip chart paper and give every group member a marker. Then say:

We are now going to do some household mapping. Household mapping helps us explore places in the home that threaten our children’s safety. This can be places or things in a household that might be dangerous to a child, such as the kitchen when we are cooking, or the hot plate we have inside the kitchen.

Before we can start talking about what is potentially unsafe in our homes, we must first draw our homes. As a group, can everyone please draw a typical house in your community? Make sure you draw the house very big because we will be drawing things inside of it. You can use the whole piece of paper, like this:

* Facilitator should draw an example of a house on a piece of flip chart paper. See Activity 1 – Household mapping for an example. After you draw the house, have the groups also draw a house on their paper. This should not take more than **3 minutes.**

Good houses everyone. Next we will draw the places or items inside the house that might put our children in danger. It might help to draw rooms in your house first, and then think about places or items in those rooms that could be dangerous to a child. Using the example I gave before, I might draw a kitchen and then draw a hot plate inside of the kitchen. I would draw the hot plate because it could burn my child or possibly even set my house on fire if I’m not careful. This means it could be dangerous to my child.

* In the house they already drew, the facilitator should draw a kitchen a hot plate in the kitchen to explain the activity.

Does anyone have any questions about this household mapping activity?

* Answer any questions the group may have, then say:

Ok, you can all get started now. You’ll have about 5 minutes to talk and draw as a group. Each group will then get a chance to present their drawing to the class.

* Let the groups start talking and drawing. Move between each group to make sure they understand the activity and help them think about places or things that can be dangerous to a child within their homes. After **4 minutes**, or sooner if the groups seem to be done, tell the groups they have **1 minute** left to finish up their drawing. After the last minute has passed, say:

You all did a very good job drawing places or things in our homes that could be dangerous to our children. Which group would like to tell us about your drawing first?

* Have each group present their poster for no longer than **2 minutes**. As they present, write down every danger they say on a flip chart. If more than one group says the same danger, you only need to write the danger once on the flip chart. If no group mentions “things that can burn” or “paraffin”, add these to the list. Then say:

Good thinking everyone. It’s important to be aware of things in our household that could potentially hurt our children. Now we’re going to start thinking of ways to keep our children safe from these places or things that can be dangerous. Look at your drawings and begin to think of what you can do to prevent your child from getting hurt by the dangerous places or things you drew. It might help to think about things you or people you know do to keep children safe. For example, I can make sure my hot plate is sitting on a table or something else so my child cannot reach it. I can also make sure my hot plate isn’t by anything that could catch on fire, like the curtains or some trash. I will now draw or write these ways I can keep my child safe on my poster.

* Facilitator should draw their hotplate sitting on a table in their house. They should also write “watch for fires” near the hotplate as a demonstration.

Does anyone have any questions about this part of our household mapping activity?

* Answer any questions the group may have, then say:

Ok, you can begin talking and drawing as a group now. You’ll have about 5 minutes, and then each group will present their drawings to the class again.

* Let the groups start talking and drawing. Move between each group to make sure they understand the activity and help them think about ways to keep their children safe from dangerous places or things within their homes. After **4 minutes**, or sooner if the groups seem to be done, tell the groups they have **1 minute** left to finish up their drawing. After the last minute has passed, say:

Great thinking everyone – I heard each group come up with some really good ideas for how to keep our children safe. Which group would like to share their ideas and drawing with us first?

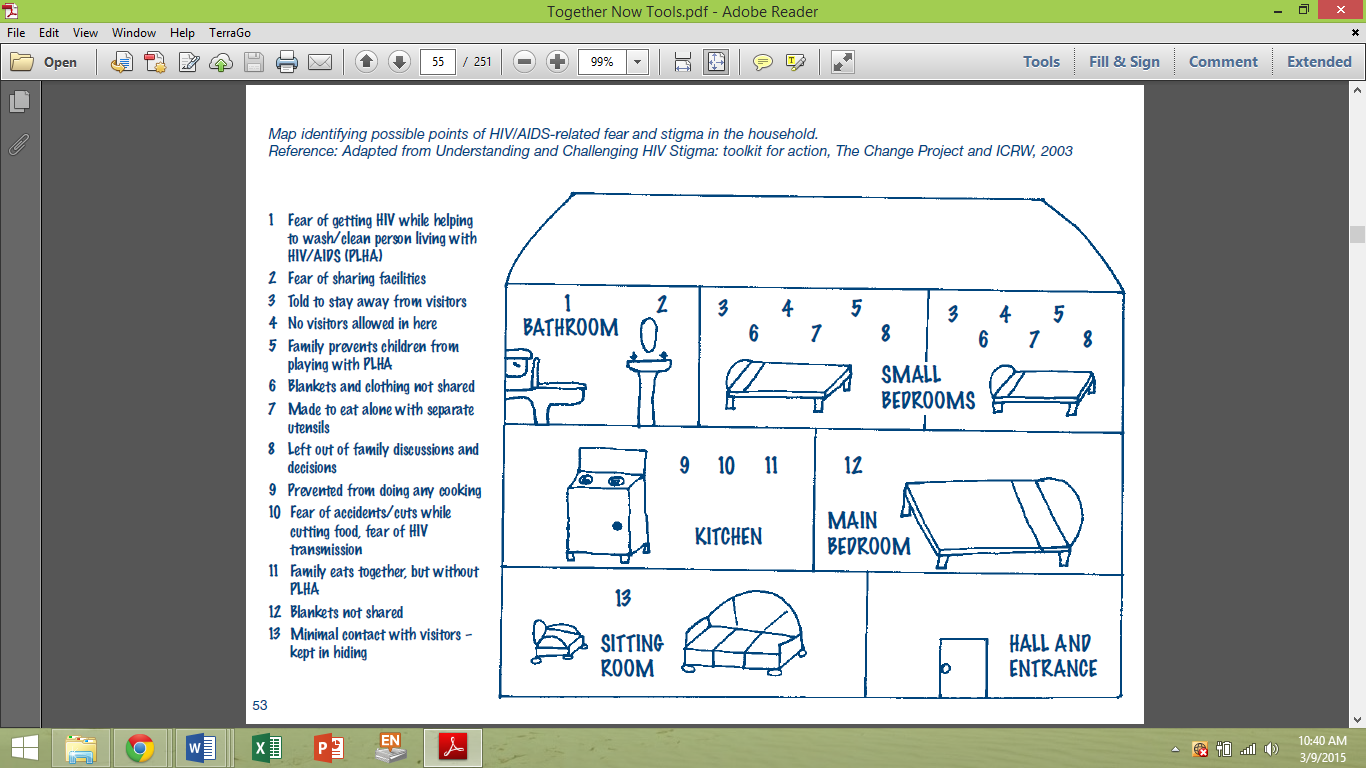
* Have each group present their poster for no longer than **3 minutes**. As they present, write down the ways they say they can keep their child safe. Each safety measure should be written next to the dangerous place/item they identified in the first part of the household mapping activity. If more than one group says the same solution, you only need to write the solution once on the flip chart. Then say:

These are all great ideas everyone! How realistic do you feel these all are? Are these steps you can take in your own life to keep your children safe?

* Let group members talk about how realistic these safety measures are for no more than **5 minutes**. If someone says they cannot use one of these safety measures, ask them why and help the group to brainstorm something else more realistic to keep their children safe.

**Activity 1 – Household Mapping----------------------------**

*[Instructions: Use this drawing as an example to lead the group through a household mapping activity. You should make it look more like a house in a community where sex workers/group members might live.]*



**Activity C**

Household Accidents

**Preparing for the Activity**

**Purpose**

To talk about preventing and treating burns and paraffin poisoning.

**Materials**

* Flip chart paper with household dangers and solutions from Activity B

**Time**

8 minutes

**Procedure--------------------------------------------------------**

* Start the activity by saying:

Good thinking everyone. Now let’s briefly talk more about preventing and treating two of the most common childhood accidents that happen within homes here in South Africa. Since we are talking about childhood safety, when I say accident, I mean something that hurts a child unexpectedly or by mistake. Can anyone guess what two of the most common childhood accidents that happen in South African homes are?

* Let **1-2 group member** guess, then continue by saying:

We are going to talk about burns and paraffin poisoning. First let’s focus on burns. What things could possibly burn a child in our homes?

* Let group members list things that could burn a child in their homes for no more than **1 minute.** Then say:
* Answers **could** include:
  + Candles
  + Hot/boiling water
  + Hotplates
  + Stove/oven
  + Teapots

How do you think we could prevent our children from getting burned?

* Let group members list ways to prevent their children from getting burned for no more than **2 minutes.** Write these on the flip chart, next to “burns” (which you should have written earlier when group members were listing dangerous things). Then say:
* Answers **could** include:
  + Be careful that children cannot reach hot water on the stove.
  + Put a barrier around the fire or hot things in your house.
  + Be careful of babies pulling down table cloths. They could burn themselves if there is something hot on the table. It is safer to use table mats.
  + Be careful of kettle cords hanging down.

Those are good ways to prevent our children from getting burned. However, we should also know what to do in case a child gets burned by accident. If your child gets burned, you should put the burn in cold water as soon as you can. Put it under a cold tap if possible. Keep the burn in cold water for 20 minutes or more. If the burn is really big, you can put the child in a full bath of cold water. Do not put anything else on the burn, like butter, toothpaste, polish, oil, or soap. These things can damage and really hurt your child. They will not help!

After you put cold water on the burn, take the child to the clinic if the burn is bigger than the size of her palm. If the burn is on the child’s face, fingers, joints, or private parts, you should take her to the clinic right away, no matter what size the burn is. Since children are so small, burns are very dangerous. This is why it is so important to know how to treat a burn. Can anyone re-explain to the group what we just learned about treating burns?

* Let **1 group member** explain how to treat a burn. Correct anything she says that is wrong, and remind her of anything she forgets. Then continue by saying:

Thanks for explaining that to the group – you did a wonderful job. Now let’s talk about paraffin poisoning. Paraffin is poison and is very dangerous for young children. Children may think it is water or cool-drink because it is often kept in cool-drink bottles. They can drink it by mistake. We should all be careful not to leave any paraffin in the bottom of a cup, or our child might drink it by accident.

How else do you think we can stop our children from drinking paraffin?

* Let group members list ways to prevent their children from getting burned for no more than **2 minutes.** Write these on the flip chart, next to “burns” (which you should have written earlier when group members were listing dangerous things). Then say:
* Answers **could** include:
  + Keep the paraffin in other bottles, not cool-drink bottles. The bottles must have lids.
  + Put the paraffin in a high place where children cannot get it.

Those are fantastic ways to prevent our children from drinking paraffin. However, we should also know what to do if a child drinks paraffin by accident. It is best to always be prepared, even if we are taking safety precautions.

If a child drinks paraffin, you should take the child to a clinic as soon as possible. It is better to keep her sitting up. The paraffin and its fumes can get into her chest and lungs more easily if she vomits while lying down. Take off her clothes if they are wet from the paraffin. Otherwise, she could breathe in the fumes from her wet clothes and this could make her sicker.

Whatever you do, do not try to make the child vomit. If the child vomits, the paraffin may get into her chest or lungs, which is very dangerous. Also, do not give the child milk or anything else to drink. This can wash the paraffin into her body and harm her even more.

Can someone else re-explain to the group what we just learned about treating paraffin poisoning?

* Let **1 group member** explain how to treat paraffin poisoning. Correct anything she says that is wrong, and remind her of anything she forgets. Then continue by saying:

Wonderful job. Does anyone else have any questions about burns or paraffin poisoning?

* Answer any questions the group may have, then continue to the next section.

**Activity D**

Community Mapping

**Preparing for the Activity**

**Purpose**

To draw common places within a community that can be dangerous to the safety of a child, and talk about ways to prevent and/or deal with the occurrence of these dangers.

**Materials**

* Flip chart paper
* Marker for each group member
* Marker for facilitator

**Time**

40 minutes

**Procedure--------------------------------------------------------**

* Continue the session by saying:

Now we’re going to start to think about child safety outside of the home. Remember, child safety means that we protect our child from danger, risk, or injury. Dangerous things can happen in our homes, communities, and elsewhere. This doesn’t mean we always need to be afraid, but we should always be aware of potential dangers to our children.

Let’s start to talk about some of these potential dangers in our community. First, can we break into 4 small groups please? Try to be in a group with different people this time. It might be helpful to be in a group with people you live close to since we will be drawing our community.

* Help the group members break into 4 even group. Give every group a piece of flip chart paper and make sure every group member still has a marker. Then say:

We are now going to do some mapping again, except this time we will draw our community. Community mapping helps us explore places and ways in the community that our children’s safety can be threatened. A community includes the area, people, and places where we live. As a group, you should draw a community and draw or circle the places and ways a child can get hurt within that community. You can either draw your own community, or just an average community that a sex worker might live in. This can be places or things in a community that might be dangerous to a child, such as an area where people might make fun of or stigmatize our children because their mother is a sex worker. You could draw a busy street where a child could get hit by a car.

* Facilitator should draw an example of a community on a piece of flip chart paper. See Activity 2 – Community Mapping for an example. After you draw a basic community, mark an area where children might be made fun of because their mother is a sex worker. Explain how hurt our child’s feelings and emotions. You can also draw a very busy street and point out how this is dangerous if a child gets hit by a car.

Does anyone have any questions about this household mapping activity?

* Answer any questions the group may have, then say:

Ok, let’s start drawing. You’ll have about 5 minutes to talk and draw as a group. Each group will then get a chance to present their drawing to the class afterwards.

* Let the groups start talking and drawing. Move between each group to make sure they understand the activity and help them think about places or things that can be dangerous to a child within the community. After **4 minutes**, or sooner if the groups seem to be done, tell the groups they have **1 minute** left to finish up their drawing. After the last minute has passed, say:

Great job drawing everyone! Which group would like to present your drawing first and tell us about the places or things you think could be dangerous to our children in a community?

* Have each group present their poster for no longer than **2 minutes**. As they present, write down every danger they say on a flip chart. If more than one group says the same danger, you only need to write the danger once on the flip chart. If no group mentions “car accidents” or “sexual abuse”, add these to the list. Then say:

Wonderful thinking everyone. It’s important to be aware of things in our community that could potentially hurt our children. Now we’re going to start thinking of ways to keep our children safe from these places or things that can be dangerous. Look at your drawings and begin to think of what you can do to prevent your child from getting hurt by the dangerous places or things you drew. It might help to think about things you or people you know do to keep children safe. For example, I can talk to the people who make fun of my child, or I can help my child avoid those people if they refuse to change. I can also make sure my child stays away from any busy streets and cars. I will now draw or write these ways I can keep my child safe on my poster.

* Facilitator should write “talk to people” near the area where their child is being made fun of. They should also draw their child playing somewhere that isn’t by a busy street.

Does anyone have any questions about this part of our household mapping activity?

* Answer any questions the group may have, then say:

Ok, you can begin talking and drawing as a group now. You’ll have about 5 minutes, and then each group will present their drawings to the class again.

* Let the groups start talking and drawing. Move between each group to make sure they understand the activity and help them think about ways to keep their children safe from dangerous places or things within their community. After **4 minutes**, or sooner if the groups seem to be done, tell the groups they have **1 minute** left to finish up their drawing. After the last minute has passed, say:

Great thinking everyone – I heard each group come up with some really good ideas for how to keep our children safe. Which group would like to share their ideas and drawing with us first?

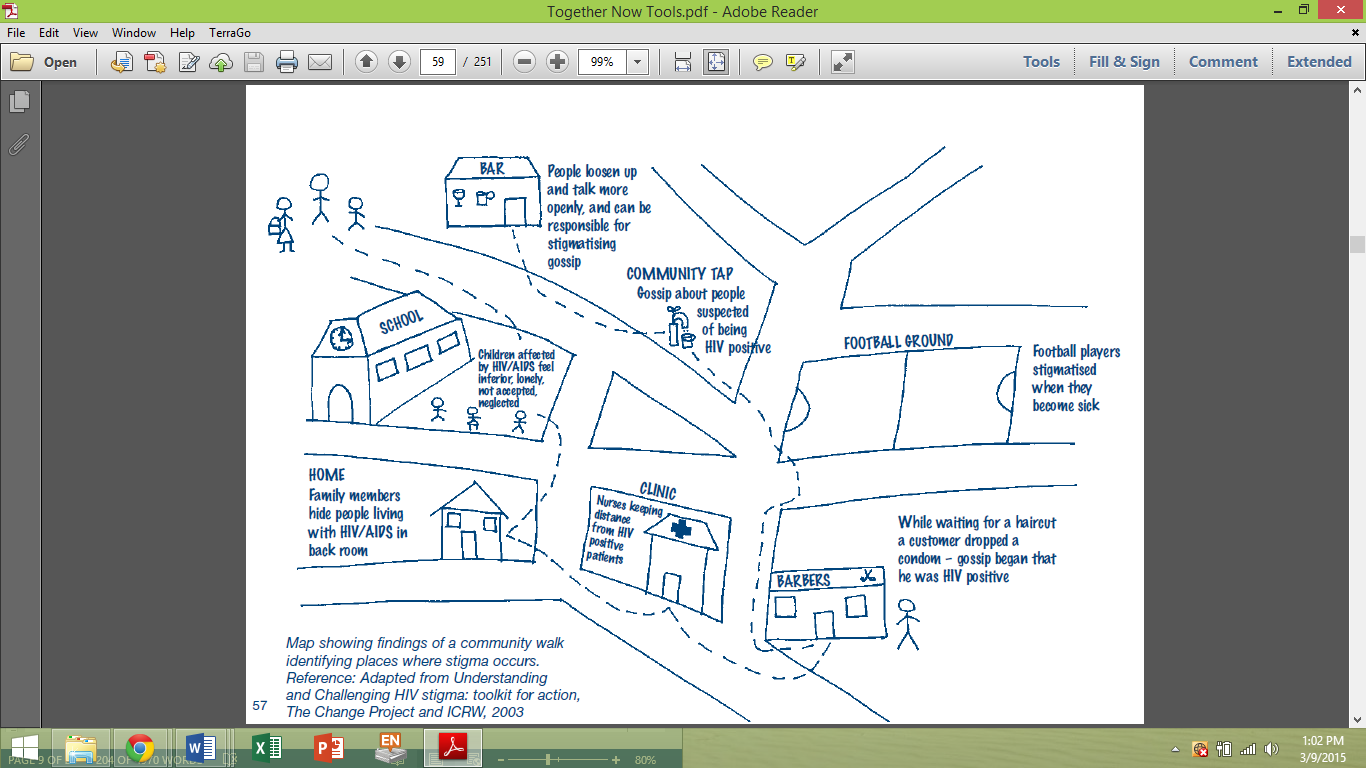
* Have each group present their poster for no longer than **3 minutes**. As they present, write down the ways they say they can keep their child safe. Each safety measure should be written next to the dangerous place/item they identified in the first part of the community mapping activity. If more than one group says the same solution, you only need to write the solution once on the flip chart. Then say:

These are all wonderful ideas everyone! However, like I asked you last time, how realistic do you feel these all are? Are these steps you can take in your own life to keep your children safe?

* Let group members talk about how realistic these safety measures are for no more than **5 minutes**. If someone says they cannot use one of these safety measures, ask them why and help the group to brainstorm something else more realistic to keep their children safe.

**Activity 2 – Community Mapping---------------------------**

*[Instructions: Use this drawing as an example to lead the group through a household mapping activity. You should make it look more like a community where sex workers/group members live, and focus on dangers to children.]*



**Activity E**

Community Accidents

**Preparing for the Activity**

**Purpose**

To talk about preventing accidents with cars.

**Materials**

* Flip chart paper with community dangers and solutions from Activity D
* Marker for facilitator

**Time**

5 minutes

**Procedure--------------------------------------------------------**

* Start the activity by saying:

You all are doing a fantastic job thinking today. I’m glad to see you are aware of ways we can protect our children’s safety. Let’s talk about one specific danger in the community that hurts or kills many children. This is accidents with cars.

Many children get hit by cars, especially in places where there are many people living close together. Children often play on the streets because there is nowhere else to play.

How can protect our children from getting hit by cars?

* Let group members list ways to prevent their children from getting hit by cars more than **2 minutes.** Write these on the flip chart, next to “car accidents” (which you should have written earlier when group members were listing dangerous things).
* Answers **should** include:
  + Teach our children how to cross roads safely and watch for cars.
  + Teach our children not to play in the road or chase after balls that roll into the road.
  + Get authorities in our areas to put traffic lights and bumps in the streets where there are many children, so that cars do not go fast.
  + Demand that there are safe places for our children to play, or help create these safe places ourselves.
  + Ask schools and churches to open their yards where our children can play.
  + Find an adult we trust to watch the children.

Good ideas! It is also important to remember that children often get hurt inside of cars too. Children get hurt more often when they are in the front seat. Children should always be in the back seat. Whenever it is possible, children that are big enough must use a seatbelt.

Does anyone have any questions about child safety and car accidents?

* Answer any questions the group members may have, then continue to the next section.

**Activity F**

Sexual Abuse

**Preparing for the Activity**

**Purpose**

To explain sexual abuse and talk about ways to protect a child against sexual abuse.

**Materials**

* Flip chart paper with community dangers and solutions from Activity D
* Handout 1 – Child Abuse Resources

**Time**

10 minutes

**Procedure--------------------------------------------------------**

* Start the activity by saying:

Another risk our children may face is sexual abuse. This is a difficult topic to talk about, but it is very important that we, as mothers, know about sexual abuse, how to protect our children from it, and how to support them if they have experienced it.

As a reminder, we want you to feel safe and comfortable, so you do not have to share anything that makes you feel uncomfortable.

Let us begin by talking about what child sexual abuse is. Can anyone tell me what they think child sexual abuse is?

* Let **1-2 group members** answer the question. Continue by saying:

Thanks for sharing. Any sexual activity between an adult and a child is sexual abuse. A sexual activity may often involve body contact or touching, such as having sex or making a child touch an older child’s or adult’s private parts. It may also not involve touching, such as showing a child inappropriate pictures or videos, or making sexual comments. Child sexual abuse also happens when young girls are forced to marry and have sex with their adult husbands.

Child sexual abuse is when a child is forced or tricked into a sexual activity. In some cases, it may seem like a child is not tricked or forced, but participating willingly. However, mentally and physically most children are not ready for sexual activity. They usually do not understand what sex is, and/or what can happen if you have sex. Because of this, they are not able to agree to participate in sexual activity.

Can anyone think of other examples of child sexual abuse that the group should be aware of?

* Let group members share examples of child sexual abuse for no longer than **3 minutes**. Correct anything they say that is not an example of child sexual abuse. Continue by saying:

Thanks for sharing these examples that are hard to talk about. Do you think child sexual abuse, like the examples we just talk about, is common in our community?

* Let group members talk about if child sexual abuse is common in the community for no longer than **3 minutes**. Continue by saying:

Thanks you for your thoughts. Sadly, child sexual abuse is common all over the world. It happens to children living in big cities and in small villages. It happens to both boys and girls, although it’s more likely to affect girls. It happens to children in rich or poor families, and from all religious or ethnic groups. Child sexual abuse can happen anywhere in this community, even at trusted places like at home or at school.

If we help our children understand some common examples of child sexual abuse, like those we just talked about, they might be able to recognize and resist sexual abuse. However, in some cases, our children may not be able to stop an older child or adult from using their physical strength, threats, or tricks to force the child to have sex.

Children can be sexually abused by strangers, but children can also often be sexually abused by family members or friends. A child can experience sexual abuse many times by the same abuser if it is not noticed and reported.

What impact do you think child sexual abuse can have on a child?

* Let group members talk about this for no longer than **3 minutes**.
* Answer **could** include:
  + They may be hurt emotionally or psychologically.
  + They may be injured.
  + Girls may become pregnant.
  + They may become infected with HIV.

* + Thank you for sharing your thoughts. Child sexual abuse can have a serious impact on a child’s health. When children are sexually abused, they suffer physically and emotionally. When child victims of sexual abuse are hurt emotionally, they may feel sad, depressed, confused, scared, withdrawn, or a range of other emotions. This feeling could affect their lives and the way they develop.

Because physical force may be used and because children’s bodies are not ready for sex, sexual abuse may also cause physical injuries. These make it more likely that they become infected with HIV or other STDs. In addition, girls may become pregnant.

Child who are abused might also find it difficult to trust people and to have a healthy relationship of any kind in the future, unless they get help. By learning about sexual abuse, you can learn how to protect your children from abuse and also how to support your children if they have been abused.

Let’s talk about protecting our children from sexual abuse. It is very important to talk to your children about sexual abuse. In this way you can help protect them. Can anyone think of some things you could say to your child about sexual abuse?

* Let group members talk about this for no longer than **4 minutes**.
* Answer **should** include:
  + Sexual abuse can happen with strangers, but can also often happen with relatives or friends.
  + Nobody, not even a relative or a friend, is allowed to touch you on your private parts.
  + Nobody can force you to touch their private parts or anywhere else in any way that makes you feel uncomfortable. It is okay to say no.
  + Nobody has the right to frighten you by saying they will kill you or hurt you if you do not do what they want.
  + Nothing is so bad that you can’t talk to me about it.
  + Tell somebody immediately if anyone tries to have sex with you or do things that you feel are wrong. Keep on telling people until somebody listens to you.  
    I will take you seriously if you ever tell me that you have been abused. It is okay to talk about these things, even if you have been keeping them a secret for a long time.

Thank you for talking about what we can tell our children to help protect them from sexual abuse. Remember, sexual abuse can happen to a child of any age, so it is important to talk to your children about this, even if they are young.

You can also help protect your children by telling them about possible dangers. For example, your children should not take money, sweets, drinks, or anything from people they do not know. Tell your children to stay away from public toilets, unless they go with somebody who they can trust. Also, do not send children to the shop when it is dark, or where they have to pass lonely places on the way.

However, children can also be sexually abused by people they know, like family or friends. Unfortunately, child are more commonly sexually abused by people they know, than by strangers. What if one day a friend tells us her new husband, the step-father to her children, is sexually abusing her child while she is working as a sex worker at night. She is too scared to say anything to him. What can we tell her to do?

* Let group members talk about this for no longer than **4 minutes**.
* Answers **should** include:
  + Report child sexual abuse to the police.
  + Tell her that children rarely lie about sexual abuse. If her child ever says anything to her about being sexually abused, she should take it very seriously.
  + Tell her she is doing the right thing by looking for help.
  + Help her find an organization that can help her and her child.
  + The child should not be left alone with the step-father. We could help our friend and the child find a safe place to stay if she wants.
  + You and your friend can look for other people in your community who have the same problem. You can get together with these people and form a support group.

Thanks for helping our friend deal with child sexual abuse. If her child or any child you know is being sexually abused, it is important you get help right away. I’m going to give you each a list of places to call if you know of a child that is being sexually abused, or abused in any way. These organizations can help you and the child get the resources and support you need to keep the child safe from abuse.

* Give each group member a card with Handout 1 – Child Abuse Resources written on it. Continue by saying:

It is not possible, in this small amount of time, to give you all the answers about child abuse you may need. The purpose of this section is just to give you some ideas. If you need more information, speak to me after class or contact one of the organizations on the resource list I just gave you.

**Handout 1 – Child Abuse Resources-----------------------**

*[Instructions: Copy the following information onto a card before the session for each group member to keep.]*

**Resources for Child Abuse:**

You can get help from these organizations:

* Childline (Safeline)
  + 0800 055555 (toll free)
* Cape Town Child Welfare Society
  + Head Office: +2721 6716705
  + Metro South & North Office: +27216383127
  + Metro East Office: +27213870163
* Cape Town Central Police Station
  + 021 467 8000 /1 /2
* 24 Hour SWEAT Hotline
  + 0800 60 60 60
  + SMS “Please call me” to 071 357 7632
* Your nearest hospital, clinic, police station, or local health authority

**Activity G**

Child Care

**Preparing for the Activity**

**Purpose**

To talk about the importance of child care and safety.

**Materials**

**Time**

8 minutes

**Procedure--------------------------------------------------------**

* Start the activity by saying:

As you know, one of the most important things a parent can do to protect our child’s safety is to supervise the child. This means that we, or someone else we trust, must watch our child to make sure they are not hurt in any way. As sex workers, most of us are very busy working. Sometimes we must leave our child with someone else when we are working or sleeping. Can you think of any people you would trust to leave your child with?

* Let group members talk about this for no more than **1 minutes**.
* Answers **could** include:
  + Family members
  + Friends
  + Crèche
  + Nanny/babysitter
  + Neighbor

What makes you trust these people to watch your child? In other words, what do you look for when you’re choosing someone to leave your child with while you go to work?

* Let group members talk about this for no more than **3 minutes**.
* Answers **could** include:
  + Safe house
  + Good with children
  + Has experience taking care of children
  + Able to contact me if something is wrong
  + Will not allow other people I do not know or trust to be around my children alone. This will help protect my child from sexual abuse.
  + Will not stigmatize me or my children because I am a sex worker
  + Does not charge too much money

Thanks for sharing. I think those are all important things we must think about before we let someone else watch our child.

However, what if the place we want to leave our child at cost too much money? Crèches can be very expensive, and sometimes our neighbors who we trust want to charge us a lot of money too. What should we do to make sure our child is left somewhere safe and with someone we trust?

* Let group members talk about this for no more than **4 minutes**.
* Answers **should** include:
  + Earn extra money to pay for the place we want to leave our child.
  + Offer to pay the caregiver in another way. For example, if they own a shop, you can only buy from their shop. You could also buy food for them and your child.
  + Make a deal with other sex workers or people you trust to watch their children, if they watch yours. You can take turns caring for each other’s children, while the other person is at work.

Wonderful ideas everyone! I feel confident that we can all make sure our children are safe and well-cared for.

**Activity E**

Closing

**Preparing for the Activity**

**Purpose**

To review what was learned in this session.

**Materials**

**Time**

4 minutes

**Procedure--------------------------------------------------------**

* Close the session by saying:

Thank you all for participating in today’s session. I think we learned a lot about child safety. Let’s go around the group and everyone can share one goal you have to help make your child’s life safer. My goal is to *[insert a small goal that will help make your child’s life safer]*.

* Let group members take turns sharing their goals. This should not go on for longer than **3 minutes**. Continue by saying:

Thanks for sharing your goals and for coming today. Remember, our next meeting is on *[date]* at *[time]*. We will be talking more about child bonding, communication, and discipline, which will also help us learn even more about child safety. Next week is also our last class, so you will be graduating from Mothers of the Future! I hope to see you all again on *[date]* at *[time]!*

**Appendix 1 - Resources---------------------------------------**

1. Soul City, *Mother and Child Care.*
2. International HIV/AIDS Alliance, *Tools Together Now!* 2006. 251.
3. Centers for Disease Control, *Families Matter Program session on Child Sexual Abuse*.