

The Thogomelo Project

LEARNER WORKBOOK 2

Thogomelo Psychosocial Support Skills Development Programme for community caregivers

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

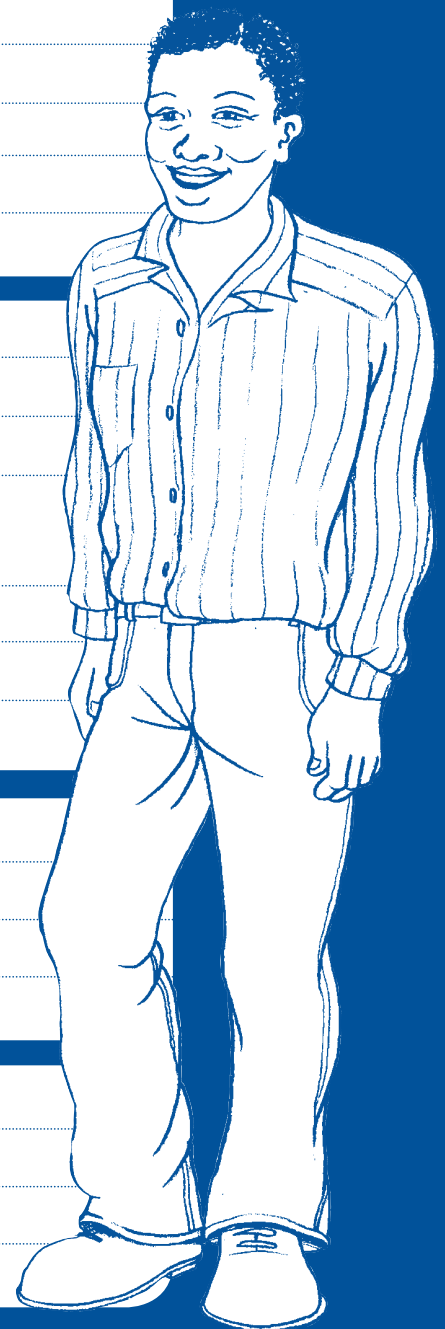
Date of assessment

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 2** is part of the Thogomelo Psychosocial Skills Development Programme for Community Caregivers, and contains activities that will be done in the classroom. A Learner Manual accompanies this Learner Workbook. You have already done Learner Workbook 1 that contained activities for Modules 1–5. This Learner Workbook 2 continues with activities for Modules 6–7.

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

US ID	US Title
120308	Apply knowledge of self in order to make a personal decision
117883	Demonstrate an understanding of violence and victimisation affecting children and youth
244584	Investigate ways of contributing towards community development

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 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**. The marks allocated are for your contribution as these activities are part of the formative assessment of the above unit standards.

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.
(Some tasks allow for group participation and are indicated as such).

Learner's signature:

.....

Date:

.....



Module 6

Protecting our children

ASSESSMENT CRITERIA

In order to meet the assessment criteria of the unit standards, the learner has to:

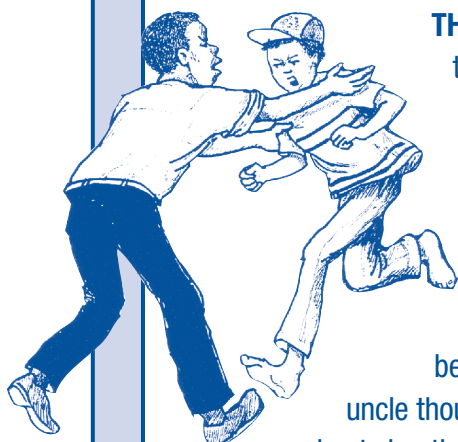
- Describe the context of violence affecting youth and children. Give examples.
- Describe the scope and dynamics of violence against youth and children in relation to specific cases.
- Explain the cycles of violence in relation to youth and children as victims and perpetrators using examples.
- Explain the physical and emotional impact of victimisation on youth and children in relation to specific cases.
- Explain the needs and rights of youth according to specific cases.
- Provide the definition of “child abuse” according to relevant legislation by referring to types of child abuse and neglect.
- Describe the signs and symptoms of child abuse and neglect using examples.
- Define the concept of “youth at risk” with examples that reflect South African communities.
- Explain the contexts and causal factors relating to “youth at risk” using examples.

ACTIVITY 6.1

US 117883; SO 1: AC 1.2; SO 3: AC 3.1, 3.2

A child in the River of Life**Aim: To understand factors that put children at risk***Read the following two case studies and answer the questions below:***CASE STUDY 1**

POPPY is 12 years old and she lives with her mother and father, and her brothers and sisters. Her father worked in another city, and only came home every few months. Her mother worked part time doing different jobs in town. Sometimes the family would only be able to eat once a day. When Poppy's parents were both working, she had to cook and clean and look after her younger sister and brother. Her older brother used to sit on the street corner with his friends and did not do any of the chores around the house. "It's girls work" he would say. Poppy was good at school, and dreamt of becoming a doctor. She had spoken to her father about this dream, but he had laughed at her and said that it was more important for his sons to get an education. But Poppy still held onto her dream, and knew that somehow she would make her dream come true.

CASE STUDY 2

THABO is 14 years old and his mother passed away from HIV two years ago. He moved from the city to live with his uncle in a rural area six months ago. Thabo found it very difficult to live in the rural area after city life – he had to walk to a school that did not have electricity, he had to make new friends, and he had to look after the cattle. At his school in the city, his best subject was computers. On the way to school, the bigger boys started calling him bad names, because he would not smoke dagga with them. Thabo's uncle thought that he was hanging around with these big boys, and kept shouting at him. One day his uncle came home drunk and started beating him because he had not brought the cattle in.

1. Describe the background of Poppy and Thabo.

a. Poppy

b. Thabo

2. What is preventing them from realising their dreams?

a. Poppy

b. Thabo

3. What are the factors that put each of these children at risk from realising their potential?

a. Poppy

b. Thabo

4. Do either of these children show signs of resilience? Explain.

5. Think of children you have come across in your community caregiving (not Poppy and Thabo). Give examples of “children at risk” that you know and the risk factors that have affected them. Remember not use their real names as we need to keep their identity confidential.

6. Using your experience, answer these questions for two of the children at risk that you have identified above:

- a. Which risk factors contribute towards increasing the vulnerability of the child?

- b. What are the consequences of these risk factors for the child?

- c. What factors in the lives of these two children could contribute to building their resilience (coping)?

7. Are the risk factors that you have identified in Question 6 the same for girls and boys across all of South Africa?

Assessor's comment _____

Met	Not yet met

ACTIVITY 6.2

US 117883; SO 1: AC 1.1, 1.3, 1.5

Breaking the cycle of violence

Aim: To understand cycles of violence using examples

Answer the following questions:

1. What do you understand by the cycle of violence?

2. How can the cycle of violence be broken?

3. How can you as a community caregiver make primary caregivers and other adults aware of the effects of violence on themselves and their children?

4. Think of an example of the cycle of violence that you have seen (in your work or community).

a. If you were in that cycle of violence, what can you do to break it?

b. What needs and rights were not being addressed in the situation you saw? Give at least one need and one right.

c. How did HIV and AIDS or violence affect the situation and the child? Give at least two examples.

Assessor's comment _____

Met

Not yet met



ACTIVITY 6.3

US 117883; SO 1: AC 1.4; SO 2: AC 2.1, 2.2

What happened to this child?

Aim: To identify child abuse and neglect

Read the following four case studies.

CASE STUDY 1



POPPY loved going to school every day. At school she had friends to talk to, she asked questions to the teachers, and she would get as many books as possible to read from the school library. It was very different at home: no one asked her how her day was, no one helped her with the chores, her mother would shout at her. Her brother could do no wrong – everyone spoke to him and encouraged him to go to school – but all he did was sitting on the street corner with his friends. Poppy stopped eating and became very short tempered.

CASE STUDY 2



THABO was very unhappy. His uncle was shouting at him all the time, and would hit him and tell him he was stupid. One day his uncle beat him so badly that he had to stay at home because he was bruised and could hardly move his arm. He thought his arm was broken. Gugu walked past him while he was sitting in the sun, and asked why he was not at school. Thabo told Gugu that he was fine and to leave him alone. He decided that he would prefer to be in the city where he could see his friends and where there was noise, taxi's, soccer and everything was familiar to him.



CASE STUDY 3

DOREEN had spent her whole life at home, as she could not walk on her own and had to use a wheelchair wherever she went. She lived with her father in her grandmothers house in a township. She did not attend school, had no friends as she seldom went outside, and although the doctor had said she must exercise her muscles, no-body at home helped her to do this. Some days she would lie on the bed waiting and waiting for someone to come and help her to get clean, or to give her food, or just to talk to her.



CASE STUDY 4

SWEETNESS used to be a happy child, always laughing and trying to help everyone. She loved playing netball a few months ago, but now she stopped playing and would avoid staying after school. Sweetness tried to also avoid Gugu when she came to visit the household. She would only eat a little bit of food, and would not laugh or talk to her friends at school. She became more and more anxious every time Gugu saw her, and one day said that there was a family secret she could not tell anyone about.

Answer these questions for each of the case studies:

1. Which signs and symptoms of abuse do you detect? Give at least two examples.

a. Poppy

b. Thabo

c. Doreen

d. Sweetness

2. What type(s) of abuse is the child experiencing?

3. What is the definition of the form of abuse according to the Children's Act?

a. Poppy

b. Thabo

c. Doreen

d. Sweetness

4. What other signs and symptoms of abuse would you look out for? Give two examples.

a. Poppy

b. Thabo

c. Doreen

d. Sweetness

5. From your experience as a community caregiver, what signs and symptoms have you seen in the children you have met and worked with? Give two signs or symptom's.

Assessor's comment _____

Met

Not yet met



ACTIVITY 6.4

US 117883; SO 2: AC 2.3, 2.5

What is a safe child and how can I contribute to child protection?

Aim: To provide a goal or vision of what you are working towards in your community

3. After completion of the “safe child” drawing and the group discussion, answer the following questions:

- a. Where do most people think that a child is safe? For example, in a house, school, community, taxi or church?

- b. What do the pictures tell us about how we see children’s psychosocial wellbeing? Can you see all the aspects of the Wheel of Psychosocial Wellbeing?

- c. Are there differences between drawings of girls and boys that show or tell us about our views about girls and boys? Yes or no? Give a reason.

- d. Are there any pictures that show any of the principles of the “best interests of the child”? Yes or no? Give a reason.

4. What are your ideas on how you as a community caregiver can take child protection forward in your daily activities?

Assessor's comment _____

Met

Not yet met



Module 7

Responding to vulnerable children

ASSESSMENT CRITERIA

In order to meet the assessment criteria of the unit standards, the learner has to:

- Identify services needed by victims of child abuse and neglect (including referring). Describe their roles and responsibilities.
- Explain the ethical and legal boundaries of disclosure and non-disclosure in relation to child abuse and neglect. Give examples.
- Describe the socio-political context of youth as perpetrators in relation to South African communities.

ACTIVITY 7.2

US 117883; SO 2: AC 2.5, 2.6

How do I respond to the child in a specific case?

Aim: To learn how to respond to cases

Read the case studies of Poppy, Thabo, Doreen and Sweetness and answer the questions:

1. Do you have a moral or legal responsibility to respond to each of these cases?

- a. Poppy
- b. Thabo
- c. Doreen
- d. Sweetness

2. How would you respond to each of these case studies to meet your responsibility?

- a. Poppy
- b. Thabo
- c. Doreen
- d. Sweetness

3. What is your role in responding to the child in need of care and protection?

- a. Poppy
- b. Thabo
- c. Doreen
- d. Sweetness

4. What are the possible challenges or stumbling blocks that each of these cases may find with the role players in the child protection system?

5. What ideas have you got on how these challenges can be overcome?

Assessor's comment _____

Met	Not yet met

ACTIVITY 7.4

Talking with children

Aim: To know the right and wrong responses when talking with children

*For each of the case studies for Poppy, Thabo, Doreen and Sweetness, write down **how you would respond** and **what you would say** to each child.*

a. Poppy

b. Thabo

c. Doreen

d. Sweetness

Assessor's comment _____

Met

Not yet met

ACTIVITY 7.5

US 117883; SO 2: AC 2.5

Referring children to services in my community

Aim: To identify community resources for children in your community and develop a referral system

Do the following exercise using the community map you did in the break between the two training blocks:

1. Identify and list the possible organisations, community interventions or resources that could help to address or reduce the problems or challenges children at risk face in your community. Give at least three examples.



2. Indicate the locations of these interventions and organisations on your community map by drawing a star on your map.

3. Where would children go for help if:

- a. They needed a social grant?
- b. They were infected by HIV and needed treatment?
- c. They were living with a disability?
- d. Their mother was dying and they were going to be left alone?



Read the case studies of Poppy, Thabo, Doreen and Sweetness and then complete this activity.

4. What services can you identify in your community that you could refer the child to or that could support the child in the case study? Give at least two months.

- a. Poppy
- b. Thabo
- c. Doreen
- d. Sweetness

5. What is the role of the service provider you would refer each child to?

- a. Poppy
- b. Thabo
- c. Doreen
- d. Sweetness

Assessor's comment _____

Met

Not yet met



ACTIVITY 7.6

US 117883; SO 3: AC 3.2, 3.3; SO 4: AC 4.2, 4.4

Responding to children in conflict with the law

Aim: To understand and apply your understanding of children in conflict with the law in your community

Read the case study of Lesebo and then answer the following questions:

CASE STUDY 1



LESEBO is 16 years old and his mother has passed away a few weeks ago, and he does not know where his father is. He is looking after his two younger sisters and they are all still living in his mother's house in a small village. They are not registered for a social grant, and his grandmother who lives next door only gets her pension. Although Lesebo is still registered at the high school 4 kilometres away, he

does not attend school every day. Lesebo had gone to the local shop because he was very hungry. He watched the shop manager, Mr Suliman emptying the till of money. It was a lot of money! Lesebo thought to himself "...if I took a few things of maybe R100 it will make no difference to him, beside that man has a big car and lots of stuff!" He took bread, biscuits, a chocolate, beer and a few small things he could put in his pockets. He had nearly made it out the door when he felt a hard whack on his back and shouts from Mr Suliman. Lesebo tried to run but he was trapped: he closed his eyes as he dropped the stuff and prepared himself for the worst.

1. Which risk factors led to Lesebo committing a crime?



2. If you were Mr Suliman, how would you react (your behaviour)?



3. What action would you (as a community caregiver) take against Lesebo?



4. What could happen to Lesebo if a restorative justice response is **not** used?



5. To which restorative justice procedures and programmes could Lesebo be referred?

Assessor's comment _____

Met	Not yet met



NOTES

Blank area for notes.

Notes

Developed in Partnership by the United States Agency for International Development, Department of Social Development, Programme for Alternative Technology in Health (PATH), International HIV/AIDS Alliance, and Health and Development Africa, for the Thogomelo Psychosocial Support and Child Protection Skills Development Programme.

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