



Great Commission United Covid-19 Adapted Approach Report to Funders

April 2020

Introduction

South Africa is in its fifth week of what is now known as Level 5 Lockdown. This coming Friday, the 1st of May, 2020, the country will move to Level 4 at national level, with the exception of some local areas that could still be declared high-risk and remain at Level 5. Clarity and information around this will be furnished by government in the next two days.

The impact on non-profit organisations in South Africa, and the world, has been far-reaching.

In a recent, widely-publicised article, Dr Armand Bam, Head of Social Impact at the University of Stellenbosch business school (USB) said that the impact on the "third sector" has, and will be, severe.

"In a recent survey conducted by Nonprofit Quarterly, Responding to COVID-19, of the 284 respondents 20% indicated they had moved to limited hours or laid off staff. Globally the International Labour Organisation predicts that COVID-19 could cause the equivalent of 195 million job losses across sectors². In South Africa, I think we can expect a greater impact due to the downgrading and poor performing economy."

Dr Bam said there are over 220,000 NPOs registered with the Department of Social Development in South Africa and it's now more than ever, during this time of crisis, that the important role of these mission-driven organisations become evident.

Great Commission United's mission remains the upliftment of the local community. Our traditional avenues have been sport and education — both impacted by a world where personal contact between people is prohibited.

However, we can still continue our work within the confines of the current situation, rethinking our approach to how we still provide youth in our community with support for positive development through:

1. Exposure to positive role models (coaches and tutors)
2. Positive and constructive ways for the youth to spend their time.
3. Opportunities for personal development (opportunities for coaches and tutors).



Adapted approach

At Great Commission United (GCU) our deliverables are directly linked to contact sessions with the children in the Heideveld community. As such, the initial announcement by President Cyril Ramaphosa that schools will be closed until after the Easter Weekend, had an immediate impact on our operations. To be as responsible as we could, we also immediately suspended any group sessions for our after-school sessions.

As per our promised deliverables and targets, this will undoubtedly have an impact and we will be able to ascertain to what extent once the lockdown is lifted and schools reopen. Our stipended volunteers who conduct the programmes in the different schools in Heideveld has also been advised to heed the president's call on the 21-day lockdown and thus we will also not be able to have face-to-face contact time with them.

The steps we have taken to keep the ultimate beneficiaries of our grant, as well as the team implementing our programmes, safe and engaged.

Contact sessions

1. All contact sessions (in and after-school) ^{were} stopped with immediate effect from the first announcement of the president, dated 15 March 2020.
2. Stipended volunteers were immediately informed of the decision.
3. Official announcements around schools are being monitored and communication with community leaders and the school leadership teams remain open to see how GCU can support the efforts of the teachers once official school sessions recommence.
4. The GCU volunteer contingent has been tasked to submit creative and innovative ideas to prepare for sessions in a world of lower levels of lockdown, but social distancing as the norm for the foreseeable future. The management team will conduct digital zoom discussions (workshop) with team members who have access to wifi to formalise these plans in line with the government's risk-adjusted Level 5 to Level 1 strategy.

Communication

1. A weekly communication is being sent out to all volunteers since the President announced that all schools will be closed. This is in the form of a whatsapp note sent from the Managing Trustee.
 - 1.1. The content of the communication is to inform volunteers of GCU's status quo and to share relevant, verified information about the virus in order for the volunteers to also empower the community with the correct information in a time where fake news and misinformation can harm the health of the community.
 - 1.2. The volunteers are reminded that they are role models in the community and ambassadors for GCU and that their behaviour during lockdown is an example to the community.



1.3. The volunteers are also encouraged to participate remotely in the creative thinking and content creation of a risk-adjusted approach for GCU. Ideas and comments are submitted to the management team and taken forward.

1.4. The importance of the training modules (see below section) is reiterated in these communications.

2. Regular communication with community leaders around vulnerable community members is conducted and help provided where possible within the constraints of the lockdown.

Volunteer allowances

1. GCU volunteers receive an allowance when they conduct their tutor or sport sessions. In the light that these sessions have been suspended, GCU is constantly evaluating how we can still support our volunteers in this time by offering them their allowance in the absence of the sessions, but linking it to completion of the training modules and participating in the design of the programme delivery approach going forward.

Training

GCU's management team, together with a NPO consultant contracted by GCU, investigated the best possible way to provide constructive training during the lockdown.

After assessing communication channels and deciding that low-data, visual- and text-based training modules would be best, topics were identified that could be converted into simple training modules.

To date, ten of these modules have been shared with the relevant volunteers.


The process to complete the modules are as follows:

1. The module is created by the consultant.
2. GCU management team members vet the content and approve.
3. A whatsapp introduction and instructions are sent directly to the phone of each volunteer that needs to complete the module (example included below).
4. The module is attached in jpg form (low data requirement).
5. This is followed by a short list (3 to 4) questions that the volunteer needs to complete on whatsapp.
6. The management team member takes a screen grab of the answers and includes the screen grab in a report on the completion of the module.
7. Feedback is provided on the volunteer's answer.

Example text for a module's whatsapp:



REFRESHER TRAINING ON GCU CHILD PROTECTION AND SAFEGUARDING POLICY



Lockdown training module 6



1

WHAT IS IT THAT GCU DOES?

GCU is a youth-focused organisation that uses sport and education to uplift the local community. Recognising the strong influence of gang culture on our community, we offer an after-school programme filled with a range of activities (tutoring and sport coaching) and positive influences, as well as supporting five local Primary Schools with physical education staff and tutors.

We do this by offering youth opportunities for positive development through:

- Exposure to positive role models (coaches and tutors)
- Positive and constructive ways for the youth to spend their time (sport activities)
- Opportunities for personal development (opportunities for coaches and tutors).



3

WHAT IS GCU'S CHILD PROTECTION AND SAFEGUARDING POLICY STATEMENT?

Our policy is that each child shall be cherished with an inherent right to dignity of life and bodily integrity which shall be respected, nurtured and protected by all. It is the policy of GREAT COMMISSION UNITED to be fully committed to the safeguarding and protection of every child's safe passage through childhood. In this regard, it will seek to ensure that every child GREAT COMMISSION UNITED comes into contact with either directly or indirectly, will be treated with respect and dignity, and will be protected from harm, neglect or every form of abuse.



4

WHY DO WE HAVE SUCH A POLICY?

Children have legal rights. To protect their rights and yours, the policy was created to comply with the following:

- The UN Convention on the rights of the child
- The South African Constitution
- The Bill of Rights
- The Children's Act 38 of 2005



5

WHAT ARE THE MAIN STEPS OF THE GCU CHILD PROTECTION AND SAFEGUARDING POLICY REPORTING PROCEDURE?

1. Never promise full confidentiality. You have to report child abuse. **YOU CANNOT KEEP IT A SECRET FROM THE RELEVANT AUTHORITIES AND STATUTORY SERVICES.**
2. **REPORT** it to the Child Protection Officer (CPO), submit a form **ASAP**.
3. **FILE** a report (with notes that were drafted from the disclosure if possible). Use template document.
4. The **CPO MUST ALERT TOP-LEVEL MANAGEMENT** of GCU (or one trustee if Managing Director is the CPO) in writing.
5. It is **NOT YOUR RESPONSIBILITY TO INVESTIGATE**. The matter should be referred to statutory services.
6. **DO NOT DISCUSS** the matter with anyone else.



8

WHAT STEPS ARE PART OF GCU'S RECRUITMENT TO ENSURE CHILDREN ARE SAFE?

GCU's recruitment involves the following steps:

1. Each volunteer applicant must provide two testimonials in writing.
2. Each volunteer applicant must apply for and receive police clearance.
3. Each volunteer has to apply to the Department of Social Development to enquire whether his or her name is included in Part B of the National Child Protection Register.

Dear GCU volunteer

I hope you are doing well under the circumstances of a continued lockdown until end of April.

We will continue using our time productively and therefore we have developed these whatsapp training modules for all GCU volunteers. Some of you have received a module or two already last week. You have to complete these. It is compulsory.

1. Please click on the image below and zoom in to read all the text. This specific one is a refresher of the Child Protection Policy that we have already had.
2. Once you are done reviewing the information and you are sure that you understand, complete the questions sent after the image by sending your answers directly to me via whatsapp. Your answers will be proof that you have completed the module.

If you have any questions, please let me know.

Complete the following questions:

1. TRUE OR FALSE: GCU is a social development programme that focuses on food parcels and feeding schemes.
2. GCU states that it will protect children against any form of abuse. What types of child abuse do you believe exist?
3. Why do we have to have a Child Protection and Safeguarding policy?
4. TRUE OR FALSE: You can keep an allegation of child abuse secret if it was told to you in confidence.

The ten modules that have been sent out to date are attached as Addendum A.



Funding

We understand that funding constraints will be at the order of the day going forward.

To mitigate the impact we are:

1. Re-evaluating our operations and budgets to ensure that the most important elements are covered and that we guard our cash flow health. We are, as best as we can, preparing for the financial implications of Covid-19.
2. We are communicating as far as we can with clarity on the way forward. We are sharing correct and valid information with our volunteers and our donors.
3. Meeting the immediate need of the communities. Where possible, we are aiding efforts in the community to address immediate needs such as food shortages.
4. Actively seeking funding opportunities and reaching out to funders for their continued support.
5. Collaborating where possible to reach the community with other stakeholders.
6. Using the time to up-skill volunteers and management team members to ensure continued good stewardship of our donor money.
7. Utilising the time to revisit reporting requirements and monitoring and evaluation tools. When and where it is clear how our targets as agreed with donors will be impacted, this is communicated with the specific donor.

Conclusion

These are challenging times.

We hope this report gives you the comfort and confidence required that GCU will remain active in the period, as far as we can, and continue to find new and innovative ways to remain relevant and serve our community.

Mario van Niekerk
Managing Trustee
Great Commission United



ADDENDUM A

REFRESHER TRAINING ON GCU CHILD PROTECTION AND SAFEGUARDING POLICY



Lockdown training module 6



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PROCESS FOR CONDUCTING A GCU AFTER-SCHOOL TUTOR LESSON



Lockdown training module 5



1

CHECK THE ACCURACY OF YOUR REGISTER

Make sure that you have all the relevant detail for the different groups that you are conducting the lessons for. Do you have all their full names and surnames, ages, gender, ethnic groups, grade and class? Make sure your registers are up to date at the beginning of each quarter. Use the register template that your management team member for the after-school programme has.



2

PLAN, PLAN, PLAN

Ask your management team member for the lesson plan templates, if you don't have them already. These are incredibly important. You have to plan all the lessons for a whole week in advance and have them ready by the Friday prior to the week for the hub leader or the management team member to inspect. You can use the same lesson plans that you are using in school if you are a library tutor there as well. The lesson plans do not have to be submitted prior to the lessons, but if requested must be available for review.



3

ARRIVE ON TIME

Be on time at the crèche (13 Groenberg) to get everything ready in the venue where the lessons are conducted. Await the children's arrival and complete the register, including signing it on the day.



4

EXECUTE YOUR LESSON

Begin your lesson with the learners. Use your lesson plan to guide you and make notes on the lesson plan of the highlights of the lesson as well as any challenges experienced and how you addressed those challenges.



5

MAKE SURE LEARNERS GET ON VAN FOR SPORT SESSION

If the learners in your care attend the sport session, make sure they get safely on the van.



6

SUBMIT LESSON PLANS TO HUB LEADER

All lesson plans must be submitted by the Monday following the week in which the lessons were executed. It is your responsibility to submit them to the management team member responsible for after-school and make sure they are filed.



7

MANAGEMENT TEAM MEMBER TO DO M&E

The management team member responsible for after-school must complete monthly monitoring and evaluation submissions (M&E) by the 25th of every month.



8

ATTEND MONTHLY MEETINGS

Monthly hub meetings will be held and must be attended by all library tutors.

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PROCESS: HOW TO CONDUCT A WORDWORKS ASSESSMENT

Lockdown training module 8



1 CONDUCTIVE ENVIRONMENT

The surroundings should preferably be quiet and free from distraction. Do not assess more than one learner at a time. If you are pressed for time the maximum number of learners at your desk should be two and seated at an appropriate distance from one another (opposite sides of the table).

PLEASE ALSO SEE GENERAL GUIDELINES FOR TUTORS TO CONDUCT ASSESSMENTS



2 PUT THE LEARNER AT EASE

If the learner is clearly in a nervous or abnormal emotional condition, the tutor should try and put him at ease by appropriate conversation. Some children really struggle under the perceived stress of a test or assessment.



3 ENSURE CORRECT PAPERWORK

The following detail should be clearly captured:

- The name and surname of the learner written clearly on the assessment page as well as on the capturing sheet. (These are available from your management team member.)
- Name of the tutor who assessed the learner
- Date
- Class and Grade (if test is conducted for in-school programme)
- Age of the learner must be recorded as well as D.O.B (Date of Birth) if the Centralised Education Management Information System (EMIS) number does not appear on the class-list.
- Include the ethnic group and gender on a separate class-list.



4 PROCEDURE FOR THE ASSESSMENT

1. Read the assessment manual carefully before conducting the assessment.
2. Remove any posters or pictures related to the assessment in the classroom or library.
3. Explain each stage of the assessment to the learner (guide them and give instructions).
4. Question 1: (Alphabet) should be completed across the page (left to right). Never vertically.
5. Instruct the learner to write in lower case letters.
6. No erasing, scratch out the mistake if necessary.
7. Do not prompt the answers (follow the assessment instruction manual).
8. Do not rush the learner, allow the learner as much time as needed.



5 MARKING THE ASSESSMENT

1. Never mark the assessment in front of the learner.
2. Complete the Wordworks Assessment scoring sheet template and record all the results.
3. Please fill in the number of lessons completed between the indicated period columns.
4. Check one more time that you have all the relevant detail (correct spelling of the learner's name and surname, date of birth etc.)
5. Submit assessment score to relevant management team member (either in-school programme or after-school programme).

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PROCESS: HOW TO CONDUCT A BURT READING TEST

Lockdown training module 7



1 CONDUCTIVE ENVIRONMENT

To conduct this assessment it is very important that the surroundings are conducive for the learner to be comfortable and to be able to concentrate. Find a quiet area, free from distraction. The learner must be seated comfortably.

PLEASE ALSO SEE GENERAL GUIDELINES FOR TUTORS TO CONDUCT ASSESSMENTS



2 PUT THE LEARNER AT EASE

If the learner is clearly in a nervous or abnormal emotional condition, the tutor should try and put her at ease by engaging in appropriate conversation. She should be encouraged throughout, and her performance praised. The word test need not be mentioned, nor any suggestion made as to its difficulty. If, however, she shows carelessness, greater accuracy may occasionally be suggested, preferably at the end of a set of 10 words. A suitable opening line might be - 'I want to see how well you can read these words to me.'



3 ENSURE CORRECT PAPERWORK

The following detail should be clearly captured:

- The name and surname of the learner written clearly on the assessment page as well as on the capturing sheet. (These are available from your management team member.)
- Name of the tutor who assessed the learner and date
- Class and Grade (only for in-school programme)
- Age of the learner must be present as well as D.O.B (Date of Birth) if the Centralised Education Management Information System (EMIS) number does not appear on the class-list.
- Include the ethnic group and gender on a separate class-list.



4 CONDUCT AND FILE THE ASSESSMENT

1. The learner is given the printed list and told to read from the beginning, at her own speed across the lines. If she reads too quickly for his responses to be recorded, she may be told to slow down. She should continue until she has failed at least two lines (10 words in succession).
2. Generally, you should not prompt the learner, or tell them when they are wrong. A word is regarded as read correctly only if done so spontaneously. You can be guided by the learner's attitude. For example, if she appears completely satisfied with a wrong pronunciation, then she might become discouraged if told her mistake. On the other hand, if she is clearly unable to pronounce a word and seems upset, help may be given that word should of course be counted wrong. In any case the test should never be turned into a lesson on how to pronounce difficult words.
3. The tutor's record sheet should be kept out of sight, and you should NOT record the responses out loud so that the child can hear. She might correct her answer if she knew that her first attempt was wrong.
4. Self-corrections should be accepted if they are produced without any hints from the tester. If the learner is uncertain and says, for instance, "palest or palest", then she should be made to decide for herself which version she prefers.
5. Repetition of a word may be demanded if the tutor is uncertain whether the first attempt was correct.
6. Guessing is allowed, the learner must be encouraged to guess rather than omit words of which she is unsure. She should make some attempt at every word until she has almost reached her limit. The occasional words may be left out if she shies away from them, or makes protracted and hopeless efforts, and seems to get tired or fatigued.
7. Record the score at the end and make sure to submit assessment score to relevant management team member (either in-school programme or after-school programme).



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PROCESS: HOW TO CONDUCT A PAIRED READING ASSESSMENT



Lockdown training module 9



1 CONDUVIVE ENVIRONMENT

The surroundings should preferably be quiet and free from distraction. Do not assess more than one learner at a time, if you are pressed for time the maximum number of learners at your desk should be two and seated at an appropriate distance from one another (opposite sides of the table).

PLEASE ALSO SEE GENERAL GUIDELINES FOR TUTORS TO CONDUCT ASSESSMENTS



2 PUT THE LEARNER AT EASE

If the learner is clearly in a nervous or abnormal emotional condition, the tutor should try and put him at ease by appropriate conversation. The word test need not be mentioned, nor any suggestion made as to its difficulty. Some children really struggle under the perceived stress of a test or assessment.



3 ENSURE CORRECT PAPERWORK

The following detail should be clearly captured:

- The name and surname of the learner written clearly on all assessment pages as well as on the capturing sheet. (These are available from your management team member.)
- Name of the tutor who assessed the learner
- Date
- Class and Grade (if test is conducted for in-school programme)
- Age of the learner must be recorded as well as D.O.B (Date of Birth) if the Centralised Education Management Information System (EMIS) number does not appear on the class list.
- Include the ethnic group and gender on a separate class-list.



4 PROCEDURE FOR THE ASSESSMENT

1. Make sure that the name and surname is visible on the assessment page.
2. Instruct the learner that there is a time limit of 60 seconds. Clearly state when the learner should START and STOP.
3. Do not allow the learner to read the passage before-hand (the assessment is meant to be spontaneous).
4. Remind the learner that he or she should read at a pace that is comfortable for them and not to rush. The tutor should be taking note of the volume, pace and the expression the learner is reading in, and this might be difficult to measure if the learner is reading too fast.
5. If the learner does not know a particular word encourage the learner to guess, if the learner is unable to guess encourage the learner to move on and to read as far as possible.
6. The text should be read aloud, so if the tutor cannot hear the learner, the tutor may ask the learner to read louder. Be careful not to distract others.



5 MARKING THE ASSESSMENT

1. Make use of the class list as your template.
2. Clearly state all headings example: Date, Total number of words read correctly, Total number of words read orally, Percentage, Expression and Volume, Phrasing and Intonation, Smoothness, Pace and Comprehension).
3. Do not mark the assessment in-front of the learners.
4. Note and keep record of who completed their assessment.
5. Submit assessment score to the relevant management team member (either in-school programme or after-school programme).

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GENERAL GUIDELINES FOR ALL TUTORS WHO CONDUCT ASSESSMENTS



Lockdown training module 10



1 NO CELL PHONES!!!

Do NOT use your cell phone when assessing a learner.



2 DON'T ASSESS YOUR OWN LEARNER

One of your colleagues should assess the learners that you tutor. This helps you to remain neutral and fair.



3 DO NOT DISCUSS LEARNERS' MARKS WITH OTHERS

Assessments are confidential. You are not allowed to discuss the results with anyone.



4 GIVE YOUR UNDIVIDED ATTENTION

Do not engage in conversation with another tutor during the assessment, please wait until the learner has completed his or her assessment. If it is an emergency please indicate or speak to the hub leader.



5 ADD RELEVANT NOTES

If a learner is absent or suspended, please note this on the assessment sheet or class list. If there are any new learners please make a note of when the learner started the programme and how many lessons they received prior to their assessment.



6 NO DUPLICATES

Please make sure that there are no duplicates (tick off on the class list who has completed the assessment).



7 ASSURANCE: CHECK YOUR DATA

All assessment data must be checked and approved by the hub leader before being sent to the relevant management team member (either for in-school programme or after-school programme).

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NOVEL CORONAVIRUS 2019 AND SOUTH AFRICA

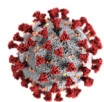
Lockdown module 4

During the Covid-19 pandemic it is important to have the right information and not believe or spread fake news and unverified, inaccurate rumours. It could save lives. The below has been compiled from the South African National Institute of Communicable Diseases and the World Health Organisation.



WHAT IS CORONAVIRUS?

Human coronaviruses are common throughout the world. The name corona refers to a crown because these viruses have crown-like spikes on their surface when viewed under a microscope. There are many different coronaviruses identified in animals but only a small number of these can cause disease in humans. Sometimes coronaviruses infecting animals can evolve to cause disease in humans and become a new (novel) coronavirus for humans.



WHERE DID IT COME FROM?

On 7 January 2020, a novel (new) coronavirus was recognised as the cause for a new respiratory (lung) disease that made many people sick. The new virus' full name is severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) and the lung disease is called COVID-19. The first group of patients who were identified worked at a seafood, poultry and live wildlife market in China. The specific source (origin or start) of the virus is still not confirmed.

WHAT ARE THE SYMPTOMS?

The most common symptoms of COVID-19 are fever, tiredness, and dry cough. Some patients may have aches and pains, nasal congestion, runny nose, sore throat or diarrhea. These symptoms are usually mild and begin gradually. Some people become infected but don't develop any symptoms and don't feel unwell. Most people (about 80%) recover from the disease without needing special treatment. Around 1 out of every 6 people who gets COVID-19 becomes seriously ill and develops difficulty breathing. Older people, and those with underlying medical problems like high blood pressure, heart problems or diabetes, are more likely to develop serious illness. People with fever, cough and difficulty breathing should seek medical attention.



HOW DOES THE VIRUS SPREAD?

People can catch COVID-19 from others who have the virus. The disease can spread from person to person through small droplets from the nose or mouth which are spread when a person with COVID-19 coughs or exhales. These droplets land on objects and surfaces around the person. Other people then catch COVID-19 by touching these objects or surfaces, then touching their eyes, nose or mouth. People can also catch COVID-19 if they breathe in droplets from a person with COVID-19 who coughs out or exhales droplets. This is why it is important to stay more than 1 meter (3 feet) away from a person who is sick.

WHAT CAN I DO TO PROTECT MYSELF

Obey the lockdown.

The South African government has announced a State of Emergency and a Lockdown from 11:59 pm on Thursday, 26 March 11:59 pm, to the end of April. This means all South Africans will have to stay at home, unless strictly for the purpose of performing an essential service, obtaining an essential good or service, collecting a social grant, or seeking emergency, life-saving, or chronic medical attention. We know this is incredibly difficult, but it can make a tremendous difference.

Maintain good hygiene and social distancing

1. Regularly and thoroughly clean your hands with an alcohol-based hand rub or wash them (20 seconds or longer) with soap and water. **Why?** Washing your hands with soap and water or using alcohol-based hand rub kills viruses that may be on your hands.
2. Maintain at least 1 metre (3 feet) distance between yourself and anyone who is coughing or sneezing. **Why?** When someone coughs or sneezes they spray small liquid droplets from their nose or mouth which may contain virus. If you are too close, you can breathe in the droplets, including the COVID-19 virus if the person coughing has the disease.
3. Avoid touching eyes, nose and mouth. **Why?** Hands touch many surfaces and can pick up viruses. Once contaminated, hands can transfer the virus to your eyes, nose or mouth. From there, the virus can enter your body and can make you sick.
4. Make sure you, and the people around you, follow good respiratory hygiene. This means covering your mouth and nose with your bent elbow or tissue when you cough or sneeze. Then dispose of the used tissue immediately. **Why?** Droplets spread virus. By following good respiratory hygiene you protect the people around you from viruses such as cold, flu and COVID-19.
5. Clean and disinfect surfaces in your home that is touched often, regularly. **Why?** Disinfecting these surfaces can kill the virus if someone has coughed or sneezed and then touched that surface.



WHERE CAN I FIND ACCURATE INFORMATION

It is incredibly important to know where to find accurate information and NOT to believe everything you hear in the community or see on social media. Here are some website or social media pages where you can find verified, accurate information.

- South Africa coronavirus website: <https://sacoronavirus.co.za> and @HealthZA on Facebook.
- Government website with frequently asked questions: <https://www.gov.za/coronavirus/faq>
- World Health Organisation's frequently asked questions: <https://www.who.int/news-room/qa-detail/qa-a-coronavirus>
- Toll-free number in South Africa: 0800 029 999

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PROCESS FOR CONDUCTING A GCU IN-SCHOOL LIBRARY LESSON

Lockdown training module 2



1 CHECK THE ACCURACY OF YOUR REGISTER

Make sure that you have all the relevant detail for the different groups that you are conducting the sessions for. Do you have all their full names and surnames, ages, gender, ethnic groups, grade and class? Have you checked your register with the register teacher? Make sure your registers are up to date at the beginning of each quarter. Use the register template that your management team member for the in-school programme has.



2 PLAN, PLAN, PLAN

Ask your management team member for the lesson plan templates, if you don't have them already. These are incredibly important. You have to plan all the lessons for a whole week in advance and have them ready by the Friday prior to the week for the hub leader or the management team member to inspect. The lesson plans do not have to be submitted prior to the lessons, but if requested must be available for review.



3 ARRIVE ON TIME

Be on time at the school to get everything ready in the venue where the lessons are conducted. Await the children's arrival and complete the register, including signing it on the day. If the children do not arrive or only half of them arrive, see if you can leave the classroom (only if there is another adult to supervise) and go and fetch the children from the class. If there is any dispute with the teacher, make a note of it on your register.



4 EXECUTE YOUR LESSON

Begin your lesson with the learners. Use your lesson plan to guide you and make notes on the lesson plan of the highlight of the lesson as well as any challenges experienced and how you addressed those challenges.



5 SUBMIT LESSON PLANS TO HUB LEADER

All lesson plans must be submitted by the Monday following the week in which the lessons were executed. It is your responsibility to submit them to the hub leader and make sure they are filed.



6 HUB LEADER TO SUBMIT MONTHLY

Hub leaders must submit all filed registers and lesson plans by the 25th of every month to the management team leader responsible for the in-school programme.



7 REPORT INCIDENTS WITHIN 24 HOURS

Please note that it is important to report any incidents (dispute with teacher, conflict with learners etc) within 24 hours to the management team member responsible for the in-school programme.



8 ATTEND MONTHLY MEETINGS

Monthly hub meetings will be held and must be attended by all library tutors.

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PROCESS FOR CONDUCTING A GCU IN-SCHOOL PHYS-ED LESSON



Lockdown training module 3



- 1 CHECK THE ACCURACY OF YOUR REGISTER**
Make sure that you have all the relevant detail for the different groups that you are conducting the sessions for. Do you have all their full names and surnames, ages, gender, ethnic groups, grade and class? Have you checked your register with the register teacher? Make sure your registers are up to date at the beginning of each quarter. Use the register template that your management team member for the in-school programme has.



- 2 PLAN, PLAN, PLAN**
Ask your management team member for the lesson plan templates, if you don't have them already. These are incredibly important. You have to plan all the lessons for a whole week in advance and have them ready by the Friday prior to the week for the hub leader or the management team member to inspect. This will also help you to secure any equipment required from the school or from GCU that you might need. You also have to make sure that these are in line with what the school expects. The lesson plans do not have to be submitted prior to the lessons, but if requested must be available for review.



- 3 ARRIVE ON TIME**
Be on time at the school to get everything ready at the venue (field / gym etc) where the lessons are conducted. Await the children's arrival and complete the register, including signing it on the day. If the children do not arrive or only half of them arrive, see if you can leave (only if there is another adult to supervise) and go and fetch the children from the class. Record whether the teacher is attending the sessions as required.



- 4 EXECUTE YOUR LESSON**
Begin your lesson with the learners. Use your lesson plan to guide you and make notes on the lesson plan of the highlight of the lesson as well as any challenges experienced and how you addressed those challenges.



- 5 SUBMIT LESSON PLANS TO HUB LEADER**
All lesson plans and registers must be submitted by the Monday following the week in which the lessons were executed. This should include your notes on the sessions. It is your responsibility to submit them to the hub leader when they are filed.



- 6 HUB LEADER TO SUBMIT MONTHLY**
Hub leaders must submit all filed registers and lesson plans by the 25th of every month to the management team leader responsible for the in-school programme.



- 7 REPORT INCIDENTS WITHIN 24 HOURS**
Please note that it is important to report any incidents (dispute with teacher, conflict with learners etc) within 24 hours to the management team member responsible for the in-school programme.



- 8 ATTEND MONTHLY MEETINGS**
Monthly hub meetings will be held and must be attended by all library tutors.

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PROCESS FOR CONDUCTING A GCU AFTER-SCHOOL SPORT SESSION



Lockdown training module 1



- 1 UPDATE YOUR REGISTER**
Make sure that you have all the relevant detail for the different groups that you are conducting the session for. Do you have all the full names and surnames, ages, gender, ethnic groups, contact number of guardian or parents? Update this on the register that your after-school management team member has.



- 2 PLAN YOUR SESSIONS A WEEK IN ADVANCE**
Ask your management team member for session plan templates. HealthNutz e.g. has a specific one that you can use. Plan the whole week in advance and be ready by the Thursday prior to the week. This way you will be able to know what equipment you need and you will be set up and ready to go.



- 3 BOOK YOUR EQUIPMENT**
Send your lesson plan to your after-school management team member in order to book the equipment you will need for all your sessions for the next week. Discuss if the equipment is available and adapt your plan if you don't have the relevant equipment. This has to be submitted by the Thursday prior to the week you are planning.



- 4 BE ON TIME AT THE CRÉCHE**
Arrive at least 20 minutes prior to your session starting at the site where the children are being tutored (13 Groenberg). Check that the register has been completed and sign the day's register. Collect the equipment and go to the field to set up for the session. Check the headcount on the register in order to compare it when the kids get to the field.



- 5 CONDUCT YOUR SESSION**
Welcome the kids when the driver drops them off. Do a headcount to make sure that everyone is there. Use your lesson plan to conduct the session. Take note of any highlights from the session or any challenges that you face. Once the session is done, make sure all children get back in the van with the driver.



- 6 PACK UP AND REPORT**
Pack-up all equipment and take it back to tutoring site. Complete the sections on the register for highlights from the day and challenges and what you did to address the challenges. Ensure that the completed register is filed in the correct file in the office at the crèche, which will be used for monitoring and evaluation by the management team member on a weekly basis.

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