

## Group facilitation Assessment of Competencies Tool (GroupACT) Group Facilitation Skills for Adults

### 1. GROUP GUIDELINES AND/OR GROUND RULES

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Violates group guidelines (e.g., answers phone in-session, interrupts members) <input type="checkbox"/> Allows members to violate guidelines without correction or acknowledgement	<input type="checkbox"/> Introduces concept of group session guidelines in first session or recaps and explains why were relevant in subsequent sessions <input type="checkbox"/> Establishes ground rules (e.g., 'Respect, listen, and pay attention to each other;' 'Everything that gets discussed stays here;' 'No phones') <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Asks for agreement from the group on guidelines <input type="checkbox"/> Elicits group feedback, provides interpretations and reflections <input type="checkbox"/> Adjusts rules depending on need or context	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

### 2. GROUP PARTICIPATION

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Displays favouritism to specific members <input type="checkbox"/> Excludes other members (e.g., ignores input) <input type="checkbox"/> Forces unwilling participant to join discussion <input type="checkbox"/> Scolds participant(s) for under-or-over sharing	<input type="checkbox"/> Uses timely techniques (e.g., turn taking; 'gentle prompting') to encourage fair participation <input type="checkbox"/> Clarifies discussion points for members struggling with literacy, numeracy, or tech skills <input type="checkbox"/> Addresses participation barriers (e.g., interruptions) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Provides reflection on discussion <input type="checkbox"/> Discusses ways members can support one another to participate <input type="checkbox"/> Checks-in on comfort of sharing for all members	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

### 3. FOSTERING EMPATHY AMONGST GROUP MEMBERS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Does not intervene when group members are not empathetic, hurtful, or hostile towards one another <input type="checkbox"/> Shares member information from private session as an example of empathy or non-empathy	<input type="checkbox"/> Encourages and fosters empathy amongst group members (e.g., points out displays of empathy towards one another) <input type="checkbox"/> Demonstrates empathy for others to follow (e.g., nods head, says 'uh-huh') <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Provides summarising statements and interpretations <input type="checkbox"/> Uses prompts ('How do you feel after you shared with us?')	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

### 4. COLLABORATIVE PROBLEM SOLVING

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Gives direct suggestions without group input <input type="checkbox"/> Does not intervene or address harmful or unrealistic solutions (e.g., 'Quit job,' 'Avoid husband') <input type="checkbox"/> Judges solutions created by group <input type="checkbox"/> Allows judgement from members (e.g., 'That will never work,' 'That's stupid')	<input type="checkbox"/> Equally encourages all members to share how they addressed similar problems <input type="checkbox"/> Encourages members to praise and support each other for positive and challenging experiences <input type="checkbox"/> Unrealistic and unhelpful solutions are eliminated <input type="checkbox"/> Encourages brainstorming of solutions in the group <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Solicits feedback from group to ensure solutions are attainable, realistic, and timely <input type="checkbox"/> Addresses potential barriers <input type="checkbox"/> Validates challenges (e.g., 'Not all solutions work for everyone') <input type="checkbox"/> Suggests member pairing to support each other (if applicable to the intervention)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 5. ADDRESSING LOGISTICAL BARRIERS TO PARTICIPATION

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Actively excludes members' attendance (e.g., does not make schedule adjustments) <input type="checkbox"/> Ignores feedback on barriers to attendance <input type="checkbox"/> Rejects/ignores sociodemographic and minority barriers (e.g., religious observances, menstrual practices, disabilities)	<input type="checkbox"/> Actively solicits information to address any barriers to attendance (e.g., work/farming schedule, transportation) <input type="checkbox"/> Works to reschedule or adjust sessions accordingly <input type="checkbox"/> Encourages members to attend even if previous sessions were missed <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Engages group in problem-solving/brainstorming ways for all members to attend sessions <input type="checkbox"/> Encourages group members to support one another in attending group sessions <input type="checkbox"/> Supports access to sessions (e.g., convenient session locations; traveling together)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 6. GROUP CONFIDENTIALITY

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Shares a member's confidential information or experiences with the group (e.g., a member's trauma history disclosed in private) <input type="checkbox"/> Threatens to share group information with community or family members <input type="checkbox"/> Targets or blames members when confidentiality is broken <input type="checkbox"/> Does not intervene when others break confidentiality	<input type="checkbox"/> Explains rationale for confidentiality, including situations when confidentiality can be broken <input type="checkbox"/> Confidentiality issues are addressed when unexpected/uninvited individuals arrive <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Explains issues of respect, valuing others' experiences, and feelings associated with violation of confidentiality <input type="checkbox"/> Appropriately addresses times when confidentiality is broken during group	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 7. TIME MANAGEMENT: APPROPRIATE BREAKS, ENERGISERS & PACING

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Prevents participants from taking a break <input type="checkbox"/> Forces group to continue when emotionally exhausted or distressed <input type="checkbox"/> Targets or blames participant(s) when requesting breaks or energisers	<input type="checkbox"/> Reviews schedule for the day <input type="checkbox"/> Includes and explains timed breaks with instructions for start/stop signals <input type="checkbox"/> Includes time for questions in schedule <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Consolidates participants learning (e.g., has well-spaced summarising) <input type="checkbox"/> Elicits feedback and check-ins with learning (e.g., 'checking-in' activities) <input type="checkbox"/> Checks-in with group to see when breaks are needed or preferred <input type="checkbox"/> Appropriately conducts group energisers to encourage participation	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

### Acknowledgement

This scale is informed by research described in: Pedersen, G. A., Sangraula, M., Shrestha, P., Lakshmin, P., Schafer, A., Ghimire, R., Luitel, N. P., Jordans, M. J. D. & Kohrt, B. A. Developing the Group facilitation Assessment of Competencies Tool for Group-Based Mental Health and Psychosocial Support Interventions in Humanitarian and Low-Resource Settings. *Journal on Education in Emergencies*. 2021. <https://doi.org/10.33682/u4t0-acde>

The following documents supported development of competency descriptions:

- World Health Organization: Group Interpersonal Therapy (Group IPT) for Depression. WHO generic field-trial version 1.0. Geneva, Columbia University; 2016. [https://www.who.int/mental\\_health/mhgap/interpersonal\\_therapy/en/](https://www.who.int/mental_health/mhgap/interpersonal_therapy/en/)
- World Health Organization: Caregiver Skills Training, Session Guide. Geneva, World Health Organization, 2018. <https://www.who.int/teams/mental-health-and-substance-use/treatment-care/who-caregivers-skills-training-for-families-of-children-with-developmental-delays-and-disorders>
- World Health Organization: Self-Help Plus (SH+). Facilitator manual Geneva, World Health Organization, 2021. <https://www.who.int/publications/i/item/9789240035119>

See full acknowledgements and copyright information on <https://whoequip.org/en-gb>.

## Competency descriptions and abbreviated instructions for standardized role plays

If using standardized role plays, the following descriptions and prompts can be used when eliciting different competencies. For full details on performing standardized role plays see <https://equipcompetency.org/>

### 1. GROUP GUIDELINES AND/OR GROUND RULES

The facilitator(s) elicits ground rules for the group, attend to the groups' cultural and religious practices, and understand and implement the “Who, What, Where’s” of group facilitation. Who: Facilitator(s) ensures the number of group members is appropriate for the intervention and the gender is appropriate for the intervention (only men, only women, mixed, etc.). What and Where: Facilitator(s) provides a safe, comfortable and calm setting, with good temperature, minimal noise, and privacy—if setting is outdoors, it should be covered (i.e., with tree shade). Facilitator(s) uses prepared suggestions to begin (e.g., “Do’s and Don’ts” like not answering phones, arriving on time, confidentiality, etc.) and work with group to finalise and implement ground rules. Facilitator(s) elicits feedback from group members, making sure to ask for agreement on guidelines, and adjusting rules depending on the need or context. Facilitator(s) reviews guidelines at the beginning of each session as of Session 2.

#### SINGLE COMPETENCY ROLE-PLAY

**Trainer prompts facilitator:** “You are about to facilitate your first session of Group X. We will act as your participants, and you have just greeted us into the session during an activity one of us has broken a ground rule. Your role is to address this and to lay down session ground rules for the members. Remember to make sure all members understand and agree with the ground rules. You may begin with introducing that ground rules will be implemented.”

*Three people are suggested for creating a group roleplay: two clients and the facilitator. Trainer(s) and/or a trained actor may act as the clients for this role-play*

**Role-play features** Facilitator introducing concept of ground rules.

**Role-play should “stop”** once competency has been rated below OR 5 minutes has been reached.

Should avoid	Should do
<ul style="list-style-type: none"> <li>● Violate group guidelines</li> <li>● Argue/disagree with member(s)</li> <li>● Allow members to violate guidelines</li> </ul>	<ul style="list-style-type: none"> <li>● Lay down ground rules for group at initial session</li> <li>● Elicit feedback from group members, ask for agreement, and adjust rules depending on the need or context</li> <li>● Understand and implement the “Who, What, Where’s” of group facilitation</li> <li>● Review group rules as of session 2</li> </ul>

### 2. GROUP PARTICIPATION

The facilitator(s) encourages equal member participation without judgement during group sessions, provide reflection and support a sense of belonging for members. Facilitator(s) encourages all members to discuss and be involved in sessions, including guiding the discussion by giving suggestions and prompts (e.g., ‘What did you do? What happened then? Did anyone try a different activity than they planned?’). During the guided discussion, facilitator(s) consolidates group members’ learning and keep track of time. Facilitator(s) uses techniques such as turn-taking or calling on members to ensure each member has an opportunity to speak and share (e.g., using gentle prompting: ‘Does anyone have a similar problem they’d like to share?’ ‘What Robert said reminds me of struggles many people have; Allen, what do you think?’), and actively promote participation of all member(s) of the group. Facilitator(s) should NOT judge or blame specific members for under-or over-sharing; if needed, this should be addressed separately with a supervisor. Facilitator(s) attends to any literacy, numeracy or technical skills, adjusting in a way that all members have an equal opportunity to participate.

#### SINGLE COMPETENCY ROLE-PLAY

**Trainer prompts facilitator:** “You have just completed [x activity] and are now facilitating a guided discussion for [x activity]. We will act as your group members and your role is to facilitate our participation. You may begin by prompting with [x question related to x activity]

*Three people are suggested for creating a group roleplay: two clients and the facilitator. Trainer(s) and/or a trained actor may act as the clients for this role-play*

**Role-play features** facilitator prompting group (e.g., ‘How did home practice for solving problems go for everyone?’)

**Role-play should “stop”** once competency has been rated below OR allotted time has been reached (e.g., 5-15 min)

<p><b>Should <i>not</i> do</b></p> <ul style="list-style-type: none"> <li>● Judge specific members for under- or over-sharing</li> <li>● Force unwilling members to share</li> <li>● Display favouritism or exclusion of members</li> <li>● Actively ignore specific members</li> </ul>	<p><b>Should do</b></p> <ul style="list-style-type: none"> <li>● Give prompts during guided discussion (e.g., ‘What did you do?, etc.’)</li> <li>● Use techniques (e.g., turn-taking) for opportunities to share</li> <li>● Actively promote participation of member(s), especially if they appear to be excluded</li> <li>● Ensure members have equal opportunity to participate (e.g., adapt to varying levels of literacy, numeracy, &amp; technology skills, etc.)</li> <li>● Consolidate learning and keep track of time</li> </ul>
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### 3. FOSTERING EMPATHY AMONGST GROUP MEMBERS

**[Note: this competency is meant for empathy *between group members*; it is NOT fostering empathy between facilitator and individual group members].**

The facilitator(s) fosters empathy between group members so that group members are encouraged to display understanding of their peers’ experiences. While facilitator(s) guides discussions proactively, they should prompt members to relate to one another and discuss how they are feeling during sharing (e.g., ‘How do you feel after you shared with us,’ ‘How do you feel when member X described her experiences,’ ‘Does anyone have similar feelings/ experiences to member X?’). Facilitator(s) exemplifies empathy for others to follow, verbally and non-verbally (e.g., nodding head during sharing, saying ‘I understand, that is difficult’). They provide summarising statements and interpretations about members’ emotional or situational similarities when shared openly in group (e.g., ‘I see here how both Nour and Jessica are feeling sad because of problems with their relationships at home,’), but do not make these connections if the member(s) has only shared these feelings in a private session. Facilitator(s) recognises with encouragement when members have displayed empathetic behaviour in group (e.g., ‘I noticed that many of you shared a similar reaction to your story. It sounds like you would have felt similarly in that situation. Nour, how does it make you feel that others had feelings like yours?’).

#### SINGLE COMPETENCY ROLE-PLAY

**Trainer prompts Facilitator:** “You are now facilitating a guided discussion for [x topic]. We will act as your participants; your role is to facilitate empathy amongst us while sharing. I will begin by sharing my experience on problem solving.”

*Three people are suggested for creating a group roleplay: two clients and the facilitator. Trainer(s) and/or a trained actor may act as the clients for this role-play*

**Role-play features** Client A sharing (e.g., ‘trying the solution was harder than I thought, I kept getting distracted’).

**Role-play should “stop”** once competency has been rated below OR 5 minutes has been reached.

<p><b>Should avoid</b></p> <ul style="list-style-type: none"> <li>● Share member information from a <b>private</b> session for an example of empathy in group</li> <li>● Ignore/disregard when members are unempathetic, hurtful or hostile to one another</li> </ul>	<p><b>Should do</b></p> <ul style="list-style-type: none"> <li>● Proactively prompt members to relate to one another, including how they are feeling during sharing (e.g., “How do you feel when member X described her experiences?”)</li> </ul>
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	<ul style="list-style-type: none"> <li>● Encourage empathy amongst group members by demonstrating empathy for members to follow (e.g. “That must be really hard. What do others think?”)</li> <li>● Provide summarising statements when members share similar and relatable feelings and problems openly in group</li> <li>● Recognise aloud when empathetic behaviour has been displayed between members</li> </ul>
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#### 4. COLLABORATIVE PROBLEM SOLVING

The facilitator(s) conducts problem solving with the group, eliciting multiple solutions to shared/similar problems amongst members from group members. Facilitator(s) guides group members in sharing their problem-solving strategies (*‘What worked, what didn’t work when you tried XYZ? What would you change or do differently?’*), encouraging members to praise and support each other for both positive and challenging experiences and to work together to address barriers. Facilitator(s) normalises barriers (e.g., ‘Not all solutions work for everyone’) and prompt group members to give input on different solutions (e.g., *‘Did anyone try a different activity for a similar problem?’ ‘How did that go?’*). Facilitator(s) may write the solutions being brainstormed on a drawing board (if available) and should work with the group to eliminate solutions which may be unrealistic. Facilitator(s) works with the group to identify solutions that are timely, realistic, and attainable for members, and consider potential challenges/barriers that may arise. Facilitator(s) may suggest members find a group partner to discuss solutions and to check-in on one another during the week for support.

#### **SINGLE COMPETENCY ROLE-PLAY**

**Trainer prompts facilitator:** “You are reviewing home practice with the group. We will act as your participants and your role is to facilitate group problem-solving. You may start by asking how [x home practice activity] went.”

*Three people are suggested for creating a group roleplay: two clients and the facilitator. Trainer(s) and/or a trained actor may act as the clients for this role-play*

**Role-play features** Facilitator asking how [x home practice activity] went.

**Role-play should “stop”** once competency has been rated below OR 5 minutes has been reached.

<p><b>Should avoid</b></p> <ul style="list-style-type: none"> <li>● Only give direct suggestions; disallows group input</li> <li>● Ignore/neglect when member(s) give harmful or unrealistic suggestions</li> <li>● Judge solutions being brainstormed</li> </ul>	<p><b>Should do</b></p> <ul style="list-style-type: none"> <li>● Facilitate group members to share their problem-solving strategies</li> <li>● Encourage members to praise and support each other for positive and challenging experiences</li> <li>● Normalise barriers and prompt group members for different solutions</li> <li>● Work with group to brainstorm solutions; identify those that are timely, realistic, and attainable for members while considering potential barriers</li> <li>● Suggest that members partner up for support if applicable to intervention</li> </ul>
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#### 5. ADDRESSING BARRIERS TO ATTENDANCE

**[Note: Logistical barriers should be addressed during the first session, and subsequently if circumstances change]**

The facilitator(s) supports accessibility and address logistical barriers to members’ attendance and engagement, including location and time of sessions. Facilitator(s) actively addresses potential barriers, gathering information from members about potential

barriers to attendance for the sessions (e.g., Care for siblings, employment schedule, farming schedule, transportation access, physical disabilities, religious observances times and dates, physical health, menstrual practices) and engage the group in problem-solving/ brainstorming ways that all members can attend sessions. Facilitator(s) work to schedule sessions or adjust scheduled sessions to accommodate most group members and encourage group members to take an active role in supporting the attendance and access of other group members while respecting limits to confidentiality (e.g., traveling together, picking locations convenient to those with mobility limitations). In locations with phone/technology access, this can include helping members to participate via phone/virtually. Facilitator(s) proactively updates members on any logistical changes to sessions in a timely manner and encourage and actively support participant attendance (e.g., giving reminders via telephone before sessions or to their caregivers), and if appropriate for [x intervention], continues to encourage attendance even if a member cannot make every session due to personal circumstances.

### SINGLE COMPETENCY ROLE-PLAY

**Trainer prompts facilitator:** “You are reviewing the structure and schedule of the sessions with Group x for [x intervention]. We will act as your participants and your role is to ensure we all can get to sessions as best we can. You may begin by explaining the time and number of sessions for [x intervention].

*Three people are suggested for creating a group roleplay: two clients and the facilitator. Trainer(s) and/or a trained actor may act as the clients for this role-play*

**Role-play features** Facilitator explaining the time and number of sessions for [x intervention].

**Role-play should “stop”** once competency has been rated below OR 5 minutes has been reached.

Should avoid	Should do
<ul style="list-style-type: none"> <li>● Actively exclude (e.g., ignore feedback on barriers to attendance)</li> <li>● Judge/reject sociodemographic or religious barriers to attendance</li> </ul>	<ul style="list-style-type: none"> <li>● Solicit information from members about potential logistical barriers to attendance</li> <li>● Engage group in brainstorming ways that all members can attend sessions</li> <li>● Create/adjust session schedule, ensuring majority of members can attend</li> <li>● Take active role to support attendance and access (e.g., traveling together)</li> </ul>

## 6. GROUP CONFIDENTIALITY

The facilitator(s) explains what confidentiality is and outlines when the facilitator will break confidentiality (e.g., during supervision, when a group member is at risk of harm to them self or to others, if the law requires their records, mandatory reporting to authorities). The facilitator explains that they will always attempt to speak to the group member first in any situation that requires them to break confidentiality. The facilitator elicits from the group how to manage confidentiality outside of the session, including an agreed response on what to do when/if other members from the group see each other outside of the session. This should be done in the first session with reminders given in subsequent sessions. Facilitator(s) addresses confidentiality issues when unexpected/uninvited persons arrive to group sessions. Facilitator(s) explains how confidentiality relates to issues of respect, the importance of valuing each other’s experiences, and the feelings associated with violation of one’s confidentiality (e.g., *how does it feel when others speak behind our back, how does that impact group functioning*). Facilitator(s) appropriately addresses times when confidentiality is broken by other members during group without targeting or blaming participants.

### SINGLE COMPETENCY ROLE-PLAY (Two Acts)

**Trainer prompts facilitator:** “We will act as your participants. Your role is to explain to us group confidentiality. We will then skip ahead to a group discussion for [x activity], and one of us will break the others confidentiality, and you will need to address this. You may begin by introducing confidentiality.

*Three people are suggested for creating a group roleplay: two clients and the facilitator. Trainer(s) and/or a trained actor may act as the clients for this role-play*

**Role-play features ACT 1:** Facilitator explaining group confidentiality; **ACT 2:** Client A tells group what Client B did outside of



session.

**Role-play should “stop”** once competency has been rated below OR 5 minutes has been reached.

<p><b>Should avoid</b></p> <ul style="list-style-type: none"> <li>● Target or blame participants when confidentiality is broken</li> <li>● Share member(s) confidential information with group</li> <li>● Share group information with community</li> <li>● Neglect when member(s) break confidentiality</li> </ul>	<p><b>Should do</b></p> <ul style="list-style-type: none"> <li>● Explain rationale and importance for group confidentiality</li> <li>● Explain chain of communication for when and how confidentiality might be broken</li> <li>● Address confidentiality issues when unexpected/uninvited persons arrive to group sessions</li> <li>● Explain confidentiality in relation to respect, importance of valuing shared experiences, and feelings associated with violation of one’s confidentiality</li> </ul>
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## 7. TIME MANAGEMENT: APPROPRIATE BREAKS, ENERGISERS & PACING

Facilitator(s) demonstrates punctual timekeeping, including having a schedule of activities for the session and reviewing this with participants. Facilitator(s) aims to deliver scheduled activities in accordance with their schedule. When planning the schedules, facilitators include adequate time for group members to ask questions. Facilitators monitor the time within sessions and communicate with group members about changes/limits to the time/schedule. Facilitator supports time management by consolidating participants learning (e.g., so today we’ve learned x,y,z steps). Facilitator(s) makes sure to pace activities (e.g., don’t rush or cut activity short). Appropriate, timed breaks for free time should be given between activities and facilitator(s) gives instructions to signal beginning and end of breaks (e.g., ‘We will break now for 10 minutes; When I clap my hands, that will mean 1 minute before the next activity’). If sessions are longer than approximately 1 hour, the facilitator(s) does an energiser or other activity (e.g., stretching or breathing exercise) to keep group active and attentive.

### SINGLE COMPETENCY ROLE-PLAY (Two Acts)

**Trainer prompts facilitator:** “We will act as your clients. Please introduce the session plan for the day. Then, we will jump ahead to when you have just finished Activity 2 of the group. You are a bit behind schedule and need to start Activity 3 to stay on track. Please address the situation as you have learned from time management skills.

*Three people are suggested for creating a group roleplay: two clients and the facilitator. Trainer(s) and/or a trained actor may act as the clients for this role-play*

**Role-play features ACT 1.** Facilitator explains session plan. **Act 2.** Facilitator may decide whether to run 3<sup>rd</sup> activity, but both options should feature facilitator summarizing Activity 2 *AND* explaining break. If facilitator decides to run Activity 3, Client A raises hand and says s/he wants a break.

**Role-play should “stop”** once competency has been rated below OR 5 minutes has been reached.

<p><b>Should avoid</b></p> <ul style="list-style-type: none"> <li>● Prevent participants from taking breaks</li> <li>● Force activities when group is emotionally exhausted or distressed</li> <li>● Mock or judge when break(s) are requested</li> </ul>	<p><b>Should do</b></p> <ul style="list-style-type: none"> <li>● Have schedule of activities for the session and review with participants</li> <li>● Use techniques such as group learning consolidation, time-tracking guided discussion, and allotment of time for questions and answers</li> <li>● Pace activities for equal opportunities</li> <li>● Schedule timed breaks, include signals (e.g., clap hands 1 minute before next activity)</li> <li>● Include energisers if sessions are longer than 1 hour</li> </ul>
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