

Case study:

LEARNING OBJECT 2

For this group task, you are encouraged to use items often found within your home.

These can include (but are not limited to):

- **Arts and crafts materials**
- **Different sizes of paper**
- **Old magazines / leaflets**
- **Scissors / glue / sellotape**
- **Books**
- **Children's DVDs**
- **Board Games**
- **Cameras - smartphone / digital / polaroid**
- **Printers and printing materials**
- **Playing Cards**
- **Digital apps (e.g. Minecraft, Spotify)**
- **Children**
- **Clothing – children's / jumble / rags**



SETTING THE SCENE TO ENABLE PARTICIPATION

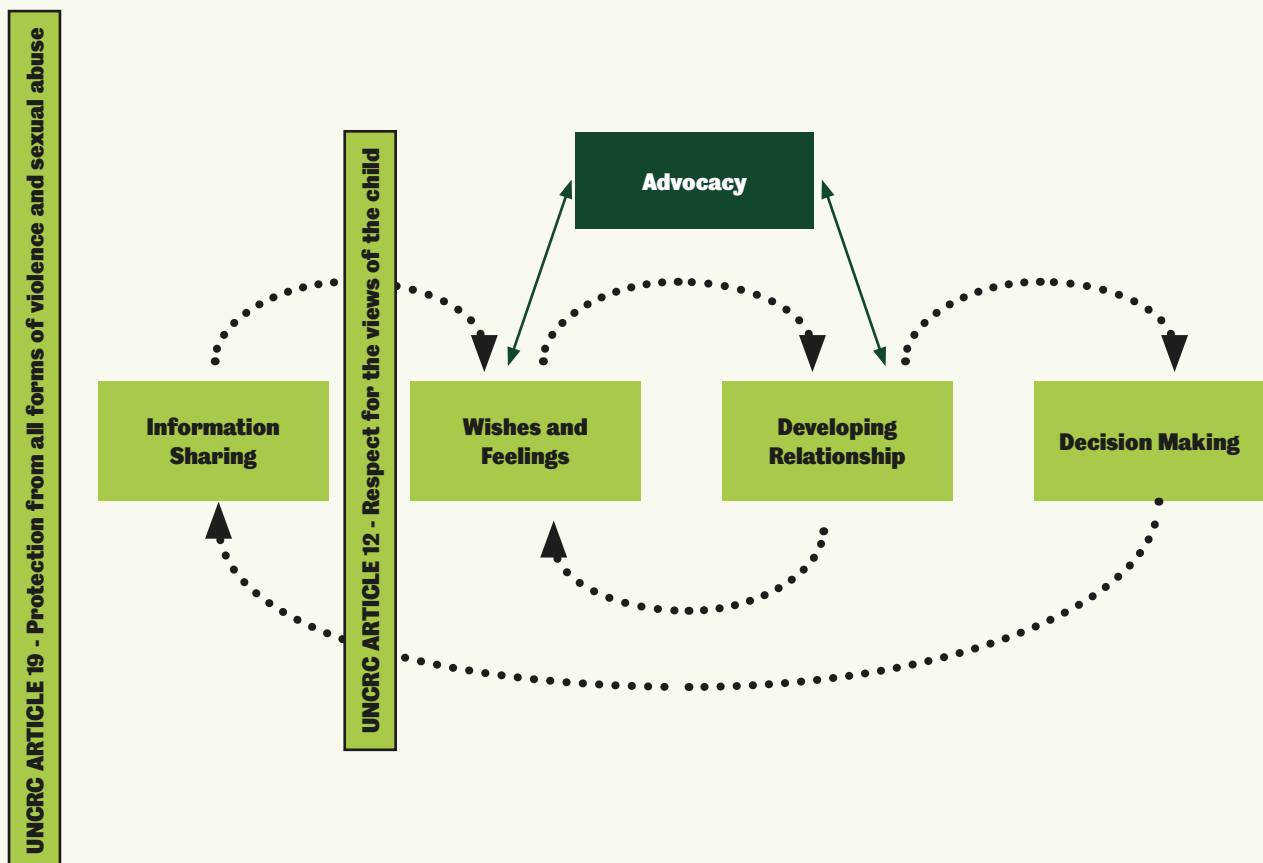
You are planning to visit a 10-year-old child, Charlie, who you have never met before. You are their newly allocated social worker. Due to an incident of severe domestic violence, Charlie's father has temporarily moved out of the family home whilst further assessments take place. Charlie remains at home with their mother and is the subject of a child protection plan. Not having had a social worker previously, Charlie is unaware of processes and procedures.

Referring back to Dillon's (2019) participatory model, and recognising that children cannot give their opinions without some level of truthful information sharing, you plan your visit to include:

- **Who you are, what your role is and why you are visiting**
- **How Charlie can contact you, if they want or need to, outside of your visits**
- **Charlie's wishes and feelings regarding the actions taken and the services provided**
- **Your response to Charlie's wishes and feelings**

TASK

DRAWING ON CHARLIE'S LIKES AND INTERESTS, THEIR PREFERRED METHOD OF COMMUNICATION, AND MOVING BEYOND TEMPLATE-BASED WORKSHEETS, DEVELOP UNIQUE AND INDIVIDUALISED RESOURCES / ACTIVITIES TO ADDRESS THE BULLET POINTS ABOVE.



(Dillon, 2019; 2021)



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