

WeACT Role Play SAMPLE Script

Case scenario:

A helper will do a closure activity, giving feedback at the end of session [123] of intervention [xyz]. In this last 5 minutes you will give feedback to a group of 3 (or more) children on how they have participated in the session.

At the end of the session one child asks the helper, if they can stay and talk to the helper further in private. The helper will have 5 minutes to find out about the situation of the child, and why they want to talk with them.

Instruction to helper:

You will provide a small closure activity of session [123] of intervention [xyz]. In this last 5 minutes you will give feedback to a group of [2, 3 or 4] children on how they have participated in the session. Try to come up with a few things that are matching your intervention.

You will have 4 minutes to do this closure, and you can do this in the way you want, by talking or doing a closure feedback game.

When one child is saying: "it's time to go home, it is 3 o'clock" you have to close the group part in maximum 30 seconds.

At the end of the session one child ask you, if they can stay and talk to you further in private. You will accept this and will have 5-7 minutes to find out about the situation of the child, and why they want to talk with you.

Background for Actor:

Child actor 1:

For the first half:

You like to come to the session of intervention X, and like to join the activities of it. You are very engaged in the activities, and answers to questions asked by the facilitator. It is a time to forget about your situation at home (but you are not sharing this in the group session yet). But after the session you feel you actually want to share your personal situation.

For the second half

You are a child, 12 years old, who lives with your father and two younger siblings.

Your mother has passed away 3 years ago. Your father often has to work in the night, since he is earning more money for the family by doing the night work. But being alone during the night, makes you scared especially as in your neighborhood lately some robberies have been taking place. This is the reason you have not slept well anymore for the past 3 weeks, and you start to become really tired.

Because you are so tired, and you have to take care of your siblings as well a lot of the times, you have not been able to keep up your homework, and your school grades are dropping. But you are still going to school because you are really motivated to do so. And you are also very motivated to take care of your siblings, in order to help your father out.

Child actor 2:

You are 11 years old. You are coming to the group session of intervention X. You are a bit hesitant to talk in the group, but actually do want to share your thought as well. But child actor 3, is often answering for you. Once that happened a few times, you start to give a soft punch to child 3 and say with a firm and loud voice (not screaming): **"Why are you answering for me. Shut up for a second, you talk all the time"**

Child actor 3:

You are 15 years old. You are very talkative coming to the group session of intervention X. You would like to share quite a lot (please don't overact it), because you want to be heard. You are also asking questions (not in a disruptive or annoyed way) about how long things will take, what is going to happen after.

So if a question is asked by the helper, you are the first one to answer. When child 2 becomes angry at you, you will respond saying: **"I answer for you, because people from your country talk nonsense"**.

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Name of the EQUIP Assessment Tool: WeACT	
The following competencies will be observed without a prompt from the actors	
Competency/ies	Instruction
#1 Non-verbal communication; #2 Verbal communication skills; #3 Rapport & relationship building #4 Empathy, warmth & genuineness	These competencies can be observed without a verbal prompt from the actors. The children will respond naturally to these demonstrated behaviours, by being more engaged when done well.
#9 Giving feedback to the child	The facilitator is instructed to give feedback in the group session, so no prompt from the actor is needed to trigger this competency. Only reacting to the feedback given.
Competency/ies	Prompt
First 5 minutes	
#10 Acknowledges and promotes child's agency in the session #12 Organises group work effectively (Group);	Child 3 is asking the following questions in an engaged way to prompt the helper on organizing the group work, and ensure understanding: - <i>How long will this part take?</i> - <i>So we close the session in 5 minutes?</i> Also child 3 is giving suggestions: - <i>Can we do this activity in a different way?</i> - <i>I would suggest that in next session we will do more fun games</i> Note: Child 3 is the first one to answer all the questions from the facilitator, then the Child 1 is responding mostly after, and child 2 is only sharing something when specifically asked by the helper. When that happens, child 3 is trying to overrule child 2 by answering for child 2.
11# Behaviour management – Demonstrates behaviour management skills; #13 Ability to be inclusive (Group)	After a few minutes child 2 get's annoyed with child 3 answering all the questions and give a soft punch to child 3 and will say with a firm and loud voice (not screaming): <i>"Why are you answering for me. Shut up for a second, you talk all the time"</i> Child 3 will be angry of this, and give a discriminatory response: <i>"I answer for you, because people from your country talk nonsense"</i> . The children will look non-verbally annoyed to each other after, and will only make it up when facilitator is responding to it and tries to manage the situation.
#10 Acknowledges and promotes child's agency in the session #12 Organises group work effectively (Group);	Child 3 will say: <i>"it's time to go home, it is 3 o'clock"</i> which is a sign for the helper to close the group part in maximum 30 seconds.
Competency/ies	Prompt
last 5 minutes	
	Child 1: <i>Can I talk to you for a few minutes about something?</i>
#5 Supporting the reframing of the child's negative thoughts & feelings;	<i>I feel useless lately, I am not succeeding in anything.</i>
#6 Ability to identify the child's daily life problems or needs;	<i>My school grades are dropping. How can I make sure I am passing to the next grade at the end of the year?</i>

#7 Problem solving – applies problem solving techniques for the child’s daily life problems;	If asked for the reason: <i>I have to take care of my younger siblings, and I am so tired because not sleeping well.</i>
#6 Ability to identify the child’s daily life problems or needs; #8 Safe identification of child abuse, exploitation, neglect, violence, & self-harm;	<i>I am so tired, I have not been sleeping well for the past month. I have hardly had any sleep.</i> if asked for the reason you will share: <i>My father is working every night (since a month). So I am alone with my little sisters, and I am afraid to sleep, because I am scared something bad might happen to me or them.</i> <i>But being alone during the night, makes me scared, a lot of crime has happened in the neighborhood lately.</i> Share further emotions if asked for, without overacting.