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SUMMARY

Every child has the constitutional right to be protected from maltreatment, neglect or abuse. However, contrasting every child's constitutional right is the escalating worldwide prevalence of child sexual abuse. The incidence of child sexual abuse must be reduced as far as possible by a multi-faceted approach, including effective prevention programmes which facilitate disclosure and empower children.

Since insufficient South African research on prevention programmes and preventative measures are available, the primary aim of the study was to develop a board game which can foster the prevention of sexual abuse of children. Scientifically, the motivation for the study was based on the improved understanding of the educational impact of a board game as primary prevention tool. The researcher developed the HOOC board game as part of the Hands Off Our Children Campaign. The board game, being practical and educational, has the goal of teaching children self-protective behaviours that can lower their probability of being abused.

A representative sample of 1697 grade four learners, nine to twelve years of age, were selected from the Metropole East region. In order to determine the educational impact of the HOOC board game, the results of the children on the Children's Knowledge of Abuse Questionnaire-Revised (CKAQ-RIII) in the experimental and control groups were compared. The experimental group (n=407) received the board game as intervention. The control group (n=1290) did not receive any intervention. Performance on the test were also compared with gender and ethnicity.

According to the obtained results, the HOOC board game correlated with the improvement of knowledge in an acceptable manner. No significant correlations were found between the scores of the tests and gender. The gender of a learner had no significant impact on the learner's ability to learn and retain information. A significant correlation was found between the difference in scores on the tests and the ethnic grouping of learners. It therefore seems that the ethnicity of a learner relates to the improvement of knowledge. Considering the overall results of the study, the use of the HOOC board game as preventative measure against the sexual abuse of grade four learners is

acceptable. The HOOC board game offers a significant and valid preventative measure for sexual abuse of children in the middle age group within the South African context.

KEY TERMS

BOARD GAME

PREVENTION

PREVENTATIVE MEASURE

CHILD SEXUAL ABUSE

MIDDLE CHILDHOOD YEARS

IMPROVEMENT OF SELF-PROTECTIVE KNOWLEDGE

APPROPRIATE TOUCHING

INAPPROPRIATE TOUCHING

PLAY TECHNIQUE

GESTALT PLAY THERAPY

OPSOMMING

Elke kind het die grondwetlike reg om teen mishandeling, verwaarloosing of misbruik beskerm te word. Die stygende voorkoms van die seksuele molestering van kinders kontrasteer egter hierdie stelling. 'n Multi-dissiplinêre benadering word benodig om die kommerwekkende voorkoms van seksuele molestering aan te spreek. Effektiewe voorkomingsprogramme wat fokus op die bemagtiging van kinders, is 'n essensiële aspek van 'n multi-dissiplinêre benadering.

Aangesien onvoldoende Suid-Afrikaanse navorsing oor voorkomingsprogramme en voorkomende maatreëls beskikbaar is, is die primêre doelwit van die studie om 'n bordspel te ontwikkel wat as voorkomende maatreël teen die seksuele misbruik van kinders gebruik kan word. Die motivering vir die studie is dus gebaseer op die opvoedkundige impak van die bordspel as primêre voorkomings-instrument. Die navorser het die HOOC bordspel ontwikkel as deel van die 'Hands Off Our Children' Veldtog. Die opvoedkundige bordspel het ten doel om kinders op 'n praktiese wyse self-beskermende gedrag te leer.

'n Verteenwoordigende steekproef van 1697 leerders, nege- tot twaalf-jarige ouderdom, is vanuit die Metropool Oos geselekteer. Ten einde die opvoedkundige impak van die HOOC bordspel te bepaal, is die resultate van die kinders op die 'Children's Knowledge of Abuse Questionnaire-Revised' (CKAQ-RIII) in die eksperimentele en kontrole groep met mekaar vergelyk. Die eksperimentele groep (n=407) het die bordspel as intervensie ontvang terwyl die kontrole groep (n=1209) geen intervensie ontvang het nie. Die resultate is ook met geslag en etnisiteit vergelyk.

Die resultate dui aan dat die HOOC bordspel bevredigend korreleer met die verbetering van kennis. Geen beduidende korrelasies blyk tussen die resultate van die toetse en geslag te wees nie. Die gevolgtrekking kan dus gemaak word dat geslag nie 'n beduidende impak op die vermoë van 'n leerder het ten opsigte van die aanleer en herroeping van inligting nie. Die resultate van die drie etniese groepe het beduidend verskil en die gevolgtrekking kan gemaak word dat die etniese groepering van 'n leerder die aanleer en verbetering van kennis beïnvloed.

Op grond van die resultate kan die gevolgtrekking gemaak word dat die HOOC bordspel 'n toepaslike voorkomings-instrument teen die seksuele misbruik van graad vier leerders is. In die Suid-Afrikaanse konteks is die HOOC bordspel dus 'n geldige voorkomingsmaatreël om die seksuele misbruik van kinders in die middelkinderjare aan te spreek.

ISISHWANKATHELO

Wonke umntwana unelungelo elisemthethweni lokuba akhuselwe ekuphathweni kakubi, ukungakhathalelwa, okanye ekuphathweni gadalala. Ngako oko, ukuphikisana namalungelo asemthethweni omntwana yinto ekhula ezweni lonke jikelele neqhelekileyo yokuphathwa gadalala komntwana ngokwesondo. Isehlo sokuphathwa gadalala komntwana ngokwesondo kufuneka sincitshiswe kangangoko ngeendlela ezininzi, kubandakanya iinkqubo zokhuselo ezinefuthe ezenza kube lula ukubhengeza nokuxhobisa abantwana.

Ukususela ukuba uphando lwaseMzantsi Afrika olungonelanga kwiinkqubo zokhuselo nemiqathango yokhuselo lufumaneka, eyona njongo iphambili yesifundo yayikukwenza umdlalo webhodi onokubangela ukuba kubekho ukhuseleko labantwana ngokwesondo. Ngokwezenzululwazi, unobangela wesifundo wawusekelwe kulwazi oluphucukileyo lwefuthe lemfundo kumdlalo webhodi njengesixhobo sokhuseleko esingundoqo. Umphandi wenze umdlalo webhodi oyi-HOOC njengexalenye ye-Hands Off Our Children Campaign. Umdlalo webhodi, njengoko usebenza yaye unemfundiso, uneenjongo zokufundisa abantwana iindlela zokuzikhusela ezinokuthi zinciphise izinga labo lokuphathwa gadalala.

Isampulu yabafundi abali-1697 bencwadi yesine, abaneminyaka ye-9 ukuya kwi-12, bakhethwe kwingingqi ye-Metropole East. Ukuze kufunyanwe ifuthe lemfundo yomdlalo webhodi ye-HOOC, kuye kwathelekiswa iziphumo zabantwana kwi-Children's Knowledge of Abuse Questionnaire (CKAQ-RIII) kumaqela ovavanyo kwakunye namanye nje. Iqela lovavanyo (n=407) lifumene umdlalo webhodi njengento engenelelayo. Iqela nje (n=1290) khange lifumane nto engenelelayo. Indlela ekusetyenzwe ngayo kuvavanyo iye yathelekiswa nesini kunye nobuhlanga.

Ngokweziphumo ezifunyenweyo, umdlalo webhodi ye-HOOC uye wavumelana nokuphucuka kolwazi kwindlela yokwamkela. Akukho zivumelwano ziye zafunyanwa kumanqaku ovavanyo nawesini. Isini somfundi asinafuthe kwindlela umfundi afunda ngayo nalugcina ngayo ulwazi. Isivumelwano esisiso sifunyenwe phakathi komahluko kumanqaku ovavanyo kunye nokudityaniswa ngokobuhlanga kwabafundi. Kuyabonakala ukuba ubuhlanga bomfundi buyahambelana nokuphucuka kulwazi.

Ekujongeni iziphumo jikelele zesifundo, ukusetyenziswa komdlalo webhodi ye-HOOC njengomlinganiselo wokhusekelo ekuphathweni gadalala kubafundi bencwadi yesine kuyamkeleka. Umdlalo webhodi ye-HOOC unika amathuba abalulekileyo okulinganisela ukuphathwa gadalala kwabantwana kwiqela leminyaka ephakathi kwimeko yaseMzantsi Afrika.

DECLARATION OF TERMS

Within the context of the study:

- i) The feminine form of pronoun refers throughout to both sexes. Throughout the study, to avoid confusion, the researcher refers to abused children as female and the alleged perpetrators as male.
- ii) The term 'primary school' is used interchangeably with 'elementary school'.
- iii) The term 'children' is used interchangeably with 'learners' when referring to an educational setting.
- iv) The term 'therapist' is used interchangeably with 'counsellor'.
- v) The term 'imaginative play' is used interchangeably with 'pretend play'.
- vi) The term 'ethnicity' or 'ethnic grouping' is used instead of 'culture' as the researcher aimed to encapsulate a broader and more sensitive approach.

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