

The Thogomelo Project

LEARNER WORKBOOK 2

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

Fax

Name of assessor

Assessor registration number

Signature of the assessor

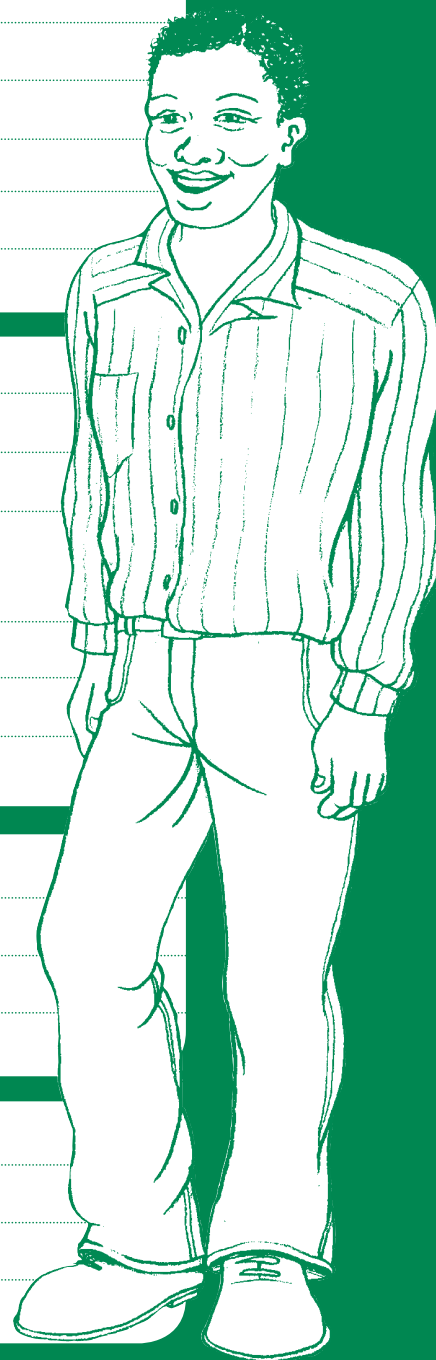
Date of assessment

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 is part of the Thogomelo Child Protection Skills Development Programme for Community Caregiver Supervisors and contains activities that will be done in the classroom. The 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
US 120081	Provide support to child victims of abuse, neglect and exploitation
US 119726	Participate in public education and advocacy campaign in communities
US 119722	Identify intervention services and provide support to children and youth victims of abuse
US 119725	Provide support to victims of sexual offences
US 13912	Apply knowledge of self and team in order to develop a plan to enhance team performance

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 **SECOND BLOCK** 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 the workbook are not numbered in order – they refer to the activities in the 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:

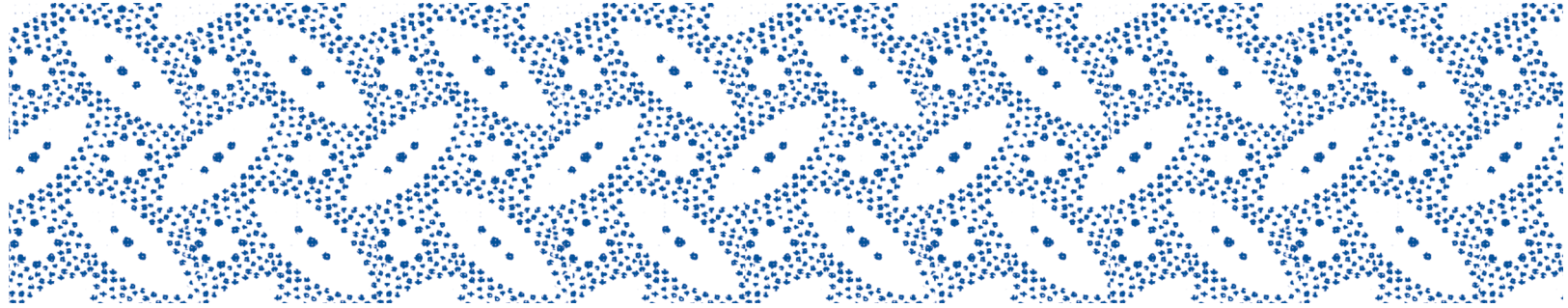
.....

Date:

.....



Exploring child exploitation



ACTIVITY 5.4

Responding to child exploitation in your community

US 120081

- Aims:**
- To describe the nature and extent of exploitation affecting children in South Africa (SO 1; AC 1.2)
 - To explain the impact of exploitation affecting children in South Africa (SO 1; AC 1.2)
 - To describe and give examples of how exploitation in the family, schools, local communities and society in South Africa is prevented, reduced and addressed (SO 1; AC 1.4)
 - To explain South African legislation, policies and procedures for (child) exploitation (SO 2; AC 2.1)
 - To describe with examples the remedies and procedures available to victims of (child) exploitation (SO 2; AC 2.3)

Answer these questions on your own in the space provided:



1. In your own words, describe what you understand by the words “child exploitation”.



2. What international protocol that relates to child exploitation has South Africa signed?



3. Which South African legislation is relevant when dealing with the issue of child labour?



4. Describe in your own words how big a problem sexual exploitation of children is in South Africa.



5. Describe two local service providers that provide help and support to children who have been victims of child labour. Explain what support each of these service providers offers to the child.

Example 1	
Example 2	

6. Look at the case studies in Activity 5.2. Choose four of these case studies about trafficking and for each of them answer the following questions:

Case study number	a) Is this a case of trafficking?	b) What can you and community caregivers in your organisation do to help and support the child in each case?	c) Who else must be involved in the case to deal with and solve the problem? For example, which other government departments or service providers should be involved?

Case study number	a) Is this a case of trafficking?	b) What can you and community caregivers in your organisation do to help and support the child in each case?	c) Who else must be involved in the case to deal with and solve the problem? For example, which other government departments or service providers should be involved?

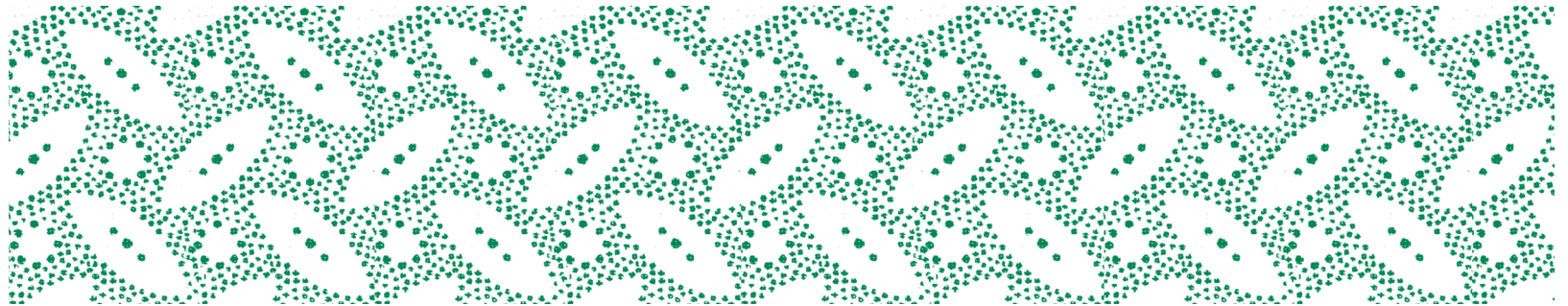
7. What would you advise your community caregivers to do to prevent and reduce child exploitation in your community? Think about what advice or suggestions you can give community caregivers to prevent and reduce child exploitation in the family, schools, and in South Africa society (remember back to our context of a child's life in Module 1).

Assessor's comment _____

Met

Not yet met

Providing services to children: the continuum of care



ACTIVITY 6.1

Identify strategies and programmes for prevention and early intervention of vulnerable children US 120081; US 119722

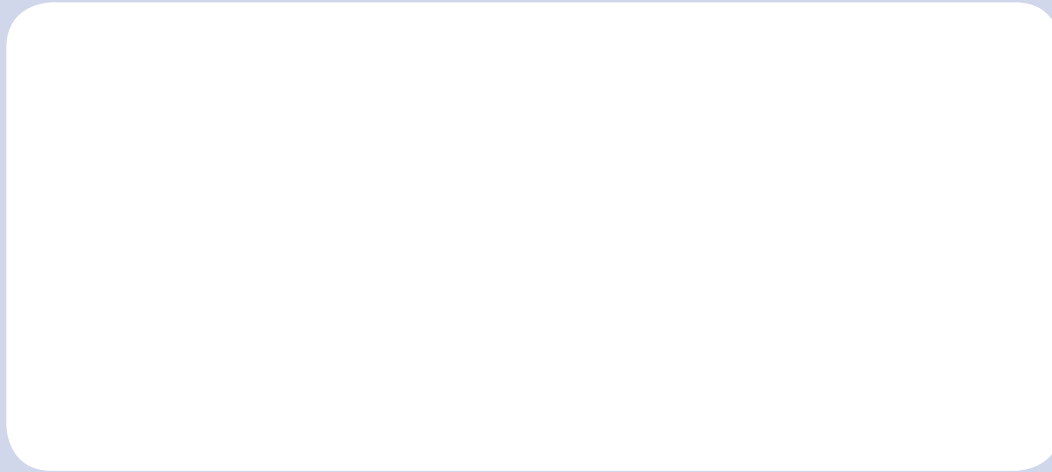
Aims: • To define and describe strategies for preventing child and youth violence (US 120081; SO 5; AC 5.1)

- To identify and briefly describe different prevention programmes relevant to child and youth violence (US 120081; SO 5; AC 5.2)
- To explain your beliefs, attitudes and values in responding to incidents of child abuse or suspected abuse and neglect (US 119722; SO 4; AC 4.5)

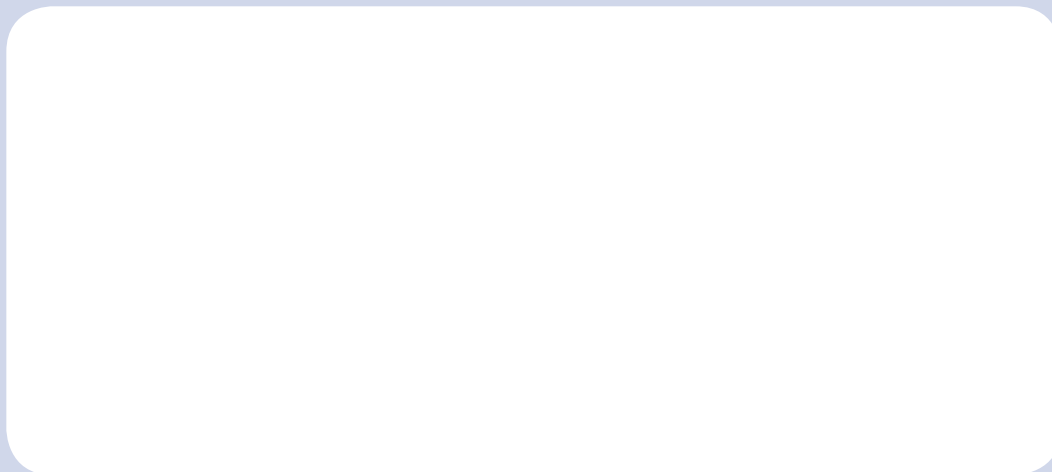
Answer the following in the space provided:

1. Explain what you understand by the word “prevention” in relation to children and families in South Africa.

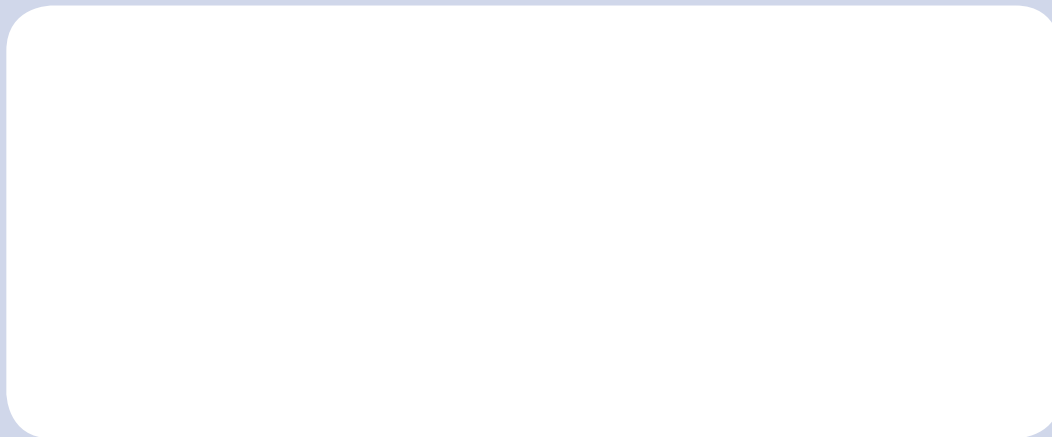
2. Describe how you think prevention programmes can prevent children from becoming victims or perpetrators of violence.



3. Explain what you understand by “early intervention” in relation to children and families in South Africa.



4. Describe how you think early intervention programmes can support children at risk.



5. Find out about two different prevention programmes that prevent children from being at risk in South Africa. These programmes can be run by any organisation, but they must be aimed at preventing violence in children and youth.

Example 1:

Example 2:

6. How do you feel when you respond to incidents of abuse or neglect?

7. Do you think it is important for community caregivers to respond to incidents of child abuse and neglect? Please explain your answer.

8. What are your beliefs, attitudes and values in responding to child abuse? Give one example for each.

My belief in responding to child abuse:

My attitude to responding to child abuse:

My values in responding to child abuse:

Assessor's comment _____

Met

Not yet met

ACTIVITY 6.3

Supporting community caregivers in reporting child abuse, neglect and exploitation US 119722; US 119725; US 120081

- Aims:**
- To describe the legal responsibility of individuals, members of the community and service providers to report child abuse according to legislation (US 119722; SO 4; AC 4.2)
 - To know and conduct disclosure and referral to professional services according to procedures (US 119722; SO 4; AC 4.6)
 - To compile a comprehensive intake report to determine the child's needs and referral options in accordance with policy (US 120081; SO 4; AC 4.6)
 - To describe the relevant police and court procedure in relation to sexual offences in accordance with relevant legislation and policy (US 119725; SO 3; AC 3.3)
 - To explain the relevant procedures for seeking redress for victims of sexual offences in accordance with relevant legislation and policy (US 119725; SO 2; AC 2.4)
 - To describe the rights and responsibilities of victims of sexual offences, the community and service providers with examples (US 119725; SO 2; AC 2.5)

Answer the questions in the space provided.

1. Explain the difference between a legal and a moral responsibility of a community caregiver to report child abuse, neglect or exploitation.

a. A legal responsibility:

b. A moral responsibility:

2. When is there a legal responsibility for community caregivers to report child abuse?

Blank response area for question 2.

3. Who can a community caregiver report abuse to? Give three examples.

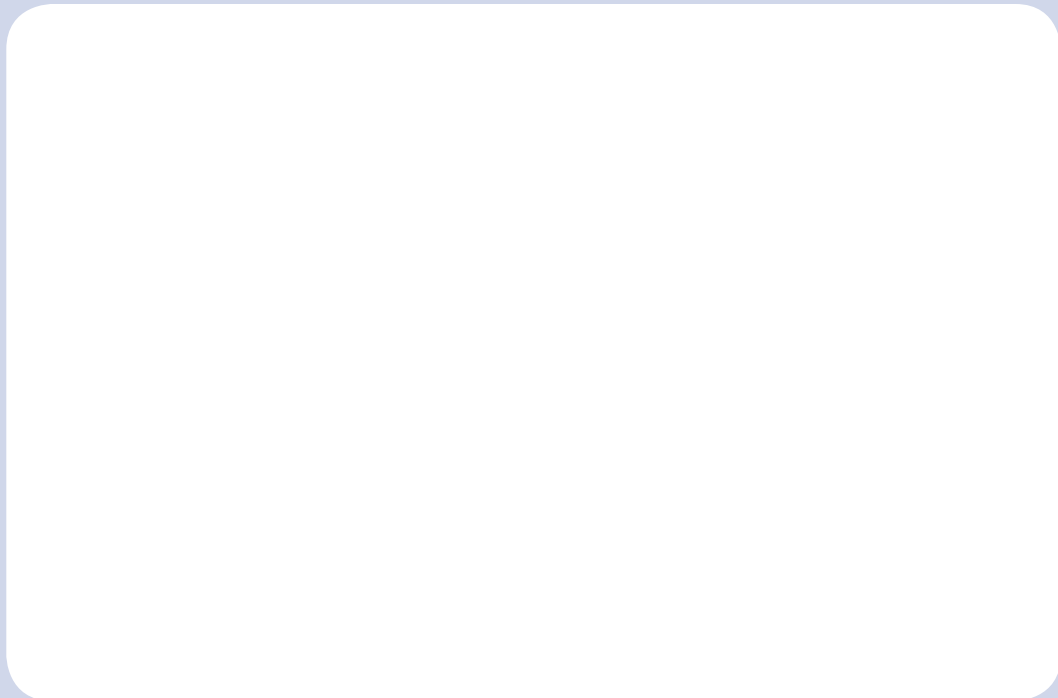
Example 1:

Example 2:

4. Explain the responsibility of a community caregiver *after reporting abuse*.



5. What legislation provides the guidelines on how to respond to reports on child abuse, neglect and exploitation?



6. You are a social worker or social auxiliary worker. Write an intake report following the Children's Act Form 22.

Children's Act Form 22

FORM 22
REPORTING OF ABUSE OR DELIBERATE NEGLECT OF CHILD
(REGULATION 33)

(A) REPORTING OF ABUSE

NOTE: A SEPARATE FORM MUST BE COMPLETED FOR EACH CHILD

TO: The Head of the Department

Pursuant to section 110 of the Children's Act, 38 of 2005, and for purposes of section 114(1)(a) of the Act, you are hereby advised that we have received a report by an informant that a child has been sexually abused/deliberately neglected/abused in a manner causing physical injury. * Kindly include the particulars listed below in Part A of the National Child Protection Register.

Source of report (do not identify person)

Victim Relative Parent Neighbour/friend

Professional (specify)

Other (specify)

Date Reported to child protection organisation:	DD	MM	CCYY
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1. CHILD: (COMPLETE PER CHILD)

Surname		Full name(s)				
Gender:	M	F	Date of Birth:	DD	MM	CCYY
School Name:			Grade:		Age / Estimated Age:	
* ID no:			* Passport no:			
Contact no:						

2. CATEGORY OF CHILD IN NEED OF CARE / PROTECTION

Street child Child labour Child trafficking
 Commercial sexual exploitation Exploited children Child abduction

3. OTHER INTERVENTION – CONTACT PERSON TRUSTED BY CHILD

Surname:	Name:
Address:	Telephone number:
Other children interviewed: <input type="checkbox"/> Yes <input type="checkbox"/> No	Number :

(*) = Complete if available or applicable

SURNAME OF CHILD:	
FULL NAMES OF CHILD:	

4. ALLEGED ABUSER – (CORRECTIONS TO FORM 1 TO BE MADE ON SECTION B OF FORM 25)

4.1) Surname				Full Name(s)		
Date of Birth:	DD	MM	CCYY	Gender:	M	F
ID No:				Age:		
* Passport No:				* Drivers license:		
Also known as:				Relationship to child:		
Street Address (include postal code):				<input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Grand father <input type="checkbox"/> Grand mother <input type="checkbox"/> Step father <input type="checkbox"/> Step mother <input type="checkbox"/> Foster father <input type="checkbox"/> Foster mother <input type="checkbox"/> Uncle <input type="checkbox"/> Aunt <input type="checkbox"/> Sibling <input type="checkbox"/> Caregiver <input type="checkbox"/> Professional: social worker/police officer/teacher/caregiver/priest/dr/volunteer <input type="checkbox"/> Other (specify)		
				Postal Code:		
4.2) WHEREABOUTS OF ALLEGED PERPETRATOR:						
<input type="checkbox"/> Section 153 (Request for removal by SAPS)				<input type="checkbox"/> Still in home		
<input type="checkbox"/> In hospital (Name/Place.....)						
<input type="checkbox"/> In detention (Place.....)						
<input type="checkbox"/> Living somewhere else		<input type="checkbox"/> Whereabouts unknown		<input type="checkbox"/> Un-identified		

5. PARENTS OF CHILD (If other than above)

Surname: Father / Step-father				Full name(s)		
Date of Birth:	DD	MM	CCYY	Gender:	M	F
ID no:				Age:		
Surname: Mother / Step-mother				Full name(s)		
Date of Birth:	DD	MM	CCYY	Gender:	M	F
ID no:				Age:		
Also known as:				Names and ages of siblings or other children if helpful for tracking		
Street Address (include postal code):					Postal Code:	

(*) = Complete if available or applicable

SURNAME OF CHILD:	
FULL NAMES OF CHILD:	

6. ABUSE

Date of Incident:			Date unknown:			Episodic/ongoing from (date)			Reported to CPR:		
DD	MM	CCYY				DD	MM	CCYY	DD	MM	CCYY

Place of incident:

Child's home Field Tavern School Friend's place
 Partial Care ECD Centre Neighbour Child and youth care centre
 Other (specify) Foster home Temporary safe care

6.1) TYPE OF ABUSE (Tick only the one that indicates the key motive of intent)

Physical	Emotional	Sexual	Deliberate neglect
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6.2) INDICATORS (Check any that apply)

PHYSICAL: Abrasions Bruises Burns/Scalding Fractures
 Other physical illness Cuts Welts Repeated injuries
 Fatal injury (date of death) Injury to internal organs Head injuries
 No visible injuries (elaborate) Poisoning (specify) Other Behavioural or physical (specify)

EMOTIONAL: Withdrawal Depression Self destructive aggressive behaviour
 Corruption through exposure to illegal activities Deprivation of affection
 Exposure to anti-social activities Exposure to family violence
 Parent or care giver negative mental condition Inappropriate and continued criticism
 Humiliation Isolation Threats Development Delays Oppression
 Rejection Accusations Anxiety Lack of cognitive stimulation
 Mental, emotional or developmental condition requiring treatment (specify)

SEXUAL: Contact abuse Rape Sodomy
 Masturbation Oral sex area Molestation
 Non contact abuse (flashing, peeping) Irritation, pain, injury to genital
 Other indicators of sexual molestation or exploitation (specify)

DELIBERATE NEGLECT: Malnutrition Medical Physical Educational
 Refusal to assume parental responsibility Neglectful supervision Abandonment

6.3) Indicate overall degree of Risk to child:
 Mild Moderate Severe Unknown

6.4) When applicable, tick the secondary type of abuse Multiple Abuse: Yes No

Sexual	Physical	Emotional	Deliberate Neglect
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Brief explanation of occurrence(s) (including a statement describing frequency and duration)

(*) = Complete if information is available or applicable

SURNAME OF CHILD:	
FULL NAMES OF CHILD:	

7. MEDICAL INTERVENTION (*)		
Treated outside hospital: <input type="checkbox"/> Yes <input type="checkbox"/> No	Examined by: <input type="checkbox"/> Doctor <input type="checkbox"/> Reg. Nurse	Hospitalised: <input type="checkbox"/> For assessment <input type="checkbox"/> For treatment <input type="checkbox"/> As place of safety
Where (name of Hospital)	Contact person	Telephone Number

8. CHILDREN'S COURT INTERVENTION (*)			
Removal of child to temporary safe care (Section 152): <input type="checkbox"/> Yes <input type="checkbox"/> No	Date		
	MM	DD	CCYY

9. SAPS: (ACTION RELATED TO ALLEGED ABUSER(S)) - (*)				
Reported to SAPS: <input type="checkbox"/> Yes <input type="checkbox"/> No	Charges laid: <input type="checkbox"/> Yes <input type="checkbox"/> No	Date		
		DD	MM	CCYY
CAS NR	Police Station	Telephone Nr		
Name of Police Officer		Rank of Police Officer		

10. CHILD KNOWN TO WELFARE ORGANISATION/ SOCIAL DEVELOPMENT?		
10.1) Child known to welfare?: <input type="checkbox"/> Yes <input type="checkbox"/> No	Name of Organisation	Contact number
		Reference number

11. DETAILS OF PERSON WHO REPORTS ALLEGED ABUSE (Refers to a profession, mandatory obliged to report child abuse)		
Name of informant	Employer	
Employer Address	Work Telephone Nr	Fax Number
Email Address		

(*) = Complete if information is available or applicable

SURNAME OF CHILD:	
FULL NAMES OF CHILD:	

CAPACITY Section 110 (1)	Caregiver	Correctional Official	Child and Youth Care Centre	Dentist	Doctor	Drop in Centre
	Homeopath	Labour Inspector	Legal Practitioner	Midwife	Member of staff – partial care facility	Medical Practitioner
	Minister of Religion	Nurse	Occupational Therapist	Psychologist	Police Official	Physio-therapist
	Religious leader		Social service professional		Social worker	
	Speech therapist		Shelter		Traditional leader	
	Teacher		Traditional health practitioner		Volunteer Worker – partial care facility	
	Other (specify)					

I declare that the particulars set out in the above mentioned statement are true and correct to the best of my knowledge.

Signature of person reporting alleged abuse: _____

Date: _____

Official Stamp of Department / child protection organisation

7. Briefly describe the police and court procedure that would follow if a community caregiver reported the sexual abuse of a child to a social worker.

8. How can you take care of yourself **and** community caregivers in your organisation when you are supporting children through the legal and court processes?

Assessor's comment _____

Met	Not yet met

ACTIVITY 6.4

Providing services to children in the continuum of care

US 120081; US 119722

- Aims:**
- To identify and explain relevant departmental and organisational policies in dealing with child abuse, neglect and exploitation in accordance with relevant national (and international) instruments (US 120081; SO 2; AC 2.2)
 - To describe the legal and civil remedies and procedures available to victims of child abuse, neglect and exploitation with examples (US 120081; SO 2; AC 2.3)
 - To describe the different levels and types of support required by victims of child violence according to organisational resources, policies and procedures (US 120081; SO 4; AC 4.3)
 - To explain the responsibilities of service providers to provide the appropriate services to child abuse victims as outlined in the South African Victim Charter (US 119722; SO 3; AC 3.2)
 - To explain the role of departments in relation to other relevant stakeholders as outlined in the Victim Empowerment guidelines and policies (US 119722; SO 3; AC 3.3)
 - To identify the needs of the victim in a situation of suspected abuse, neglect or violence using examples (US 119722; SO 4; AC 4.4)

Write the answers to these questions in the space provided below:

1. Does your organisation have a policy or procedure to guide community caregivers to respond to child abuse, neglect and exploitation?

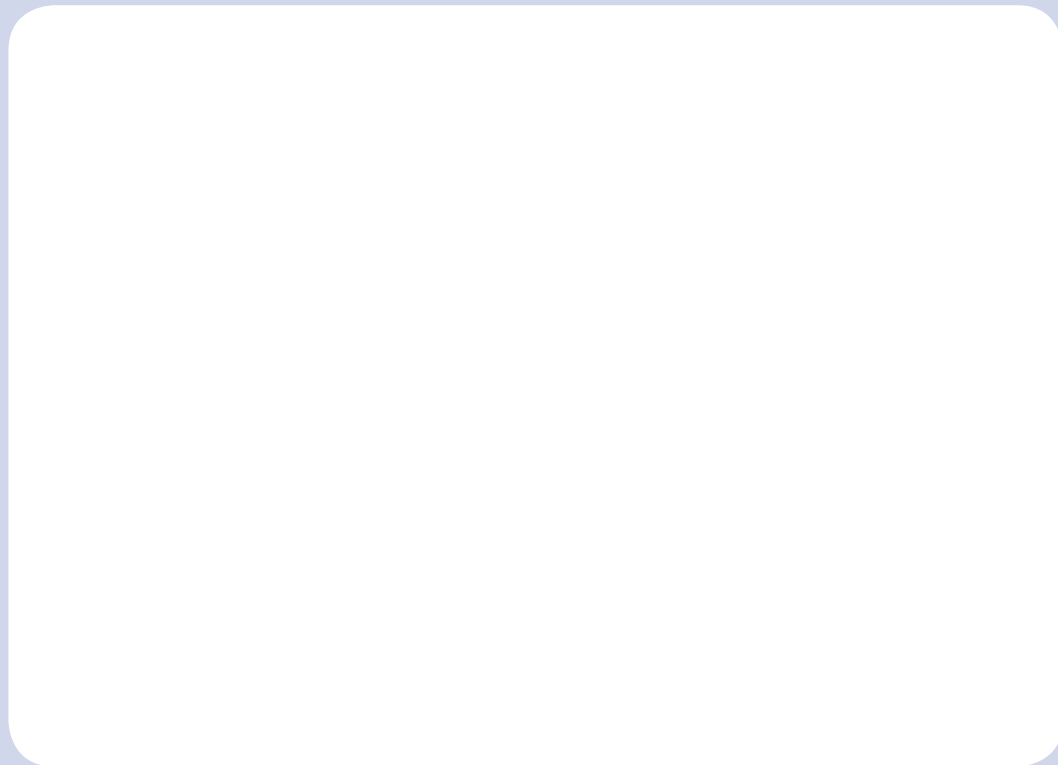
Yes No Don't know



If you answered YES, please explain how they are used in your organisation.



If you answered NO, please explain what you think the procedure should cover if you were to write one for your organisation.



2. The Children's Act calls for four levels of social services for children in need of care and protection. List the four levels and in your own words explain what is meant by each level in the continuum of care.

Level	Name of each level	Explain in your own words what this level means
1		
2		
3		
4		

3. Which South African regulation or guideline gives the roles of people who respond to the legal services for children who have been abused?

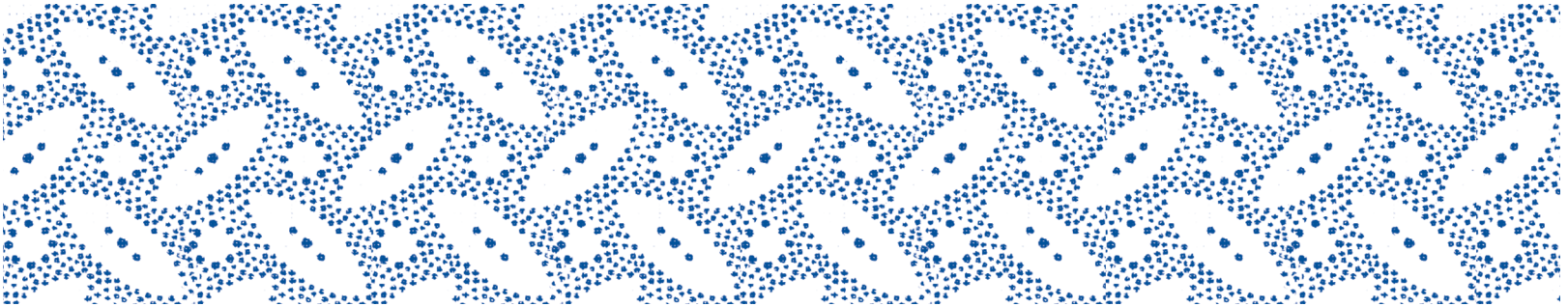
Assessor's comment _____

Met	Not yet met



Module 7

Mobilising community responses to protect children



ACTIVITY 7.1

Knowing my community response to child protection

US 120081

Aim: To describe the situation in your community with regard to child services and challenges (SO 1; AC 1.4)

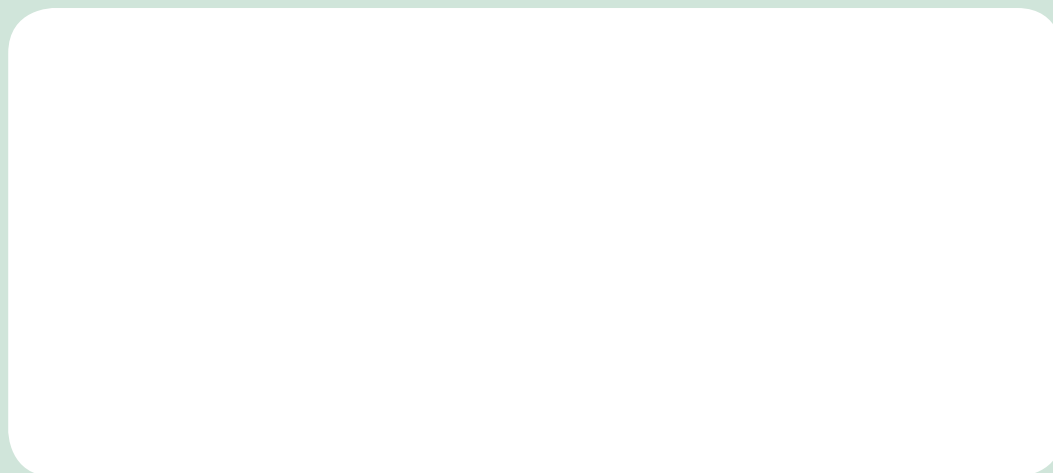
During the practical, you developed a “community map” that is included in your Practical Workbook 1. We will now work with these community maps. Answer the following questions for your community.

1. Using your community maps, identify the community-based services available to children in your community. For each of these services identify who the beneficiaries are.

2. What are the dynamics within your community? (refer to the community mobilisation in the Learner Manual).



3. What challenges do children face in your community?



4. Who offers programmes for parents, caregivers, teenage mothers and fathers in your community?



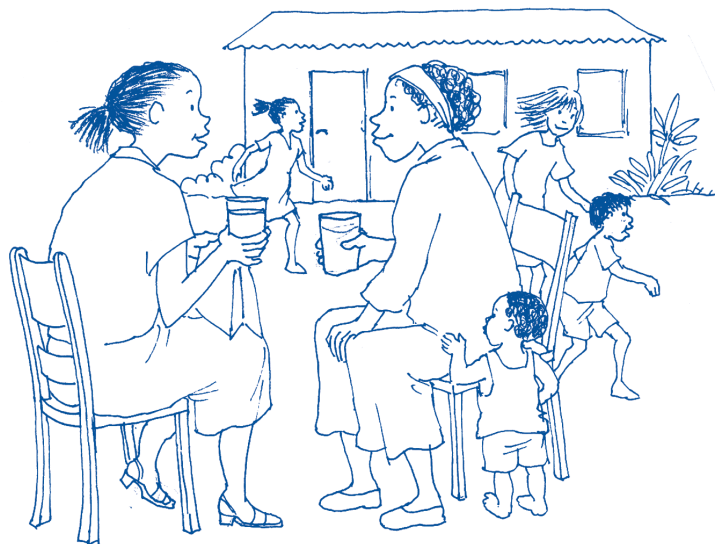
5. How can the services available in your community strengthen families in the community?

Blank area for writing the answer to question 5.

Assessor's comment _____

Met

Not yet met



ACTIVITY 7.2

Organisation and community responses to child abuse

US 119722; US 120081

- Aims:**
- To identify services required by child and youth victims of abuse and neglect according to organisational processes and procedures (US 119722; SO 4; AC 4.1).
 - To explain the role of educators in identifying the appropriate intervention for child abuse and neglect for specific cases (US 119722; SO 4; AC 4.3).
 - To assist victims of child abuse according to organisational guidelines (US 120081; SO 4; AC 4.5)

Answer the following in the space provided below:

1. Identify two child protection services in your community. For each service, describe briefly what needs the service meets for children who have been abused or neglected.

	Child protection service in my community or provided by government	What needs will they meet for a child who has been abused or neglected?
1		
2		

2. Briefly describe what the role of educators is in early intervention of children. Give an example.

3. Use the headings below to describe the different services you or your organisation offer child and youth victims.

3.1 What prevention or early intervention services are offered?	3.2 Which needs of the child are being met by programmes?	3.3 What is the procedure for community caregivers when they respond to children who have been abused, neglected or exploited?
1		
2		

3.1 What prevention or early intervention services are offered?	3.2 Which needs of the child are being met by programmes?	3.3 What is the procedure for community caregivers when they respond to children who have been abused, neglected or exploited?	
3			
Assessor's comment _____ _____ _____		Met	Not yet met



ACTIVITY 7.3

Strengthening and building a supportive referral network US 119722

- Aims:**
- To identify appropriate channels for referrals in the local community using case studies (SO 3; AC 3.4)
 - To describe the processes and procedures to secure feedback on referred cases according to organisational policies (SO 3; AC 3.5)

Answer the following in the space provided:

1. Develop your referral network by completing the directory of services in relation to referring children who have been abused, neglected or exploited.

Service	Contact person	Telephone number	Where is the service found?

2. Go to the case studies from Activity 3.3 in the Learner Manual and identify their needs. Then identify who you would refer each child to in your community.

Name of child in the case study	Need of the child	Who you will refer the child to in your community?

3. Write the steps to guide a community caregiver to support a child with a referral.



4. Draw a social network map to show your referral network.



Using the social network map, identify four activities that you can do to strengthen your referral network.

1		
2		
3		
4		

Assessor's comment _____

Met

Not yet met

ACTIVITY 7.4

Campaigns I know about – Child Protection Week

US 119726

- Aims:**
- To outline the rights and needs of the target audience (SO 1; AC 1.1)
 - To explain using case studies the value of multi-disciplinary and inter-sectoral collaboration in conducting advocacy and awareness campaigns (SO 1; AC 1.3)
 - To describe appropriate methods and tools to create awareness of and promote individual's rights using case studies (SO 1; AC 1.4)
 - To identify the individual's role in the implementation of the advocacy and awareness campaign (SO 2; AC 2.5)

Read the case study on Child Protection Week on pages 326 to 327 of the Learner Manual. Then complete the following:

1. Who is the “target group” (or “target audience”) of this campaign?

2. What rights and needs does this campaign aim to address?

3. Who are the role players (stakeholders) of this campaign?



4. Explain why it is important for these role players to work together (collaboratively) for this campaign.



5. Think of three methods that can be used to create awareness and inform parents in your community about children's rights and responsibilities.

1	
2	
3	

Assessor's comment _____

Met

Not yet met

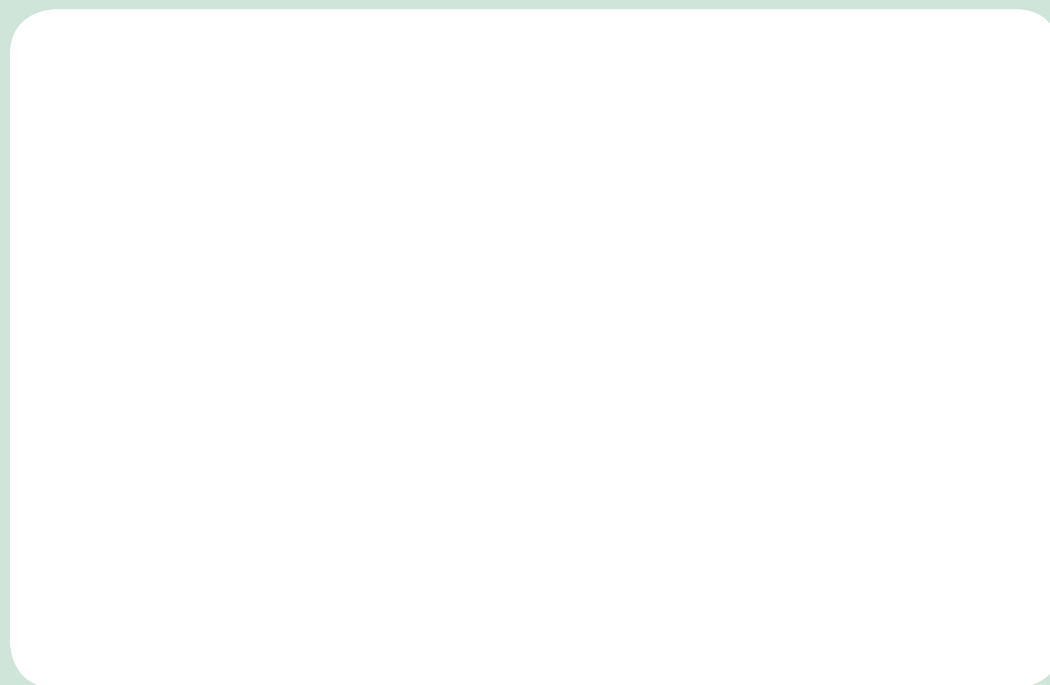
ACTIVITY 7.5

Campaigns I know about – RAPCAN Advocacy Programme US 119726

- Aims:**
- To explain using case studies the value of multi-disciplinary and inter-sectoral collaboration in conducting advocacy and awareness campaigns (SO 1; AC 1.3)
 - To define the problem or issue clearly, based on the situational analysis of the community (SO 2; AC 2.2)
 - To identify problems or issues that may benefit from advocacy and awareness campaigns (SO 2; AC 2.3)
 - To define the objectives and outcomes of the identified advocacy campaign (SO 2; AC 2.4)
 - To identify other participating stakeholders according to the campaign objectives and explain techniques to engage them (SO 2; AC 2.6)

Read the case study discussed above, then answer the questions in your Learner Workbook.

1. What main problem or main issue is RAPCAN addressing with its advocacy programme? Describe the problem and how it relates to child protection.



2. What is the advocacy programme aiming to do? What are its aims or objectives?



3. Who is the target audience for the advocacy campaign?



4. How does working with the media add value to the campaigns that RAPCAN implement? Give two examples.

Blank area for writing answers to the question above.



5. Think of three problems or main issues related to the work your organisation does in the community that could be helped by an advocacy campaign. Describe how an advocacy campaign would address the problem.

	Describe the problem	How could an advocacy campaign address the problem?
1		
2		
3		

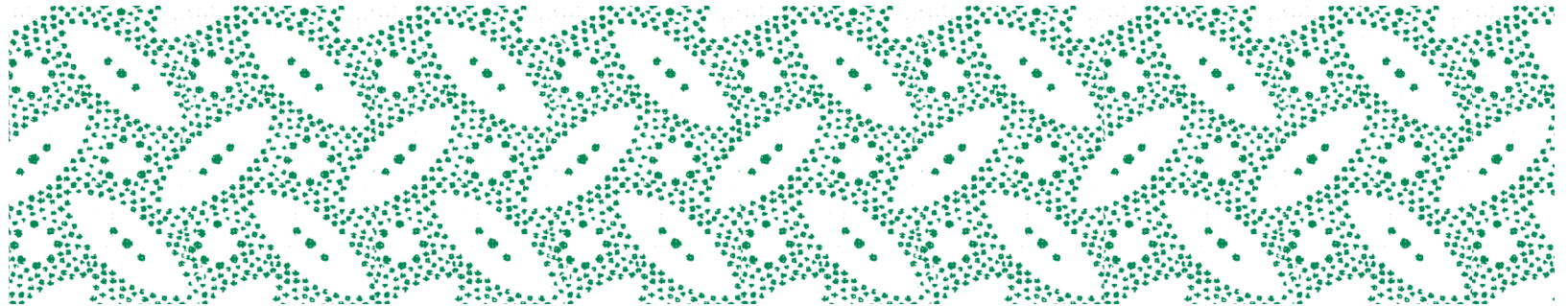
Assessor's comment _____

Met

Not yet met

Module 8

Building child champions in a community caregiving organisation



ACTIVITY 8.3

Where do I fit in my organisation?

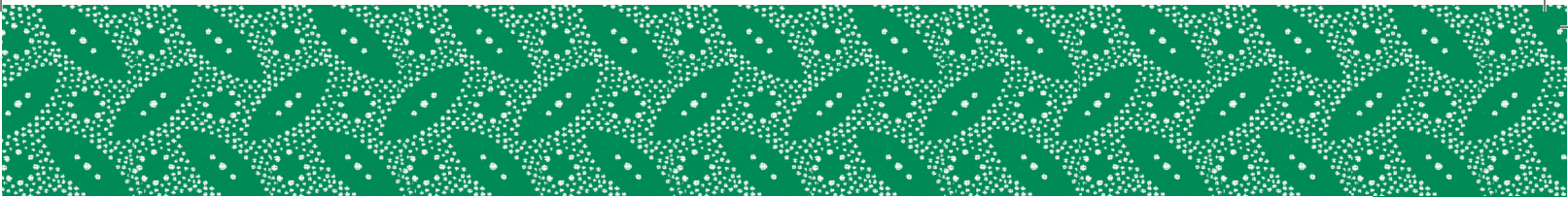
US 13912

- Aims:**
- To interpret an organogram and indicate your role in an organisation (SO 2; AC 2.1)
 - To indicate how performance is monitored and managed in your organisation (SO 2; AC 2.2)

Answer the following questions in the space provided below:

1. Write in point form what each part of the organogram means using the diagram on page 352 of the Learner Manual.

A large, empty, rounded rectangular box with a light blue border, intended for the student to write their answers to the activity questions.



2. What does your organisation expect from you as a supervisor of community caregiver?
List six things.

1	
2	
3	

4	
5	
6	

3. How is your work performance checked by your organisation? Give two examples.

1	
2	

Assessor's comment _____

Met

Not yet met

ACTIVITY 8.4

Individual Learner Workbook 2

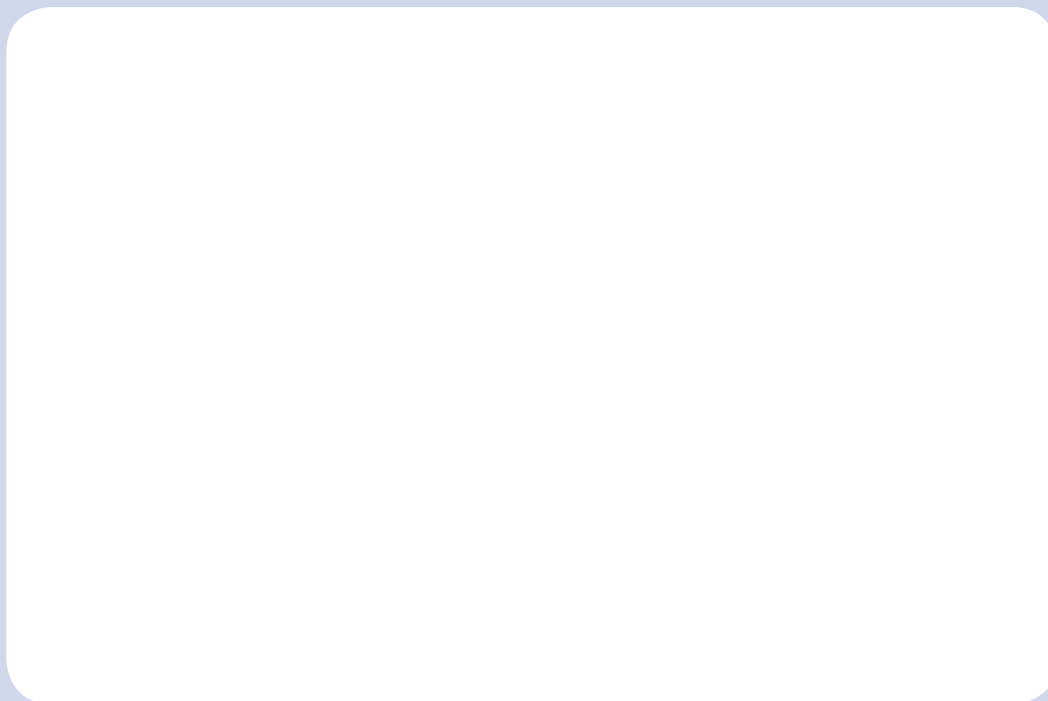
Exploring values and attitudes in my work

US 13912

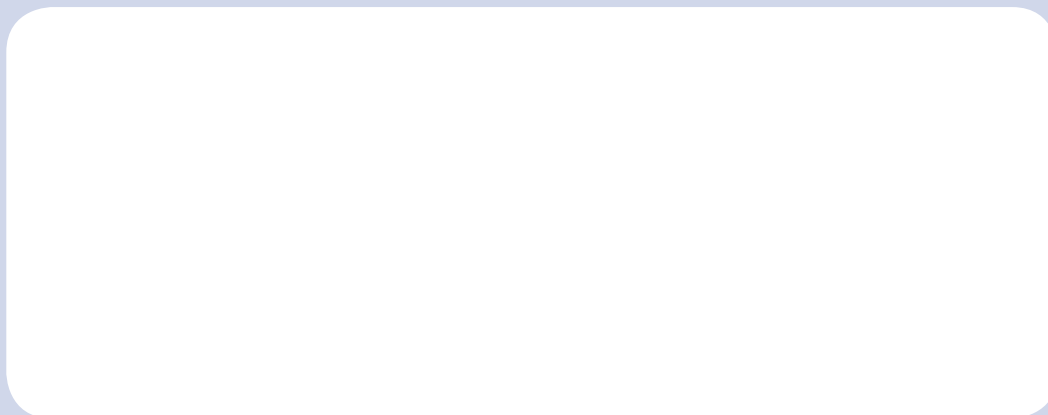
- Aims:**
- To explore the values and attitudes of a particular organisation with reference to the organisation's Code of Conduct (SO 2; AC 2.3)
 - To indicate the effect of the Code of Conduct on decisions a team leader may make with reference to the Code of Conduct of a specific organisation (SO 2; AC 2.4)

Work with the Code of Conduct in the Learner Manual (page 358) or your own organisations Code of Conduct, and answer the following questions:

1. What values can you identify in the Code of Conduct?



2. What attitude do most people have towards their work and colleagues?



3. What do you think the causes of this attitude are, both positive and negative?



4. Identify and give an example of how your organisation's Code of Conduct guides:

a. Your behaviour in your work (especially your function as team leader)

b. Your manager's behaviour in her or his work

c. Any colleague's behaviour in her or his work

ACTIVITY 8.6

Developing myself as a supervisor and child champion in my workplace

US 13912

- Aims:**
- To identify own strengths and weaknesses, based on self-reflection and feedback (SO 1; AC 1.1)
 - To compile / write a personal development plan to strengthen own performance, with a view to becoming a role model for a team or group (SO 1; AC 1.2)

Answer the following in the space provided below:

1. Think of and write five strengths and five weaknesses that relate to your job performance. Be honest and realistic – reflect on your work performance over the last two years.

Strengths	Weaknesses
1.	
2.	
3.	
4.	
5.	

2. Ask a colleague who knows you well or a work team member to comment on how **you** can use your strengths to improve your weaknesses. Review and revise your list after the feedback. You may leave the list as it is – if you do that, explain why you are not making any changes.

3. Complete the personal development plan for yourself using the form on the next page.

Assessor's comment _____

Met	Not yet met



Area for development	Suggested action	Timescale / review date	Success criteria	Completion / sign off	Supervisor initials

Community caregiver's signature	Supervisor's signature
Date	Date

ACTIVITY 8.7

Understanding the dynamics of team work

US 13912

- Aims:**
- To identify the strengths and weaknesses of a group or team based on reflection and team performance (SO 4; AC 4.1)
 - To identify the strengths and weaknesses of individuals within a group or team in order to decide on an appropriate management strategy (SO 4; AC 4.2)
 - To identify the situations that are a cause of concern or dissent in a group or team and to plan the development to minimise their negative effect on the team (SO 4; AC 4.3)
 - To identify the positive situations in a group or team and to develop a plan to maximise the affect on the team's performance (SO 4; AC 4.4)

Complete the table below and then answer the following questions:

General skills that need to be employed in your organisation	
General skills of your community caregivers	
Child protection skills that you need	

The term “team” refers to the team of people you work with in your organisation.

1. What are the characteristics of your team? List four examples.

1	
2	
3	
4	

2. What are the team’s strengths and weaknesses? Give three examples of each.

	Strengths	Weaknesses
1		
2		
3		

3. Give one example that shows the strength of your team.

4. What do you do to show appreciation for your team? Give two examples.

1	
2	

5. What can you do to improve the performance of your team? Give two examples.

1	
2	

Assessor's comment _____

Met	Not yet met

ACTIVITY 8.8

Dealing with conflict a group

US 13912

- Aims:**
- To identify the kinds of conflict that arise in a team / group situation and strategies to deal with conflict (SO 3; AC 3.1)
 - To explore strategies for creating a positive work environment in a team / group and to give indication of role of team leader (SO 3; AC 3.2)
 - To identify situations that restrict group efficiency and to suggest how to improve the situations (SO 3; AC 3.3)
 - To identify support systems available to the team and to indicate own role in being supportive and using support systems (SO 3; AC 3.4)

Fill in the following in the space provided on the next page:

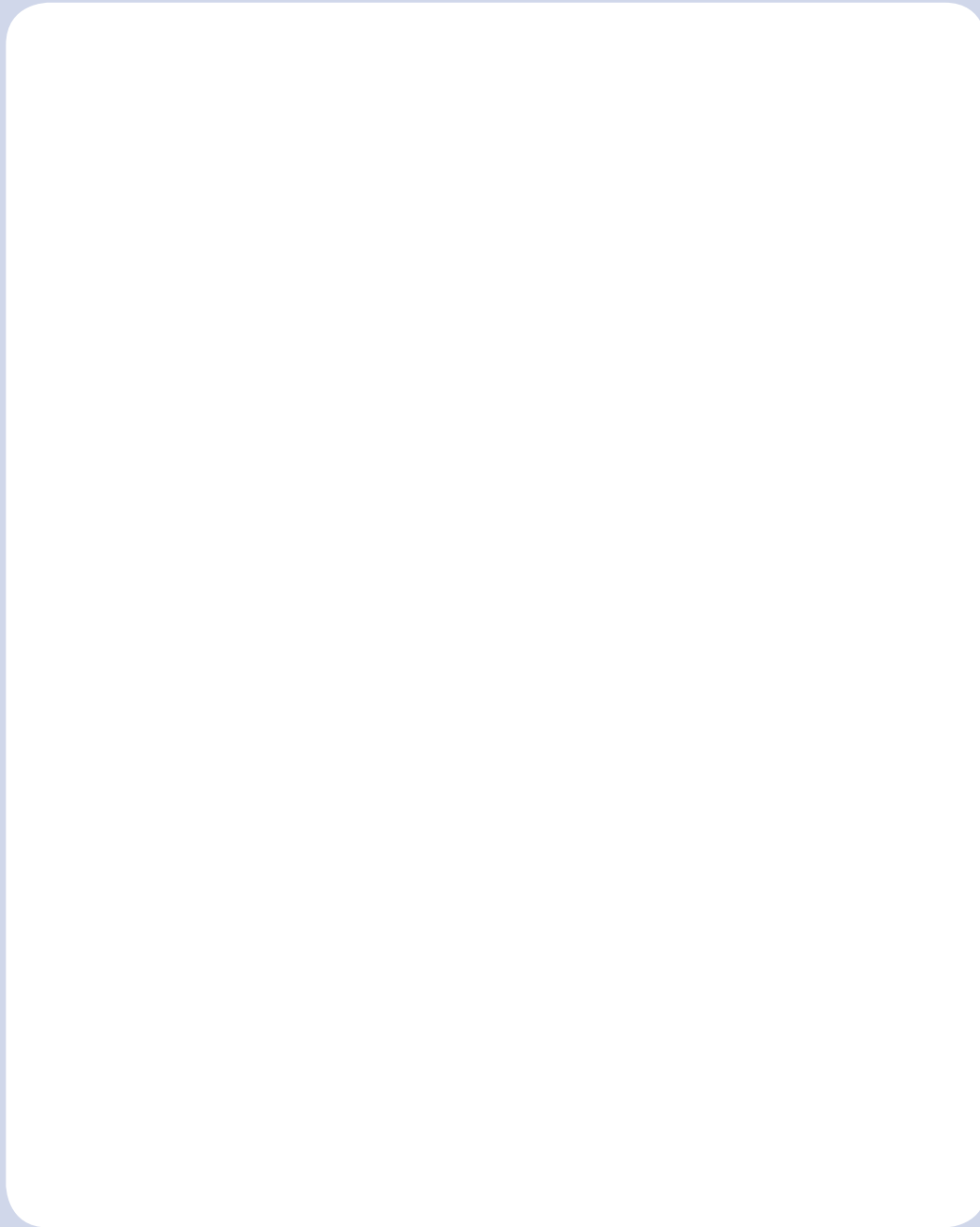
1. Write about three examples of workplace group conflict taken from the class role plays. Explain why the conflict happened, what people felt, how they responded, and how the conflict was dealt with. Use the table on the next page.



Module 8 Building child champions in a community caregiving organisation

Example	Why did the conflict happen?	How did people feel about it?	How did people respond or act?	How was the conflict dealt with?
1				
2				
3				

2. Write two paragraphs about your ideal working environment. This needs to be a realistic and realisable workplace given the current context in which you work. In the first paragraph say what could be changed about your workplace to make it more positive and comfortable. In the second paragraph say what the role of the team leader is in creating a positive work environment.



3. Give two examples of where your work group or team's efficiency is reduced. Say why it is reduced, and what could be changed about the situation to improve your team's efficiency and success.

Example	Why is the team not efficient?	How can the situation be improved?
1		
2		

4. How can team members support each other? Give three examples.

1	
2	
3	

5. What is your role as team member in terms of giving and receiving support?
Give four examples of your role.

1	
2	
3	
4	

Assessor's comment _____

Met

Not yet met

ACTIVITY 8.9

Develop a team plan of action!

US 13912

- Aims:**
- To set goals for the group through consultation and joint decision-making (SO 5; AC 5.1)
 - To develop a plan of action to enhance performance of the team (SO 5; AC 5.2)
 - To explain the importance of consultation and joint decision-making in setting team or group goals and to indicate how a team can be involved in goal setting (SO 5; AC 5.3)
 - To monitor progress in implementation of team goals and to decide when to change the plan (SO 5; AC 5.4)

Complete the activity of developing a team action plan using the activities in the Learner Practical Workbook 2.

Assessor's comment _____

Met	Not yet met



Notes

Notes

Notes



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