

# The Thogomelo Project

## LEARNER WORKBOOK 1

### The Thogomelo Child Protection Skills Development Programme for supervisors of community caregivers (and other child-caring occupations)

Surname of learner (as on ID document)

Name of learner (as on ID document)

ID number of learner

Address of learner

Telephone of learner (cell, home or work)

Dates of training attended

Name of training provider

Address

Training provider  
accreditation number

Telephone

E-mail address

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Name of assessor

Assessor registration number

Signature of the assessor

Date of assessment

Name of moderator

Moderator registration number

Signature of the moderator

Date of moderation



social development  
Department:  
Social Development  
REPUBLIC OF SOUTH AFRICA



# Introduction

Dear Learner

This **Learner Workbook 1** is part of the Thogomelo Child Protection Skills Development Programme for supervisors of community caregivers. It contains activities that will be done in the classroom. A Learner Manual accompanies this Learner Workbook.

The activities in this Learner Workbook form part of your Portfolio of Evidence for the assessment of the following unit standards:

US ID	US Title
119722	Identify intervention services and provide support to children and youth victims of abuse and neglect
119725	Provide support to victims of sexual offences
120081	Provide support to child victims of abuse, neglect and exploitation

You will be fully informed at the start of the training about the assessment plan and process. You will be expected to complete the activities and hand in this Learner Workbook at the end of the **FIRST WEEK** of training. All the work in this Learner Workbook has to be your own. You have to complete all the sections in your handwriting **using an ink pen**.

Please share only information that you feel comfortable sharing in class and in the Learner Workbook. It will only be the assessor and the moderator who will be looking at the Learner Workbook. It is a confidential document and will be handled as such.

**PLEASE NOTE:** The activities in this Learner Workbook are not numbered in order – they refer to the activities in the Learner Manual.

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## Declaration of Authenticity

I, ..... ID number .....

(full names and surname)

declare that the contents of this Learner Workbook are my own original work.  
The tasks that allow for group participation are indicated as such.

Learner's signature:

.....

Date:

.....



# Understanding children

## ACTIVITY 1.4

**Explain the developmental stages of children US 119722; US 120081**

- Aims:**
- To define the terms “child” and “youth” (US 119722; SO 1; AC 1.1)
  - To explain the developmental stages of children using examples (US 120081; SO 4; AC 4.1)

*Answer the following questions:*

1. What is the legal definition of the term “child” and “youth” according to the Children’s Act?

Word	Legal definition
Child	
Youth	

2. Describe and explain the main stages of development that a child grows through from birth to 18 years. Give at least two examples of each stage. Include the most important information for you to know for your work. You can present your work in any format or style, and you can put the developmental stages into categories that work for you.

Assessor's comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Met

Not yet met



### ACTIVITY 1.6

Group discussion and individual Learner Workbook 1

### Human and children's rights in your community

US 119726

**Aim: To identify appropriate structures that can enforce children's rights**

(SO 1; AC 1.2)

*Answer the following questions:*

1. What laws protect the rights of children in South Africa? Give two examples.

2. Name one institution that can enforce children's rights in South Africa.

Assessor's comment \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Met

Not yet met

### ACTIVITY 1.7

#### Your beliefs, values and attitudes in the workplace

US 13912

**Aim:** To explore the values and attitudes of a particular organisation (SO 2; AC 2.3)

*Answer the questions in the space provided:*

1. What are your beliefs in the workplace and your personal life?

2. What are your values in the workplace and your personal life?

3. What is your attitude in the workplace and your personal life?

(Continued on following page)

4. How do your beliefs, values and attitudes influence your work in child protection? Give at least two examples.

Assessor's comment \_\_\_\_\_

Met

Not yet met





## Module 2

# Understanding vulnerability and vulnerable groups

### ACTIVITY 2.1

**Define children abuse and explain the social and historical contexts**

**US 119722**

**Aim: To define the terms child and youth victimisation according to The Children's Act (SO 1; AC 1.2)**

*Answer the following questions about child abuse and victimisation in the table below:*

Word	Legal definition from Children's Act	My understanding of the word
Child abuse		
Victimisation		

Assessor's comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Met

Not yet met

## ACTIVITY 2.2

### Explore the link between HIV and children at risk

US 120081

**Aim:** To explain the impact and consequences of HIV and AIDS in relation to child victimisation in South African communities using examples (SO 1; AC 1.3)

*Answer the following questions:*

1. How does HIV increase the vulnerability of children in South Africa? Give at least two examples.

2. Why is a child who is infected with HIV more vulnerable? Give at least two examples when you explain your answer.

Assessor's comment \_\_\_\_\_

Met	Not yet met

## Module 3

# Understanding child abuse, neglect and exploitation

### ACTIVITY 3.1

#### Understanding child abuse

US 119722

- Aim:**
- To define child abuse according to South African Legislation and the Children's Act (SO 2; AC 2.1)
  - To identify different types of child and youth abuse and neglect with examples (SO 2; AC 2.2)

*Answer the following question:*

1. According to the Children's Act, what is the definition of child abuse?



2. In your own words, write down the definition of neglect.

3. In your own words, write down your own definition of sexual abuse.



4. In the table below, write down two examples of each type of abuse.

	List the form of sexual abuse	Give two examples
1		
2		
3		
4		
5		

Assessor's comment \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Met

Not yet met

### ACTIVITY 3.2

#### Understanding sexual offenses

US 119725

- Aims:**
- To define the term “sexual offence” according to relevant legislation (SO 2; AC 2.1)
  - To describe the different types of sexual offences according to relevant legislation (SO 2; AC 2.2)
  - To identify and describe relevant legislation applicable to sexual offences (SO 2; AC 2.3)

*Answer the following question:*

1. What is the main South African legislation that applies to sexual offences?

2. Give the definition for “sexual offences” in terms of the South African Law.

3. List five different forms of sexual offence (in terms of South African legislation) and give one example of each.

Form of sexual offence	Example
1	
2	
3	
4	
5	

Assessor's comment \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Met

Not yet met

☐
☐

### ACTIVITY 3.3

Individual Learner Workbook 1

#### Identify the types and effects of abuse on children

US 119722; US 120081

- Aim:**
- To identify different types of abuse children experience with examples (US 119722; SO 2; AC 2.2)
  - Signs and symptoms of child abuse and neglect are listed using case studies (US 119722; SO 2; AC 2.4)
  - Physical, emotional and psychological impact of abuse of children and youth is explained in the South African context (US 119722; SO 2; AC 2.6)
  - The physical and emotional / psychological consequences of abuse and neglect on children are explained with examples (US 120081; SO 4; AC 4.2)

*Read the five case studies and then answer the questions:*



#### CASE STUDY 1

**Doreen** is 16 years old. She has spent her whole life at home, as she cannot walk on her own and has to use a wheelchair. She lives with her father in her grandmother's house in a township. She does not go to school and has no friends as she seldom goes outside. Although the doctor has said she must exercise her muscles, nobody at home helps her do this. Some days she lies in bed waiting and waiting for someone to come to help her to wash, or to give her food, or to just talk to her.



#### CASE STUDY 2

**Buhle**, aged 2, was found on her own in a shack in an informal settlement after neighbours reported to a social worker that they heard her crying all day and went to investigate. She was found on the floor, very dirty, hungry, thirsty and afraid, and her nappy had not been changed for a very long time. Buhle often just sits on the floor and rocks herself. Neighbours say the child and her mother are from Mozambique and have only been in South Africa for two months. They have never seen the child's father and the mother keeps to herself. The mother is often seen begging with the child at busy roads.



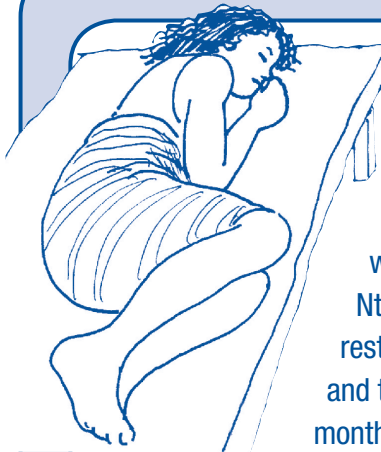
**CASE STUDY 3**

**Lizzie** is 7 years old, in Grade 1. Her parents work very hard to pay the fees at her school, which is the best school in the area. Lizzie has always been a shy child. If she feels confident with a person, she will relax and talk. After 6 months at school Lizzie became very anxious. She always does what she is told without talking and often walks into tables or chairs or the door. Lizzie's mom has recently noticed bruises and dark marks on the back of Lizzie's knees. When her mom asked her what happened, Lizzie had difficulty in talking to her mother. Eventually she said: "I have been bad at school again, but this time very bad."

**CASE STUDY 4**

**Poppy** is 12 years old and lives with her mother and father, brothers and sisters. Her father works in another city, and only comes home every few months. Her mother works part-time doing different jobs in town. Sometimes the family can only eat once a day. When Poppy's parents are both working, she has to cook, clean and look after her younger sister and brother. Her older brother sometimes sits on the street corner with his friends and does not do any of the chores around the house. "It's girls' work," he says. Poppy does well at school and dreams of becoming a doctor. She has spoken to her father about this dream, but he laughed at her and said that it was more important for his sons to get an education. Poppy does not have any friends, and has stopped going out and meeting people or going to the church youth group. She is very quiet, but sometimes shouts at her brothers when they come in late.

(Continued on following page)



#### CASE STUDY 5

**Jamela** is a 12-year-old who lives with her grandmother, her aunt Ntombi and Ntombi's son Lesedi. Jamela's parents and two older brothers died of AIDS-related illnesses. When she was a baby Jamela's mother left her with her sister and moved to Nigeria with her boyfriend. Ntombi works as a domestic worker and as a cleaner in a restaurant. Jamela used to be a happy child, always laughing and trying to help everyone. She loved playing netball until a few months ago, but then she stopped playing and avoids staying late after school. She does not eat much food, and no longer laughs or talks to her friends at school. Jamela started to avoid Gugu, the community caregiver, when she came to visit the household. She became more and more anxious every time Gugu saw her, until one day she said that there was a secret she could not tell anyone about. After a few weeks Jamela told Gugu that she was afraid of Lesedi, who was 18 years old, and did not want to be in the house on her own with him. This was because he forced her to kiss him, made her touch his penis and he forced himself into her private parts.

*Complete the following:*

1. Identify the main type/s of abuse you think the child in each case study is experiencing. Then write down the signs and symptoms of the type of abuse described in each case study.

Name	Type of abuse	Signs and symptoms
Doreen		

Name	Type of abuse	Signs and symptoms
Buhle		
Lizzie		
Poppy		
Jamela		



2. Write a short paragraph on each case study to explain how the abuse is likely to impact on the child at his or her age and developmental stage. Describe the impact on all aspects of the child's development:

- physical
- emotional or psychological
- social

Also explain what impact there could be on the child in the future, for example, when he or she grows up.

Name	Development stage	Paragraph on how the abuse is likely to impact on the child's development stage:
Doreen		
Buhle		



Name	Development stage	Paragraph on how the abuse is likely to impact on the child's development stage:
Lizzie		
Poppy		
Jamela		

Assessor's comment

Met

Not yet met

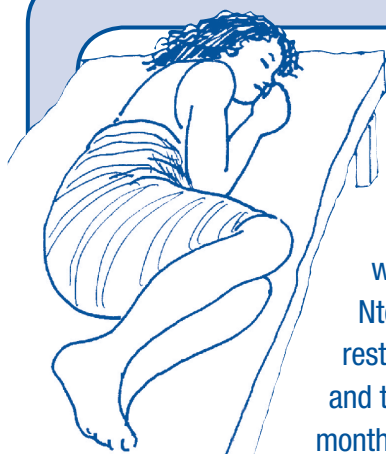
### ACTIVITY 3.4

Individual Learner Workbook 1

#### Understanding child abuse and sexual offences in the South African context US 120081; US 119725; US 119722

- Aims:**
- The extent, nature and dynamics of child and youth victimisation (abuse) in South Africa is described with examples (US 119722; SO 1; AC 1.3)
  - Explain the complexity and the socio-historical context of violence in South Africa and its consequences for children (US 120081; SO 1; AC 1.1)
  - The cycles of victimisation as experienced by children and youth are explained with examples (US 119722; SO 1; AC 1.4)
  - Describe the nature and extent of victimisation affecting children in South Africa and its impact using examples (US 120081; SO 1; AC 1.2)
  - Risk factors of child abuse and neglect are described with examples (US 119722; SO 2; AC 2.3)
  - The socio-economic context of violence in South Africa is explained with examples (US 119725; SO 1; AC 1.1)
  - Describe the nature and extent of sexual offences in relation to the cycles of violence (US 119725; SO 1; AC 1.2)
  - The link between HIV/AIDS and sexual offences is explained with examples (US 119725; SO 1; AC 1.4)
  - The link between child abuse and HIV/AIDS is described in the South African context (US 119722; SO 2; AC 2.5)
  - Explore customary and religious practices that violate the rights of victims of sexual offences (US 119725; SO 1; AC 1.5)

*Read the two case studies opposite:*

**CASE STUDY 1**

**Jamela** is a 12-year-old who lives with her grandmother, her aunt Ntombi and Ntombi's son Lesedi. Jamela's parents and two older brothers died of AIDS-related illnesses. When she was a baby, Jamela's mother left her with her sister and moved to Nigeria with her boyfriend. Ntombi works as a domestic worker and as a cleaner in a restaurant. Jamela used to be a happy child, always laughing and trying to help everyone. She loved playing netball until a few months ago, but then she stopped playing and avoids staying late after school. She does not eat much food, and no longer laughs or talks to her friends at school.

Then Jamela started to avoid Gugu, the community caregiver, when she came to visit the household. She became more and more anxious every time Gugu saw her, until one day she said that there was a secret she could not tell anyone about. After a few weeks Jamela did share with Gugu that she was afraid of Lesedi, who was 18 years old. She did not want to be in the house on her own with him as he forced her to kiss him, made her touch his penis and he forced himself into her private parts.

**CASE STUDY 2**

**Njabulo** is 14 years old and lives with his grandmother. She wants Njabulo to go to a good school and have the chance to go to university. Njabulo is clever, does very well at school and is also in the soccer team. One day a community organisation gives a talk at Njabulo's school in which sexual abuse is explained to learners in Njabulo's grade. After the school talk, Njabulo waits to talk to the facilitator and discloses that the soccer coach, Joel, has been sexually abusing him for two years. Six other boys of different ages also came forward with similar stories.

After every training session Joel gave the boys a lift home in the school mini-bus. There was always a different boy who was dropped off last – this was Joel's "best boy" for that training session. Joel would park the mini-bus in a deserted area, and then remove the boy's clothes. He would touch the boy's genitals, and encourage the boy to touch his, and this would lead to mutual masturbation, and to oral sex. When they were young, each boy was proud to be Joel's "best boy", but as they grew older and more sexually aware, they felt confused and unhappy about what Joel did. But they did not talk to each other about it. If a boy questioned Joel he laughed and told the boy that he was gay and no one would believe stories from a gay boy. So for some of the boys it was many years before they spoke about the abuse.



*For each case study, after discussing the questions below in pairs, write your answer for **all** the questions below.*

1. What is the type of sexual offence that has happened? Give reasons why you have identified the specific type of abuse.

Jamela

Njabulo

2. What are the risk factors that could have contributed to the child being abused?

Jamela

Njabulo

3. Describe the cycle of violence that could lie behind this type of sexual offence.

Jamela

Njabulo



4. What could be the impact of the offence on the victim?

Jamela

Njabulo

5. What could be the impact of the offence on the victim's family?

Jamela

Njabulo

6. What is the impact of the offence on the community?

Jamela

Njabulo

(Continued on following page)

7. Explain any possible links between the offence and HIV and AIDS. Remember back to what was also covered in the previous modules.

Jamela

Njabulo

*Answer the following questions on your own:*

8. Think of one example of a customary or cultural practice in South Africa that is not in line with children's rights.

9. What can be done to change the practice so that it does not violate any rights?

10. Give one example of how customary and religious practices may violate the rights of victims, and may be a sexual offence according to South African legislation.

11. Explain why South Africa is a very violent society and has a high level of child abuse (remember back to Modules 1 and 2 and use reasons from South Africa's history to support your answer).

12. Describe how violence in South Africa can affect (impact) children. Give at least two examples in your description.

Assessor's comment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Met	Not yet met

### ACTIVITY 3.5

Individual Learner Workbook 1

#### Strategies and programmes for perpetrators of child abuse and sexual offences

US 119725; US 120081

- Aims:**
- To explain the goals and objectives for working with perpetrators of sexual offences (US 119725; SO 5; AC 5.1)
  - To understand what causes someone to perpetrate sexual offences (US 119725; SO 5; AC 5.2)
  - To identify and describe types of programmes and services available for perpetrators of sexual offences in South Africa (US 119725; SO 5; AC 5.3)
  - To explain relevant legislation and legal sanctions governing referrals of perpetrators of sexual offences (US 119725; SO 5; AC 5.4)
  - To explain the purpose and philosophy of working with perpetrators of child violence in relation to relevant national and international instruments (US 120081; SO 5; AC 5.3)
  - To explain the legislation and conditions governing referrals to programmes for perpetrators of child violence according to relevant national and international instruments (US 120081; SO 5; AC 5.4)

*Complete the following:*

1. What is the purpose of working with perpetrators of sexual offences? Give two reasons.





2. Identify two different types of programmes or services that are available to perpetrators of sexual offences in South Africa. For each of them, give the goals or aims of the programmes working with perpetrators of sexual offences.

1.

2.

3. In your own words, describe what may cause a person to commit sexual offences.

4. Write a short explanation that you can share with other community caregivers in your organisation explaining the relevant legislation and regulations governing the referrals of child perpetrators of sexual offences.

Assessor's comment \_\_\_\_\_

Met

Not yet met

## Module 4

# Responding to children who have been abused

### ACTIVITY 4.1

#### Know the relevant legislation, policies and procedures

US 120081; US 119722

- Aims:**
- To explain South African legislation, policies and procedures with regard to child abuse, neglect and exploitation (US 120081; SO 2; AC 2.1)
  - To outline briefly South African laws and policies on child abuse and neglect within a national and international context (US 119722; SO 3; AC 3.1)
  - To identify relevant departmental and organisational policies dealing with child abuse and youth victimisation and explain with examples (US 120081; SO 2; AC 2.2)
  - To evaluate the effectiveness of implementation of current legislation in addressing child victimisation (using case studies) (US 120081; SO 2; AC 2.4)

*Answer the following questions in the space provided:*

1. Choose any three examples of South African legislation that deal with child abuse, neglect and exploitation. For each example you choose:
  - a. Write the name / title of the legislation or policy, and the department that produced the document, and/or the department that will put the document into practice.
  - b. Write 5 to 10 key points about each legislation / policy – why is it important, what does it mean for child protection services, what laws or arrangements does it make for victims of child abuse?

a. Title / name of the policy: .....

Department that produced the policy: .....

b. Why is the policy important and what does it mean for child protection services?  
Give 5 to 10 points.

What arrangement or laws does it make for victims of child abuse?

a. Title / name of the policy: .....

Department that produced the policy: .....

b. Why is the policy important and what does it mean for child protection services?  
Give 5 to 10 points.

What arrangement or laws does it make for victims of child abuse?

a. Title / name of the policy: .....

Department that produced the policy: .....

b. Why is the policy important and what does it mean for child protection services?  
Give 5 to 10 points.

What arrangement or laws does it make for victims of child abuse?

2. Name the main policy that provides the norms and standards for how government  
deals with child abuse and neglect in South Africa.



3. What international document could be used to uphold the rights of children who have been abused?

4. Choose any TWO case studies from Activities 3.3 and 3.4 and answer the following question for both case studies:

- Name one example of legislation or policy that could help the child as a victim of abuse.
- Explain how the legislation or policy can help the child.

a. Name of the case study: .....

Name of the legislation: .....

b. How could the legislation help the child?

a. Name of the case study: .....

Name of the legislation: .....

b. How could the legislation help the child?

5. What are some of the challenges of implementing legislation or policy in South Africa? Explain your opinion and give a practical example of the limits or problems of putting the legislation or policy into practice.

Assessor's comment .....

Met

Not yet met

**ACTIVITY 4.2****Supporting victims of child abuse, neglect and sexual offences****US 119725**

- Aims:**
- To identify appropriate support for victims of sexual offences (SO 3; AC 3.1)
  - To provide information about relevant services (SO 3; AC 3.2)
  - To identify inter-sectoral referral services and procedures (SO 3; AC 3.4)
  - To explain further support needs and potential risks to victim's safety (SO 3; AC 3.5)
  - To explain barriers that exist for male victims in relation to sexual offences (SO 3; AC 3.6)

*Read below and complete the following:*

1. Read the case studies about Jamela and Njabulo from Activity 3.4. Pretend that these children and their families live in the community where your organisation works.
  - a. Write a summary describing the support each child may need in terms of the Victims Charter.

Njabulo

Jamela

- b. Give two examples of service providers that can help each child. For each service provider describe the services that they offer and how it can help the child.

Njabulo

Jamela

- c. What health risk might the children have experienced? List at least two health risks for each of the case studies and where they can be referred for support.

Njabulo

Jamela



- d. What personal safety threats may each child potentially be exposed to? Give at least one example for each child and suggest who the child can be referred to for support to address this potential risk.

Njabulo

Jamela

- e. In your community, find out what structures or processes are in place that can strengthen the referral system. Explain how this “inter-sectoral” mechanism can help the child (for example, your community may have a Child Care Forum, a Child Protection Forum, or a one-stop centre that supports children).

2. Explain what might make reporting a sexual offence and accessing services more difficult for a male victim.

Assessor's comment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Met

Not yet met



ACTIVITY 4.3

Strategies for care of self and others

US 119725

- Aims:**
- To assess and manage attitudes to sexual offences (SO 4; AC 4.1)
  - To describe public strategies, beliefs and attitudinal responses surrounding sexuality and sexual offences (SO 1; AC 1.6)
  - To describe the effective use of support and supervision within your organisation or community (SO 4; AC 4.2)
  - To explain the importance of strategies for self care and give examples (SO 4; AC 4.3)
  - To explain the provision of appropriate support within boundaries of your role as a supervisor (SO 4; AC 4.4)

*Complete the following and answer the questions:*

1. Give two examples that describe your own attitude to sexual offence.

1	
2	



2. Write a paragraph about the general beliefs, feelings and attitudes **about sex** that people in your community have. For example, write about what people believe, think and say about having sex, seeing sex on TV, marital rape, safe sex, homosexuality, attitudes towards men or women, sex and violence, etc.

3. Write a paragraph about beliefs, feelings and attitudes **about sexual offences** that different people in your community have – especially towards sexual offences committed in the community.



4. Do you think people's attitudes and beliefs can contribute to a culture of sexual violence and abuse? Explain your answer in one paragraph and give at least two examples to support your opinion.

5. What do you think you can do in your organisation to change people's negative views (attitudes) towards sexual offences? List one example of what you can do.

6. Write down four activities you do that help you to take care of yourself when responding to children who have been abused or sexually violated.

7. What support do you get or would you like to get from your supervisor or manager? List two examples.

8. Why do you think it is necessary for community caregivers to look after themselves when they respond to children who have been sexually violated? Please explain your answer.

9. Write an “open letter” to a new community caregiver who recently joined your organisation. It should be a positive **and** honest letter from you as a caring community caregiver or as a supervisor to her as a new staff member. The letter is to give her some advice from your experience about the type of support that a work supervisor can and cannot provide. Share some examples from your experience.

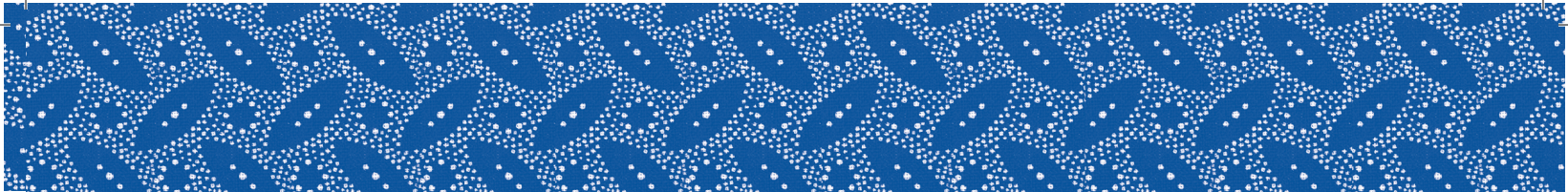
Assessor's comment \_\_\_\_\_

Met

Not yet met

## Notes





## Notes



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