

COMPETENCY ROLE PLAYS – WEACT, GROUP SETTING

INSTRUCTIONS FOR OBSERVER:

Please rate the following competencies:

- 9 giving feedback (if applied by helper)
- 10 Acknowledges and promotes child's agency in the session
- 11 Demonstrates behaviour management skills
- 12 Manages and facilitates group work effectively
- 13 Ability to be inclusive

Optionally also:

- 1. Non-verbal Communication;
- 2. Verbal Communication;
- 3. Rapport & relationship building
- 4. Empathy, Warmth and Genuineness;

-----CUT

HELPER INSTRUCTIONS

It is the third session from <Intervention X>, so you already know the group of children. You will **start the session with an energizer**, that has a component which **requires the children to move around** in the session room. (if needed a list with a few potential energizers can be provided upon your request).

Start by explaining the energizing activity to the group of children (3 in total), so the children will understand what is going to happen.

Please **end the session by giving feedback to the group** on how the energizing activity was going.

-----CUT

'CHILD INSTRUCTIONS' role played by the trainer/supervisors available; if not sufficient trainers/supervisors are available, then a training participant should be given these instructions in detail

Child one <main role is to trigger WeACT 10: "Acknowledges and promotes child's agency in the session">

You are a 11 year old child. The helper is explaining the energizing exercise to the group. While explaining the activity to you, you have some worries about it, since you are not sure if you are able to understand it. To show this this you will put your hand up as many times as you can and ask as many questions as possible. You feel worried you do not understand and you are a bit confused about what the helper is saying. You do not always listen to what the helper is saying and quickly will try to ask more questions. At a later moment in this roleplay you feel like the activity should better be changed to make it a more nice, and you are trying to give suggestions to the helper. Try not to take this to an extreme level e.g. keep the questions relevant and related and ask your questions in a gentle manner. E.g. you could use the following questions, where relevant:

I am not sure I understand? What do you mean?

I am not sure if I can do this exercise. Are you sure I can do this?

So, should I do this now?

How am I supposed to do this?

But also gives suggestions on how it can be done in a different way:

Can we do it maybe in a different way?

Aah so shall we do it in x y z way?

Child two: <main role is to trigger “WeACT 13: Ability to be inclusive”>

You are a 12 year old child. You have an injury (you hurt your leg with sports) and are therefore not able to run around. You can only walk short distances, holding something (like a chair). But you are very eager to join, so during the start of the instructions and potential questions the helper may ask, you will respond in a very participative way. But when the helper is introducing an activity which requires moving, you start to become hesitant and will show the helper by moving slowly and holding the chair, that it is difficult to join this activity. Keep on trying (but almost not managing, being in pain) if the helper does not come up with a solution for you. You will accept any solution the helper is giving to you (even though it might be an exclusive solution by letting you not participate further).

Child three: <main role is to trigger “WeACT 11: Demonstrates behaviour management skills”>

You are 10 years old. You are easily distracted and bored, since you want to be outside with your ‘real peers’. So you ask a few times if you can leave the session. This is because you are missing out on playing with your friends.

First you start to become restless i.e. you cannot sit still in the chair and you keep moving in your chair whilst the helper gives the instructions for the exercise. After 1 minute you start to make a funny noise when the helper continues. After a few minutes you then get up from your chair and you start to move around the room, making noise and singing/saying softly ‘I am bored, I am bored...’. You are not angry and loud. Instead you are being silly and trying to be funny. But your aim is to disturb the practice- without escalating to an extreme level of disturbance. You should respond to the helper appropriately and as you would do naturally. For example, you might become less restless or less disruptive depending on how the helper interacts with you.