

# child & youth care

ISSN 0258-8927 • VOLUME 19 No.8 • AUGUST 2001

A Journal for those who work with troubled children and youth at risk

## The Right Thing to Do



Is it not peculiar that we so often do not do the things which we know are good for us! Until recently I was under the impression that others did not suffer with "not doing" behaviour as I do. Unhappily I realise that many of us for some inexplicable reason fail to build into our lives certain activities that, if undertaken clearly result in improvements all round. It is not the latest dietary information or exercise regime that has sparked this introspection but Thom Garfat's brief truisms on the caring of care givers. Then in his usual informal style gives us six pointers on the maintenance of our capacity to care (page 6). He speaks not in complex words of new and fantastic concepts but in ordinary language of things we all know we should be doing ... and yet are we?

As I read I am confronted by my own culpability in this regard as well as our collective responsibility as child and youth care professionals. For not only do I realise that I too infrequently provide my own colleagues with the support, the debriefing and the supervision to which they are entitled, but that it is rather the exception than the rule in our country that child and youth care workers are offered such opportunities. Indeed after being exposed to many programs around the country, it is apparent that our field tends to focus rather singlemindedly on caring for young people, frequently at the expense of those who are in the front line of caring. Noticeable by its absence in programs across the country is the staple - supervision. Repeatedly I hear managers saying "I know I should be supervising staff, but I just don't get to it." Repeatedly colleagues are unequivocal about its benefits - "We can cope with the youth

so much better when we are supervised." I hear again and again of child and youth care workers being exposed to severely traumatic situations in the course of their daily work - children dying, violent outbursts, extreme suffering related to poverty. And yet in very few instances of recounting such stories does one hear about trauma debriefing, staff meetings being called for collective working through of issues, cards being given, flowers sent, people being given extra time off, letters of support from management - or any substantial symbolic form of acknowledgment of suffering incurred.

The excuse which we often offer up in defense of "not doing", whether it be trauma counseling or regular maintenance supervision usually fumbles around terms like "occupational hazard" and "goes with the territory" - both blatantly transparent cop-outs. Of course we will in this work be exposed to human suffering, and of course we suffer in the process. If we are going to manage to keep on feeling, keep on being there for others, keep a professional presence, warmth and openness we will, all of us, need to be cared for in this process. The way to do this is known and skills in this regard can be developed by all of us. We simply need to overcome our "not doing" behaviour and set about doing what we know needs to be done - caring for care givers. After all it's the right thing to do!

**Merle Allsopp**

**Child & Youth Care** ISSN 0258-8927 is a non-commercial and private subscription journal, formerly published in Volumes 1 through 13 (1983 to 1995) as *The Child Care Worker*. Copyright © The National Association of Child Care Workers

*Editorial:* PO Box 36407, Glosderry 7702 South Africa. e-mail: naccwct@iafrica.com Telephone: (021) 762-6076 Fax: (021) 762-5352.

**Child & Youth Care** is published on the 25th of each month except December. Copy deadline for all material is the 10th of each month.

*Subscriptions:* Individual Membership of NACCW is R90.00 p.a. which includes a free copy of the journal. Non-members, agency or library journal subscriptions: R90.00 p.a. post free.

*Commercial advertising:* R312 per page pro rata. *Situations Vacant/Wanted* advertisements for child and youth care posts are free to Corporate and Individual Members.

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*Editorial Board:* Merle Allsopp BA, HDE, NHCRCC; Annette Cockburn LTCL, Dip.Ad.Ed.(UCT); Pumla Mncayi BA (SW); Adv. Ann Skelton, Ruth Bruintjies, Alfred Harris, Sonja Giese B.Sc (Hons) Psych

# contents

ISSN 0258-8927 • VOLUME 19 No.8 • AUGUST 2001

<b>4</b>	<b>Supportive Discipline</b> <i>Edna Rooth</i>
<b>6</b>	<b>Care for the Caregiver</b> <i>Thom Garfat</i>
<b>7</b>	<b>Understanding Youth Culture</b> <i>Clayton Peters</i>
<b>8</b>	<b>The concept of Empowerment</b> <i>Sandra Oosthuizen</i>
<b>9</b>	<b>Responses to Trauma and Violence</b>
<b>10</b>	<b>Story, Time, Motion and Place</b> <i>Mark Krueger</i>
<b>12</b>	<b>Bullying in Schools</b> <i>ANPPCAN Kenya</i>
<b>14</b>	<b>Living with AIDS</b>
<b>15</b>	<b>HIV/AIDS: A unique response</b>
<b>16</b>	<b>Spotlight on Students – Study Skills</b> <i>Jackie Winfield</i>
<b>19</b>	<b>The Story of the Rainbow</b>

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AS FROM 1 JULY 2001 THE NEW REDUCED FEE STRUCTURE WILL BE AS FOLLOWS:

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### National Executive Chairman

The Revd Barrie Lodge, BA, UED, Bed  
P.O. Box 751013, Garden View 2047  
Tel: (011) 614-0212 Fax: (011) 484-2928  
Cell: 082 561-0927  
email: valbar@iafrica.com

### Treasurer

Roger Pitt, Dip.Th.  
P.O. Box 482, King Williams Town 5600.  
Tel: (0433) 21932 Fax: (0433) 22252.  
e-mail: naccwkt@iafrica.com

### Members

Kathy Scott (Western Cape), Elwin Gallant (Eastern Cape)  
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### Professional Staff

#### Director:

Merle Allsopp BA, HDE, NHCRC.  
P.O. Box 36407, Glosderry 7702  
Tel: 021-762-6076 / 762-3142 / 762-4702  
Fax: (021) 762-5352  
e-mail: naccwct@iafrica.com

#### Deputy Director:

Zeni Thumbadoo, BA Social Work  
P.O. Box 17279, Congella 4013.  
Tel: 031-205-3775 Fax: 031-205-3369  
e-mail: naccwdb@iafrica.com

#### Consultants:

Sbongile Manyathi B.Soc.Sc. (Hons).  
P.O. Box 17279, Congella 4013.  
Tel: 031-205-3775 Fax: 031-205-3369  
e-mail: naccwdb@iafrica.com

#### Cecil Wood BA, HDE

76 Circular Drive, Charlo Port Elizabeth 6070  
Tel: 041-374-4822 Fax: 041-368-7145  
email: naccwpe@iafrica.com

#### Jeanne Karth BA, HDE, NHCRC

220 Ottery Road Office No.9 Ottery 7800  
Tel: 021-762-6076 / 762-3142 / 762-4702  
Fax: (021) 762-5352  
email: naccwct@iafrica.com

### Regional Secretaries

#### Gauteng/Transvaal

Syvon Dlamini, PO Box 1613 Germiston 1400  
Tel: 011- 8275732 Cell: 082 4391569  
email: naccwjb@iafrica.com

#### Kwazulu-Natal

Nazli Finch, Durban Children's Home  
222 Manning Road Durban  
Tel: 031-201-1301  
email: naccwdb@iafrica.com

#### Border

Moiria Freitag, East London Childrens Home  
PO Box 1584 East London 5200  
Tel: 043-7366233  
naccwkt@iafrica.com

#### Western Cape

Nota Riley, 505 Woodleigh Third Avenue  
Kenilworth 7700  
Tel: 021- 674-4460  
email: naccwct@iafrica.com

#### Eastern Cape

Themba Faleni, Stepping Stones Koetaan Street  
Extension 1 Port Elizabeth  
Tel: 041- 481-2147  
email: naccwpe@iafrica.com

#### Southern Cape:

Rosaline Claassen, Masizame Shelter  
P O Box 2026 Plettenberg Bay 6600  
Tel: 041-533-0087

#### Namaqualand

Father Anthony Cloete, RC Sending Kinderhuis,  
Kamieskroon 8241.  
Tel 0257-608

#### Northern Cape

Margaret Van Wyk P O Box 985 Kimberley 8300  
Tel: 053- 872-1010

### Fund Raising Organisation 088004480002

Web site: [www.pretext.co.za/naccw](http://www.pretext.co.za/naccw)  
e-mail: naccwct@iafrica.com



# Supportive Discipline

Edna Rooth

**W**orking with teenagers is challenging and rewarding. Youth have a vibrancy, energy and optimism which is inspiring. Together with these positive aspects, youth may also at times act in unacceptable ways. For their own safety and those around them, as well as to assist them to learn the necessary life skills and cope with the demands of the adult world, supportive discipline is helpful. Supportive discipline is an approach based on firmness, kindness, respect, logic and consistency. It does not include abuse, control, cruelty, threats, power-play, injustice or punitive measures.

## How to Practise Supportive Discipline

### Set Clear Rules

Rules are useful guidelines on how to behave, how to be safe and how to treat others. Rules are necessary, but only if they are reasonable, and sensible.

As a general guideline, most rules should revolve around the safety and well-being of the teenagers and help them cope with the rules of life. The fewer rules, the better, as it is easier for teenagers to follow. Do not have rules that cannot be applied, as it defeats the purpose of having rules.

When drawing up rules keep in mind that teenagers need opportunities to make their own decisions. They do need a cer-

tain amount of freedom. Therefore the rules should not prevent them from making decisions.

### ACTIVITY

*Consider all the rules of your programme. Decide which rules do not make sense, those that have no clear, logical and understandable reasons for existing. Discard those rules!*

### Ownership of Rules

Try to get the teenagers to work with you on setting rules and limits. They will then take ownership and not see rules as oppressive hurdles created by controlling adults just to make their lives miserable. You may wish to start with a few very important ground rules, and ask for debate around these rules. This will help to clarify the rules. You will also gain insight into how the teenagers view these rules. *It is very different being a teenager today as it was even a few years ago, and rules need to change in order to accommodate current lifestyles.*

### Explaining Rules

Rules should be explained very clearly and you need to check that they are understood. Use plain language and ensure your explanation makes the rules understood as logical, sensible and applicable. You should be able to justify the necessity for each rule.

### ACTIVITY

*Think back to when you were a teenager. What rules did you have to follow? Were any of those rules unnecessary or unreasonable? Why? How did that make you feel? How did those rules make you act? What would you have wanted to be different? Which of the rules did you break the most? Why?*

### ACTIVITY

*Get the teenagers to make collages and decorative posters which help to explain the rules. They can work in small groups and do presentations of the rules. They can also be asked to work out short skits and role plays to demonstrate the rules in action, as well as the consequences of breaking the rules.*

### Be consistent and firm in applying these rules

Once the rules are set, they should be non-negotiable. You need to be firm but kind in applying these rules, otherwise they are worthless. You need to be consistent in applying these rules. You cannot sometimes not apply rules, or allow some of the children to break the rules and not others. You cannot only apply the rules when you are in a bad mood! Your NO should

mean no, not perhaps, maybe or I'll think about it. In the same way, your YES should mean yes, not perhaps no or it depends. Teenagers feel secure if there are clear boundaries that they understand. It gives a sense of order in an often chaotic world. If they feel unsure about what is wanted from them, they may behave inappropriately as a way of dealing with their confusion.

**ACTIVITY**

*Allow yourself time on a regular basis to reflect whether you have been firm and consistent. Assess whether you have been firm, kind, respectful and objective in applying rules. Share with your colleagues as they can form a useful support base and sounding board. It helps to give perspective, as it is easy to get caught up in the emotions around discipline issues.*

**Consequences of breaking rules**

View the breaking of a rule as having a consequence, not a punishment. Ensure that the teenagers understand the consequences of breaking rules. This is useful, as it helps them to cope in life where they need to take responsibility for their actions. It is important that you give the teenagers time to reflect on their actions as well as their understanding of the consequences of their actions. We all are human, and therefore we all make mistakes. Your teenagers will also make mistakes, test boundaries and challenge authority. This is part of growing up and is normal. Try to see mistakes as learning opportunities. From each mistake, a valuable life skill learning opportunity can be created.

**ACTIVITY**

*Get the teenagers to reflect on these questions: What did you learn from breaking this rule? What were the consequences of your actions? What harm could your actions have done to yourself and others? How could you have acted differently? What will you do next time in similar circumstances?*

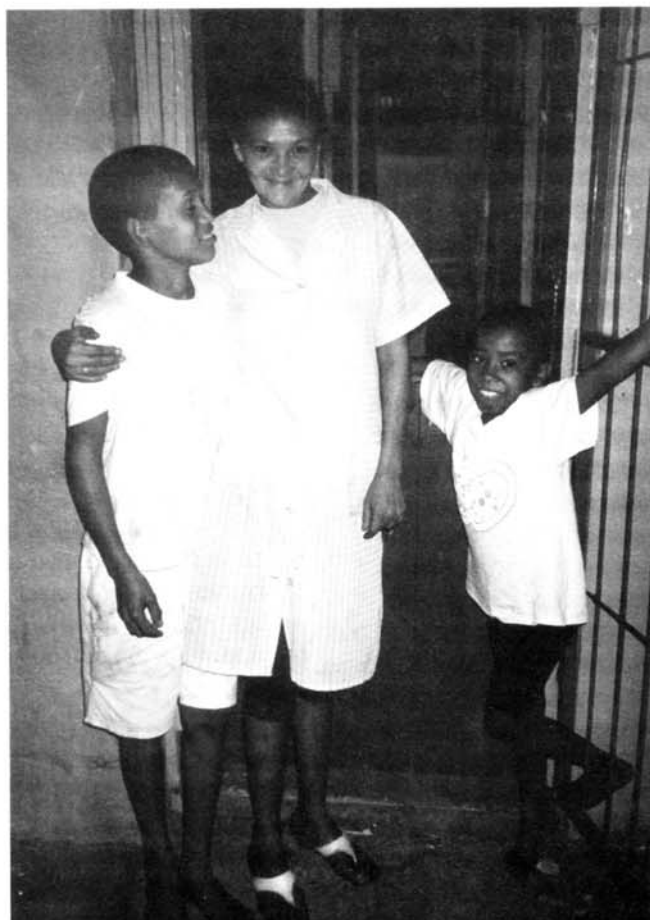
**Make the consequence fit the action**

Ensure that the consequences fit the rule broken. Ensure that the consequences do not extend for too long – they need to be immediately enforceable, short and constructive. It is not useful to lock a teenager up in a room, polish an already clean floor, dig a hole and then fill it up. Rather, look around at what needs to be

done in the programme, in consultation with the teenager, and decide together which constructive contribution could be made. For example, walls can be painted, gardening, cleaning, general upkeep duties. If a teenager is aggressive and beats up others, a useful consequence could be to do heavy physical work as an outlet for pent up aggression. Withdrawal of too many privileges may lead to further aggression and a sense of isolation.

**When its over, its over**

When it is over, it really is over. It is not useful to keep reminding teenagers of their mistakes. It is also not helpful to label them – either verbally or even in your mind – in a negative way. If you feel angry, try to let it pass and take a time-out for yourself if needed! Try to remain calm, respectful, kind and grudge-free.



## Discipline

Try not to take negative behaviour personally and then react in anger.

### Prevention

Often teenagers misbehave because they want attention or they are bored. Teenagers need attention; they need to be listened to, respected and supported. They also need to be challenged, kept busy and interested.

### Praise and Acknowledgment

It is sad that often good behaviour goes unnoticed. It is important to give teenagers who are behaving well positive feedback. Have regular meetings with teenagers on a one-to-one basis. Praise them and acknowledge their good behaviour. Find different ways of showing appreciation and expressing positive feedback. Show that you are proud of their good behaviour and appreciative of their actions. Show your respect for their worth and value.

Take note of what you say, and how you say it. Be aware of not giving put downs, negative comments about their looks or humiliating them in front of their peers. Respect works wonders! If you have a positive approach, you will have a better chance of helping the teenagers to develop their potential. Cruel and punitive measures make it difficult for teenagers to grow and empower themselves.

### ACTIVITY

*Work with the teenagers to draw up a list of activities they would like to participate in. Let them take turns in organising these events. Help them where necessary. Remember there are many NGO's, CBO's and volunteers who would gladly assist.*

### CONCLUDING ACTIVITY

*Reflect on whether you do the following when teenagers misbehave:*

- *You are consistent and fair in applying supportive discipline.*
- *You remain calm, understanding, patient, affirming and positive.*
- *You do not over-react and become so angry that you lose your temper.*
- *You ensure that they understand the consequences of their actions.*
- *You ensure that they take responsibility for their actions.*
- *You do not humiliate them in front of their peers.*
- *You pay attention to and focus on good behaviour.*
- *You try to see the world through your teenagers eyes from time to time.*
- *You get support from colleagues and allow yourself a time-out.*

### Fun and Laughter

Organise fun activities for your group of teenagers. Outings, hikes, sports events, musical shows, drama, fun runs, visits and creative activities are great. Do things together. Allow the teenagers to be creative and responsible for their projects. Most importantly, you need to laugh together, talk to each other and have fun!

Edna Rooth is a lifeskills expert from the Schools Development Unit at UCT and can be contacted on 021-650-3029 or EROOTH@education.uct.ac.za

## Care for the Caregiver

One of the things I wonder about (yes, and worry about) is how youth care workers, on a day-to-day basis can look after themselves. What can one do, as they move through the day, to help care for the care giver who is themselves. I think of some of the things which come quickly to mind like:

- Have a framework for seeing/understanding which helps you to make sense of your experiences and the experiences of the youth and their families.
- Understand the phenomena of transference so that you understand that the intensity you are feeling from the youth is often 'not about you'.
- Stay in constant contact with your team-mate(s) so that you experience yourself as being 'not alone'.
- Debrief your experiences effectively as soon as possible after they occur so that you are not carrying around too much baggage as you move through the shift.
- Be able to monitor self as your experiences are occurring.
- Be able to pace yourself, moving in and out of experiences, so that as much as possible you allow yourself to develop a rhythm in working.

**THOM GARFAT**

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# Understanding Youth Culture

*Clayton Peters, Director of the Youth Development Network (YDN), challenges youth workers to keep abreast of all the nuances of youth culture in order to be effective in youth development work.*

**M**y mind reverts back to sitting in a small hall with a group of young people. I was observing a workshop that a youth worker was leading on the topic of racial reconciliation. The room was full of young people, some of whom did not want to be there. It was a battle for attention. The youth worker started by pulling out a thick book of the consolidated writings of Martin Luther King Jnr. He then started to read from the book. At first I thought it was interesting but soon it became abundantly clear that the interest of the young people was waning. The youth worker kept on reading. The young people chose to look around earnestly searching for something else to occupy their attention. I was losing my patience with this youth worker. Several things raced through my mind. Is this the best way of conveying Dr King's message? Why didn't he use more interactive or engaging material? Does he not understand the attention span of young people in today's youth culture? The above experience made me realise just how important it is for youth workers to understand contemporary youth culture in order for youth programmes to effectively reach out to young people. As youth workers we must understand that culture is in a permanent state of evolution. It continuously responds to the forces of social, political and economic influences. A newspaper article once compared the 7 top disciplinary problems in American schools between 1940 and 1990. In 1940 the 7 top disciplinary problems were: talking out of turn, chewing gum, making a noise, running in the hallway, queue-jumping, ignoring the dress code, litter. In 1990 the 7 top disciplinary problems were: drug abuse, alcohol abuse, sexual assault, robbery and theft, physical assault. The changes are drastic. Is



it because young people were better in 1940 or is it because there have been fundamental changes to the social, political and economic fabric in the last 50 years? The 25th anniversary of the Soweto Uprising passed us on June 16. The news reporting

*As youth workers we must understand that culture is in a permanent state of evolution.*

on this event was pretty much the same. Social and political commentators repeatedly lamented about the destructive behaviour of today's youth –

about how a “negative” youth culture exists. HIV/AIDS, lack of consciousness and a culture of entitlement were the topics of their analysis of present day South African youth. I did not read a single article that attempted to unpack and explore this “negative” youth culture. Instead adults preferred to stay behind comfortable terms that had little meaning or impact to the lives of young people.

As youth workers we must not make the same mistake as the current social and political commentators of June 16. Good youth development practice means that we have

to keep abreast of all nuances of youth culture, unpack the various aspects, use appropriate areas of popular youth culture in youth programmes, listen to the voices behind the culture and give space to young people to articulate these voices in the youth culture framework in which they are comfortable. ○

From Youth Development Network Journal – 2001

Sandra Oosthuizen writes on the concept of

# EMPOWERMENT

**"By attempting to avoid the responsibility for our own behaviour, we are giving away our power to some other individual or organization. In this way, millions daily attempt to escape from freedom."**

Peck, Scott M. 1993.  
*Meditations from the Road* : 31

The above quote by M Scott Peck explains how we disempower ourselves. We allow ourselves to be robbed of our power and consequently our freedom, by expecting others to take responsibility for us. We cannot influence others if we cannot take responsibility for a behaviour and problem in our own lives. By owning the power over my own life I can become independent from others and influence others. Empowering others and myself is a process. Children and youth often feel powerless in situations where adults control the environment and make decisions for them. For young people to reclaim their power they must be provided with as many opportunities as possible to make decisions over

their own lives. The seemingly most insignificant decision can give a young person a great sense of control and ownership over his/her life. Young people then learn that they are responsible for the outcomes of decisions. This is crucial in achieving a sense of independence. When workers are disempowered it is very difficult for them to empower young people. What often happens is that in order to have some sense of power and control, the worker exerts extreme power over the young person. This is in order to meet the worker's need for gaining power in the work environment. This becomes a vicious cycle, because it simply disempowers the



powerless young person. He/she is then likely to gain power in more intense ways. True empowerment can only happen when my own need to control and exert power over others is extinguished. If I assume I have power and others do not, they will not be empowered, but instead, resent me. No human being can empower another; we can only assist others with their process and allow them to take from us what they need in order to gain control. ○

## Child & Youth Care Trainers

The NACCW wishes to increase its team of Child and Youth Care Trainers in the Western Cape, the Eastern Cape (Port Elizabeth area) and Gauteng.

Applications are invited from registered professionals working with children and youth who have

- a commitment to the profession
- tolerance
- patience
- self-awareness
- available time
- transport and
- self-presentation skills.

Good language skills, active involvement and awareness of the field will be further considerations.

Please send a letter of application as well as a CV to:

- **Jeanny Karth** – Western Cape or
- **Cecil Wood** – Eastern Cape or
- **Zeni Thumbadoo** in Durban (Gauteng applications)

See page 3 of this journal for relevant addresses and email/fax details.

**NACCW**



# Responses to Trauma and Violence

## DO YOU KNOW?

People who witness or experience violent crime fear that they will be injured or even killed. People usually feel intense fear, helplessness and horror. Every person responds to trauma in a different way. These are some of the most common reactions:

- Thinking about the trauma over and over again
- Trying to avoid reminders of the event
- Nightmares
- Fear that violence will happen again
- Feelings of sadness and loss
- Guilt
- Loss of confidence and self-esteem
- Mood swings
- Irritability and anxiety
- Angry outbursts
- Concentration difficulties
- Increased or decreased appetite
- Loss of energy
- Headaches, stomach aches or other physical ailments
- Problems with sex
- Increased use of alcohol, drugs and cigarettes
- Increased startle response
- Social withdrawal

People may have a number of these responses together, or one after another. These reactions are a normal response to an abnormal event. These symptoms are not a sign of weakness, any person that has experienced violence is likely to experience them. The symptoms are the way in which your mind and body try to come to terms with a horrific experience.

The symptoms usually become less as time passes. There are many ways to cope with these symptoms and take back control of your life. Talking about the experience with someone you trust, exercise, healthy nutrition and relaxation



Ferns Oosthuizen

seem to help. Where the person has many of the above mentioned symptoms and they are severe, they should be referred to a psychologist or psychiatrist.

The following symptoms are not considered to be common responses to trauma and the person should also be referred for professional help:

- Extreme anxiety and agitation
- Psychotic episodes (hallucinations)
- Clinical depression
- Paranoia
- Manic episodes
- Epileptic fits or convulsions
- Self-inflicted injuries
- Suicidal behaviour
- Development of phobias

Should you require any further information or advice, please contact Mary Robertson at *The Trauma Clinic, Centre for the Study of Violence and Reconciliation* on (011) 403 5102.

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*Mark Krueger writes for us about*

# Story, Time, Motion and Place

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**O**ver the years, I have written many stories about child and youth care work. In a story I can see, hear and feel child and youth care work as it was or is. The stories I write are usually open-ended because my experience of child and youth care was/is open ended. Many of my stories are also written in the present tense, because that is how I experience child and youth care: mostly in the present. There are so many stories to write. Happy stories, sad stories, stories about struggle, joy, and hope. Every worker has several stories that they tell during and after their work. More of these stories need to be written down. Our history and culture as a profession is in these stories. So is our knowledge.

From reading and writing stories I've learned a great deal about child and youth care work. I learned, for example, that a good story can transcend cultural and national boundaries. A story draws people in because it rings true with their experience, even if the experience is in another culture or country. The stories in this Journal, for example, resonate with the experiences of workers around the globe. Many readers probably turn to the stories first, as I do, because the stories speak to them the way an article might not.

From stories, I also learned that events occur in the context of past, present, and future, and not always in that order. Sometimes moments in child and youth care, for example, move forward and back through stories. A youth feels connected to a worker and recalls it later with fondness. Or a youth struggles with a worker then later understands

what the worker was trying to say.

**Motion**, I've learned from stories, is a major theme in child and youth care. Workers move through a day with youth, acting and reacting. Sometimes, I think of motion as an existential hum or rumbling that is just beneath the surface of my experience. It is there just beyond my grasp, waiting for me to understand what it means. Aristotle's description of motion as the mode in which the future belongs to the present also fascinates me. More often than not when I was fully engaged in the moment, I was moving with youth. We were running or playing or working together lost in our activity.

**Place** is significant in the stories of child and youth care. Things happen in child and youth care in places that influence the way these things happen. A room or a park or street, for example, is an important part of a moment of connection, discovery or empowerment. Place is also part of a young person. Young people, like workers, come from places and these places are part of them. The challenge is to name and know these places. To understand, call and mark a place as something that is part of us in the past, present, and future and to be sensitive to how the places we are in might or might not be familiar. Why are young people in certain places and how do these places influence them and what they do? I am always asking myself as a construct a story.

I have been excited lately by the work of practitioners and scholars who have used story and themes

such as time, motion and place in developing a way of thinking that might be called postmodern child and youth care work. These people see child and youth care work as a complex process of interaction in which things are constantly changing and evolving. No two situations or individuals in this world of child and youth care work are the same. Further, every child and adult has a unique and constantly changing story that is shaped by his or her cultural and familial experiences.

To practice effective child and youth care, a worker has to be able to understand the story of each individual and each interaction and respond with skill and sensitivity. Much like a modern dancers, workers plan (choreographs) a day or shift in advance, then bring themselves to the moment and improvises based on the tone, pace, place and mood of the moment. As they move through a day trying to stay in synch with young peoples' developmental rhythms for trusting and growing, they create together moments that change their stories.

I believe that much of the hope for the future of our work rests with this kind of thinking. I believe it has the capacity to enlighten us about our work in a way that is consistent with how it is practiced. Story and themes such as time, motion, and place help workers and young people explore the deeper meanings of their interactions. These themes help me see child and youth care as I experienced it and challenge me to experience it anew with insights that will advance my knowledge about practice. There are many other themes, of course, but these are the themes I "hear" calling now.

**MARK KRUEGER** is the author of several books which includes *Job Satisfaction for Child Care Workers*, *Careless to Caring for Troubled Youth*, and *Intervention Techniques for Child and Youth Care Workers*.

## DATES TO REMEMBER

### SEPTEMBER

- 8 International Literacy Day
- 18 International Day of Peace
- 21 World Alzheimers Day
- 21-29 Heart Week
- 24 Heritage Day

### OCTOBER

- 1 International Day of Older Persons
- World Habitat Day
- 1-8 Animal Week
- 6 Grandparents Day
- 10 World Mental Health Day

### LETTER FROM CHILD TO A CHILD & YOUTH CARE WORKER – DURBANVILLE

Hello there Aunty

Aunty, I would just like to say thank you for everything you have done for me.

Thank you for being there for me when I had problems and when I really needed someone to talk to.

It's like when I fall down you are there to help me up again.

The tips you give me make me think and I thought that you only live once. It's a miracle, that you only have one life and I can't just carry on thinking about the past. I must carry on and live for tomorrow.

Thank you for being there and for understanding me and helping me right when I'm wrong.

I just wanna say thank you for being like a real mother to me.

You have grown in my heart.

Not even my mom could do the things you do for me. This is just a short letter to say thank you for being there for me.

I love you lots. I'll try very hard on my actions and my anger.

Love you lots Aunt

### ST MICHAEL'S CHILDREN'S HOME

#### Cape Town

Seeks to employ a child and youth care worker who is able to work within the new paradigm of developmental work with teenage girls.

A BQCC and striving towards a professional qualification in the field will be an advantage.

A driver's licence is essential.

The successful applicant will be required to work within a roster system.

Applicants can either email their CV's or post/hand deliver to:

**St Michael's Children's Home**  
**Hemyock Road, Plumstead 7800**  
**or Fax 021-7974274**

**T**hough bullying also occurs in families, neighbourhoods and the workplace, most people associate bullying with schools. Wherever it happens bullying causes stress and suffering. But in schools it is a particularly widespread and worrying problem.

Students are young and vulnerable, and they have not yet developed the psychological defences that adults have. What's more the school environment, especially in a boarding school, is a small enclosed "society." This tends to make bullying in schools more intense and the victims more vulnerable. Young people also have a great need to "fit in" and feel accepted, especially in an environment of their peers such as a school. To be the victim of bullying in school is therefore a very painful and potentially damaging experience. In extreme cases it can destroy a young person's life.

Bullying is not easy to define. The word "bullying" is used to describe many different types of behaviour. Sometimes bullying involves hitting, kicking or other violence. More often it involves threats, teasing and taunting. Deliberately leaving someone out of a social event



# Bullying in Schools

or ignoring them is also a form of bullying. Often bullying involves several different forms of cruel behaviour .

Non-physical bullying can be even more hurtful than physical violence. The important thing is not the action but the effect on the victim. We should never underestimate the fear and humiliation that a bullied child feels regardless of the form the bullying takes.

## Fighting bullying in schools

Every school should have a clear policy on bullying, endorsed by

the school governors and well known by teachers, students and parents. Students have a human right to be free from bullying, and it is the duty of the school to ensure this right.

*A school that does not have a policy on bullying or does not take action when bullying is reported is guilty of child abuse.*

*"Bullying is not a disease like smallpox which can be eradicated by treating the victims. Schools must introduce preventive measures designed to make bullying less likely, while improving their response to episodes of bullying which continue to happen."*

UNICEF



## HELPING A BULLIED CHILD: GUIDELINES FOR ADULTS

Bullying can have very serious effects on a young person. Every form of bullying causes serious emotional stress and suffering. In extreme cases bullying can make a child's life a misery and do terrible psychological damage that can last a lifetime. Therefore it is very important to know when a child is being bullied, to know as soon as possible and to deal with the problem as quickly as possible.

**Signs and Symptoms of Bullying**

Here are some of the things to watch out for in a child or teenager that may be signs that he/she is being bullied:

- Unexplained psychological changes such as lack of concentration, depression, withdrawal or sudden mood shifts
- A contrast in mood between weekends (up) and weekdays (down)
- A drop in school performance
- Minor unexplained ailments such as stomach aches, headaches and sleep difficulties
- Bed wetting.

**How to Talk to a Child about Bullying**

If you suspect a child is being bullied:

- Don't question the child too aggressively or ask questions that might make the child feel he/she has done something wrong.
- Introduce the subject indirectly, giving the child the option to talk about it or not.
- Let the child know you're ready to listen at any time.
- When the child does start to talk, listen carefully and sympathetically.
- Once a child starts talking about being bullied, it may be all that he or she can talk about for a while. Be patient and let the child talk. It's better for him or her to let it all out than to bottle it up.

**What to Do Next**

- Don't over-react. The child needs advice and help, not an emotional outburst from you.
- Believe the child. Don't trust anyone who downplays

claims of bullying as " just a part of growing up." No child should have to put up with bullying.

- Ask the child for suggestions about how to change the situation. Encourage the child to feel that he or she has the capability to make a difference.
- Speak to the child's teachers and school head. Without being confrontational insist that the necessary steps are taken to protect the child. If there is no school policy on bullying, point out to them that children have a right to be free from bullying and that

schools have a responsibility to fight bullying.

- Talk to parents whose children attend the same school. Organise a group to help the school come up with an anti-bullying policy. Cooperation with the school authorities will accomplish more than confrontation.

Above all, listen to the child. This will encourage him or her to trust you and come to you whenever there is a problem.

Adapted from ANPPCAN (African Network for the Prevention of and Protection against Child Abuse and Neglect) Child Rights Background Papers – Kenya



**Masidibane  
Ngalomntwana**

*"Let us come together about this child."*

Dear Colleagues

**Biennial Conference – 2001**

It was wonderful to see so many child and youth care workers from different organisations. It was really appreciated and quite significant. The conference is always a learning experience for all of us and I hope that you are going to share what you have learnt with your team members. One would have noticed at the conference that it is not just the child and youth care practitioners that make a region but also other service providers from different sectors. Outstanding work is being done to ensure the optimum care of children, youth and their families. Different models were demonstrated and as child and youth care practitioners we need to look at these models and implement them in our settings. These models will be successful if implemented with commitment, passion and caring for the children and youth. We therefore need to find our strengths and strive to make a difference.

Congratulations to the North Eastern Cape for being appointed as a region. I hope you realise that the region is "You". It is not an easy task to develop the region but you can do it if you work together. You will find it easy as you share a common goal.

I would like to thank the organisers of the conference. It was so well organised that one would not say it was the first time that you hosted a conference. You have really made a mark in the Eastern Cape. I appreciate your work. You have set an example for other 'small' regions.

**Nomsa Mandoyi (chairperson Border region)**



# Living with AIDS

"Nosisa lies on a rough wooden palette in the corner of a small dark room in Duncan Village, a settlement on the border of the Transkei. She is 17, and is in the final "bloom" stage of AIDS. For days she has been lying there alone. No one has come near her since she started to show visible signs of the disease on her skin. Every day her terrified relatives sent someone in with a plate of food. They pushed the plate along the floor towards her bed, faces covered for the stench and for fear of infection, and pulled the old one away quickly before the dreaded disease can get them too.

Can you imagine how she feels? She is still a child, but she faces a slow agonising death alone from a disease no one understands. Now imagine that one day the door opens. She hears a brisk, friendly Xhosa voice saying her name. Weakly she turns her head, and a woman comes towards her. As she comes she is telling the family that they can't be infected with the HI Virus by touch or by breathing it in. She helps Nosisa to sit up, she is so frail, so thin...and gradually, gently Ivy starts to wash her, talking all the time, humming choruses, and explaining what she is doing, and how, to Nosisa and the family. The filthy bedding is removed and new clothes and blankets are found. Nosisa's little sister brings her a drink and sits gingerly on the bed. As Ivy gets up to leave, she says a prayer, smiles and promises to return soon."

*Ivy works with the Xhasanani Project which is being helped by the Barnabas Trust in collaboration with the Youth For Christ and the Department of Health, offering mentoring services to this Project in order to build capacity and self sustainability.*

An extract from the Department of Health HIV/AIDS and TB Programme Newsletter August 2001. For more information contact  
 Cellcia M Serenata, Deputy Director: HIV/AIDS and STDs  
 Tel: (012) 312-0128 or (082) 413-2381 Fax: (012) 326-2891  
 e-mail: serenc@health.gov.za



Hendrik Beukes



Jason Coetzer (18)

## BEAUTIFUL GATE

*Ministry to Children in need*

### AIDS Care Centre

Our AIDS Care Centre for children between 0-6 in Crossroads, Cape Town, needs the services of a qualified and experienced social worker from September 2001 or thereafter.

#### Requirements:

- Managerial skills
- Be able to take initiative
- Endorse our Christian values
- Degree in social work
- Valid driver's license
- Medial social work experience is a recommendation
- Ability to work cross culturally
- Registration with Council for Social Work

#### Send CV to:

**Beautiful Gate Ministry — Personnel Department**  
 P.O. Box 263, Muizenberg 7950  
 e-mail: [person\\_beautifulgate@mail.com](mailto:person_beautifulgate@mail.com)



# HIV/AIDS: A Unique Response

**T**he pain and devastation caused by the AIDS pandemic clearly calls for innovative programmatic responses based on lessons to date. The NACCW has initiated a pilot project during the course of this year aimed at impacting on the spread of the disease amongst youth at risk using peer educators. Research and common sense tell us that young people are more likely to listen to their peers than to adults. With this in mind, more than forty young people from residential facilities and communities around King Williams Town and Mdantsane in the Eastern Cape were selected and trained as peer counselors and educators by the project manager, Cecil Wood. Each group of approximately twenty youth attended a four-day workshop which covered topics such as: communication and relationships, transmission of HIV/AIDS, HIV/AIDS prevention, basic



Nomsa Mondoyi

counseling skills, coping with loss and death and educating peers.

During April and May this year, forty adult caregivers and volunteers from various residential fa-



Youth for Youth – King Williamstown

Young people were given the opportunity to practise their newly-learned presentation skills in front of their peers who offered them some constructive feedback. Participants were divided into teams on the last day of the workshop to focus on developing strategies for reaching out to their peers with this life-saving information. A number of these young people are affected by the disease in some way and were highly motivated to spread the word to their peers.

The unique aspect of his program involves adult caregivers who provide support and supervision to adolescent peer educators/counselors. An AIDSCAP research finding suggests that efforts to create a professional support network for peer educators will be a worthwhile investment in sustainable HIV/AIDS prevention.

ILITIES and youth programs in and around King Williams Town and forty caregivers and volunteers from the Mdantsane area were trained separately in the care and management of all aspects of the HIV / AIDS pandemic in respect of children and youth at risk. Nomsa Mandoyi, the residential care manager at the King Williams Town Child and Youth Care Centre has been co-ordinating the project. It is envisaged that the teams of peer educators would meet with their adult counterparts on a regular basis for emotional support, advice and de-briefing. Participants are taking this work very seriously and are determined to make a difference in their communities. The project will be evaluated by the end of the year and offered for replication if found to be an effective intervention in relation to HIV/AIDS and youth at risk. ○

# Study Skills

*Jackie Winfield suggests several ways of ensuring success in the final examinations*

It is getting to that time of year when students, as well as young people in our child and youth care programmes, need to start preparing for examinations. There is often an assumption that people know how to study and learn but unfortunately, this is not always the case. The process of learning and studying requires particular methods and skills to maximise success. This article will outline a few ideas which will help you to study.

## **Develop a study timetable**

A good starting point is to develop a study timetable. Decide how much time you are able to spend on each subject and plan it into your day. Choose a time of day when you are energetic and alert and there are likely to be fewer distractions such as visitors, requests from children, telephone calls and engaging television programmes. It may be useful to switch off your cellular phone during study periods. Allocate more time to those subjects which have more content or are more challenging. Effective learning occurs over a period of time. Therefore, it is better to study for one hour every day for two weeks than to cram for fourteen hours on the night before your exam. It should not be necessary to spend large blocks of time studying if you begin early enough.

## **Take regular breaks**

It is also important to give yourself short breaks in which you do something different such as going for walk, talking with friends or perhaps, watching a relaxing television programme. Balance is important so continue to invest in your relationships and to take exercise. Physical activity and social support will contribute to your success as a student. Schedule the breaks into your timetable and make sure you use them to maximum benefit.

## **Be committed**

Display your timetable in a prominent place so that you do not "forget" your plan. It may be helpful to have several copies, one on the fridge, one on your

mirror, one where you study and one which you keep in your pocket or bag all the time for easy reference. Seeing your timetable reminds you what you have planned and may motivate you to study. Once, you have developed your study timetable, make every effort to stick to it but do not be too harsh with yourself if you are unable to stick to it 100%. Some flexibility is an important component of effective child and youth care work.

## **Use time effectively**

All of us have times when we have to wait for something. Standing in a queue at the bus stop, waiting for a meeting to start or sitting in the taxi going home can be frustrating and time-consuming but they are also potential opportunities for studying. If you carry your summarised notes with you, this time may be used effectively as study time. It is not necessary that every minute of every day be filled with activity. However, make use of those spare minutes you have. Eventually, minutes add up to hours, and those extra minutes may make the difference between a pass and a distinction!

## **Creating a suitable environment**

The place where you study needs to support the process of learning. Try to choose a place which is free from distractions such as television, blaring radios or other stimulating activities. The environment should provide sufficient light and quietness. Make sure that you are sitting comfortably to avoid neckaches and cramping. Good posture also allows better blood circulation which increases oxygen to the brain. This will assist you to concentrate and remember what you have learned.

## **Take care of yourself**

We have already mentioned the importance of maintaining a balanced life while studying. It is essential that you take care of your physical health so that your brain is able to cope with the extra demands you are placing on it. Make sure you get enough sleep and exercise. Eat healthy food includ-



ing lots of fruit and vegetables. Any large meals, especially those consisting of mostly starches (breads, cereals, pastas, potatoes), often leave us feeling tired and sluggish. It may be helpful to take a vitamin supplement especially one which provides vitamin B which helps us to cope with stress. Vitamin B occurs naturally in certain foods and may also be administered through injection by a medical doctor.

### Study hints

Most learners begin the study process by reading their notes. However, this should be just the start. It is also important to highlight important words, phrases or sentences perhaps using a highlighter pen or underlining in a different colour. Making your own notes and summaries will help you to express ideas using your own words. If there are words in your notes which you do not understand, use a dictionary or ask someone to clarify. When you have completed a small section of work (e.g. "Working with Families in Child and Youth Care Work"), set yourself a few questions and test your knowledge. Perhaps, ask someone else to set you questions from your notes.

### Talk to others

Very often, we come to a greater understanding of an issue or concept through discussion with other people. Talk to fellow students, colleagues, tutors and lecturers to gain their perspective and clear up any confusion which you might have.

### Holistic learning

Learning, like any aspect of human development, requires a holistic approach. Use all of your senses to enhance your learning and always, test your knowledge by attempting to apply it in practice or through creating appropriate practical examples.

### Extra reading

Read additional literature about the various topics covered in your course material. Use relevant books and journals. It is recommended that all students receive their own copy of this journal to support the learning process.

### Memory aids (mnemonics)

There are many methods used to improve memory. One will be described here. Imagine that you are trying to memorise a list of facts such as the four (4) features of a reclaiming

environment. The four features are **relating** to the reluctant, **brain-friendly** learning, **discipline** for responsibility, and **courage** to care. These may be memorised by remembering the first letter of each concept. The four letters in this mnemonic are R, B, D and C. Then, make up a sentence with words starting with the same letters as the original words. For example, to remember Relating to the reluctant, Brain-friendly learning, Discipline for responsibility, and Courage to care, we need a sentence of four words beginning with the letters R, B, D and C. One example of a suitable mnemonic could be Red Buses Drive Carefully. You could think up more interesting and meaningful mnemonics for your own use.

### Repetition improves memory

Memorisation of theory will not turn you into an effective child and youth care worker. However, understanding theory should assist you to make decisions about how to implement effective child and youth care practice. It may be helpful to display important concepts, definitions and diagrams at strategic points in your environment so there are consistent reminders about your work. Some students plaster their bedroom walls with summaries and study notes. Another favourite place for displaying important information is the back of the toilet door!

### And finally ...

Persevere for a fine result. We wish you the best of luck in your studies so that you may progress towards delivery of excellent service to young people and families in South Africa. We are looking forward to extending our **congratulations** soon! ○

## Child & Youth Care Worker

WESTERN CAPE

*Marsh Memorial Homes* has a vacancy for an energetic committed child and youth care worker with at least two years experience in a similar environment.

A BQCC would be an advantage and the successful applicant must be in possession of a valid driver's licence.

**Please fax a short covering letter and CV to the Principal at 021- 686 4501.**



## EXECUTIVE DIRECTOR

The Executive Director of the Homestead (*Projects for Street Children*) has overall leadership responsibility for interpreting the vision and mission of a cutting-edge NGO engaged in the provision of a range of services to Street Children and Children at risk in Greater Cape Town.

The Director will be responsible for:

- co-ordinating the strategic plan of the Homestead;
- overall management;
- initiation and supervision of new and existing projects;
- financial management;
- fundraising;
- public relations and
- the implementation of human resource systems.

The successful candidate will be a dynamic leader with a proven and passionate commitment to Children's Issues.

Applicants must possess an appropriate degree and at least five years in a senior management position within the NGO sector. An established record of sound financial management, and well developed writing and communication skills are essential, as is a sound understanding of development issues. Applicants should also have knowledge of labour legislation, the current funding climate and the transformation of the Child and Youth Care System in South Africa.

Interested candidates should fax, e-mail or post a CV, name of two contactable references and a covering letter as soon as possible to:

**Aida Uys, PO Box 1215, Milnerton, 7435**  
**Tel/Fax: (021)510-2655**  
**e-mail: aidaus@yahoo.com**

## Social Work Position

### WESTERN CAPE

Registered Social Worker (minimum 3 yrs experience) needed for children's home in Athlone. Experience working with children would be an advantage. A Driver's licence necessary (own car essential). Computer literacy a necessity. This is an exciting position with plenty of opportunity for personal growth, community development and parental training experience.

Responsibilities would include:

- Liaising with external social workers – Statutory work
- Social work related administrative duties – reports
- Co-ordinate Weekend/Holiday Hosting programme
- Co-ordinate the Medical Programme/Doctor's visits
- Ability to work independently

Salary (available on request) commensurate with experience.

Immediate commencement – Monday to Friday – 35 hour week

**Please post/fax your CV before the 10th September with valid references including your application letter to (021) 697-0821**

**The Board of Trustees**  
**Christine Revell Children's Home**  
**Huntley Street, Athlone 7764**

**ASFALEIA TEMPORARY CHILDREN'S HOME** has a vacancy for full time, live-in houseparents with no dependant children, to start as soon as possible.

Only bilingual applicants — third language and experience will be an advantage.  
References needed and driver's licence required.

Husband should be employed and supportive.

This post requires a special, patient and caring person who has the ability to work with traumatised children.

Curriculum Vitae can be sent to:

**P.O. Box 519, Nelspruit, 1200 or**  
**Tel: (013) 7533330 / Fax: (013) 7533820**

# THE STORY OF THE RAINBOW

Once upon a time, all the colours in the world started to quarrel; each claimed that she was the best, the most important, the most useful, the favourite.

Green said: "Clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees, leaves – without me all the animals would die. Look out over the countryside and you will see that I am in the majority."

Blue interrupted: "You only think about the earth, but consider the sky and the sea. It is water that is the basis of life and this is drawn up by the clouds from the blue sea. The sky gives space and peace and serenity. Without my peace you would all be nothing but busybodies."

Yellow chuckled: "You are all so serious. I bring laughter, gaiety and warmth into the world. The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower, the whole world starts to smile. Without me, there would be no fun."

Orange started next to blow her own trumpet: "I am the colour of health and strength. I may be scarce, but I am precious for I serve the inner needs of human life. I carry all the most important vitamins. Think of carrots and pumpkins, oranges, mangoes and pawpaws. I don't hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you."

Red could stand it no longer. He shouted out: "I am the ruler of you all, blood, life's blood. I am the colour of danger and of bravery. I am willing to fight for a cause. I bring fire in the blood. Without me, the earth would be as empty as the moon. I am the colour of passion and love; the red rose, poinsettia and poppy."

Purple rose up to his full height. He was very tall and spoke with great pomp: "I am the colour of royalty and power. Kings, chiefs and bishops have always chosen me for I am a sign of authority and wisdom. People do not question me – they listen and obey."

Indigo spoke much more quietly than all the others, but just as determinedly: "Think of me, you all become superficial. I represent thought and reflection, twilight and deep waters. You need me for balance and contrast, for prayer and inner peace."

And so the colours went on boasting, each convinced that they were the best. Their quarrelling became louder and louder. Suddenly, there was a startling flash of brilliant white lightning; thunder rolled and boomed. Rain started to pour down relentlessly. The colours all crouched down in fear, drawing close to one another for comfort.

Then Rain spoke: "You foolish colours, fighting among yourselves, each trying to dominate the rest. Do you not know that God made you all, each for a special purpose, unique and different? He loves you all. He wants you all. Join hands with one another and come with me. He will stretch you across the sky in a great bow of colour, as a reminder that he loves you all, that you can live together in peace, a promise that he is with you, a sign of hope for tomorrow."

And so, whenever God has used a good rain to wash the world, He puts the rainbow in the sky, and when we see it, let us remember to appreciate one another.

Based on an Indian legend, written by Anne Hope, 1978.

From *Training for Transformation – A Handbook for Community Workers*. Book 1. Anne Hope and Sally Timmel. 1984

# PRACTICE HUGGING ...

**HUGGING IS HEALTHY**, it helps the body's immune system, it keeps you healthier, it cures depression, it reduces stress, it induces sleep, it's invigorating, it's rejuvenating, it has no unpleasant side effects and  
**HUGGING IS NOTHING LESS THAN A MIRACLE DRUG.**

**HUGGING IS NATURAL**, it is organic, naturally sweet, no pesticides, no artificial ingredients and is 100% wholesome.

**HUGGING IS PRACTICALLY PERFECT**, there are no movable parts, no batteries to wear out, no periodic checkups, low energy consumption, high energy yield, inflation-proof, non-fattening, no monthly payments, no insurance requirements, theft proof, non-taxable, non-polluting and of course – **FULLY RETURNABLE.**

At the end of a tiring and difficult day  
when very little seemed to go my way –  
I need a hug.

When I feel confused and life's a dream,  
When I'm stupid you know what I mean,  
I need a hug.

When I am all smiles and life's a song,  
When everything's right and nothing is  
wrong.

**I NEED A HUG.**

— *Kathleen Keating*

