

Group WeACT Role Play 1

Preparation: *Some kind of eyeglasses are required for Child 3 for this activity. If no glasses are available, try to act this out in a different way. Please do not make a gimmick out of it, and keep the acting respectful.*

Instruction for Trainee / Helper:

You are running a group session with three children, age 12-14. Open the session as you would usually do for children in your session. Then you are going to start with an activity that allows the children to discuss how they are feeling today. See the instructions below.

This is the first time you are seeing this group of children, because the regular helper is off ill and you have been brought in to take over for the day.

Structure:

- Welcome all the children in the class
- Explain and run the activity:
 - o Step 1: Give each child a white paper, crayons, and tape
 - o Step 2: Ask them to make a drawing that shows how they are feeling today.
 - o Step 3: When everyone is ready, ask them to stick the card on their chest with the adhesive tape.
 - o Group Talk: Let all the children explain to the other children what they drew and why. Really try to explore their feelings and ask further.
- **At the end try to 'wrap up' with the children by reflecting on the entire session and share how you think the children were participating.**

Please note: there is one child with a visual disability.

Instruction For Actors:

Child 1 You are a 13-year-old boy who lives with your mother, father, two younger siblings, and your grandmother. Your father recently lost his job. He has not been able to find work since and has been getting more and more depressed and aggressive. You are distressed by this situation and you will, not too obvious, be restless, and talk a lot to understand what is going on. You need structure in the session. However, be sure you adapt your behavior depending on the group management skills of the helper.

When **Child 2** is presenting their picture/words, you will make fun of it, and make a teasing comment about the quality. **Child 2** will become angry at you, and say that your word/drawing also was not nice. Make a bit of a verbal fight, but make sure you won't exaggerate too much, and keep it verbal.

Please note: Your main role is to trigger '*Behaviour management*' by the helper

Child 2 You are a 12-year-old girl who lives with your mother, sister, and aunt after your father and uncle travelled abroad for work. Your mother and aunt work for a local woman's NGO and they both believe strongly that you and your sister should complete school. You have grown up in a household that encourages you to be very active and engaged in different activities. You have a lot of suggestions, want to understand more what everyone's role is in making decisions in the group, and want to change things in the activities. If the helper is taking you seriously, you will be accepting this, and stay engaged.

When **Child 1** is making fun of your drawing, you will say that you find their drawing ugly. You will become angry, and make a bit of a fight about it.

Please note: Your main role is to see if the helpers *'acknowledges and promotes child's agency in the session'*

Child 3 You are a 14-year-old girl who is visually impaired with **special glasses** (if no glasses are available, try to act this out in a different way and please do not make a gimmick out of it, and keep the acting respectful) and can only see shapes and areas of light and dark. You are very enthusiastic in the group but find it hard when you are in a new location or when the whole group is active, such as when playing a game, etc. These environments can make you a bit scared and hesitant. Sometimes when you feel very left out or intimidated, you can become very quiet. When everybody is presenting the drawing, it is difficult for you to see them, because everybody has taped them on the chest, which is far away from you. Therefore you feel like you cannot really join the activity, and will say this hesitantly.

Please note: Your main role is to see if the helper is *'able to be inclusive'* in the session.

	Main storyline	How Actors can react to Trainee
#12: Organises group work effectively #10: Acknowledges and promotes child's agency in the session (part 1)	The helper should welcome you all to the class and introduce themselves. If the helper doesn't welcome you or introduce themselves, the children should act a bit shy at first. Child 1 should speak up and ask the helper who they are.	If the helper doesn't introduce themselves, Child 1 should ask them who they are, e.g.: "Are you our helper today? What's your name?" If the helper does not explain what is going to happen in the session (<i>so not explaining the session step-by-step and checking if the children understand this</i>), then Child 2 can start to ask questions, e.g.: "What will we actually be doing today? How long will this last? What will be our role on this today?" Child 1 will add with small sentences, like: Yeah what will we do today? If the helper explains the session in a clear way, Child 1 will only ask: "How long will we be doing this for?"

#10: Acknowledges and promotes child's agency in the session (part 2)	The helper should start to explain the first exercise. All children participate in it and will act according to their child (but please remember not to overact). The helper will explain something like: <i>The activity is meant to help us to talk about our feelings and emotions. Each of you will get a piece of paper, colored pencils, and some adhesive tape. You have to draw what you are feeling today. After this, you can tape the drawing onto your chest so everyone can see what you drew. I will then asked you to explain to the others what you drew and why you made this.</i> Child 2 will ask the helper if it is also possible to add words to the drawing: <u>can we also write into our drawing? Or make everything written, instead of drawing?</u>	If the helper does not agree, child 2 will show a bit of non-verbal disappointment If the helper does agree, child 2 will show more engagement and will also use words in the drawing. But decided in any case also to draw elements.
# 12: Organises group work effectively #10: Acknowledges and promotes child's agency in the session (part 3)	Just when everybody is starting to draw, child 2 wants to get more clarity on the structure and timing: <u>"First I want to know how much time do we have to create this? And what will we do after this?"</u>	If the helper does not give clear answers on your questions (e.g., "We will take some time for it," or "I will tell you later"), Child 1 and Child 2 will ask more questions which help you to get more structure (don't make this too long) If the helper gives clear answers (e.g., "It will take 3 minutes," "We are going to do another exercise next," "We will not play outside but will do some singing later, but first we are going to do the next exercise") Child 1 and Child 2 will become more focused on the activity.
# 12: Organises group work effectively # 13: Ability to be inclusive	During the creation of the drawing Child 3 will stay very close to the paper when drawing (but please act this out in a respectful way) Then when everybody is asked to tape it on the chest and present Child 3 will speak up and will say: <u>I cannot see the creations of the others well.</u>	If the helper does not pick up on this, Child 3 should say in a loud voice: "This stupid activity... I cannot see the other things" and act upset. If the helper ignores your difficulty to take part, Child 3 should act upset (in a quiet way), and just disengage during the other presentations. If the helper pays attention to Child 3 but lacks the ability to make the exercise work for Child 3, Child 3 should act upset. If the helper helps you to participate in an equitable way, Child 3 stops being upset and enjoy participating in the rest of the activity. E.g. by asking everybody to un-tape it from the chest and

		give the drawings around when presenting, so that also child 3 can look at them from a close distance.
# 11: Behavior Management – Demonstrates Behavior Management Skills	Then the presentations start. During the presentation of Child 2, Child 1 looks really intensely at the drawing of Child 2. Then Child 1 starts to laugh and is saying: <i>Hahaha you drawing is sooo funny.</i> This should annoy Child 2 a lot and becomes angry and they would say very loudly to Child 1: <i>have you seen your own drawing, it is very ugly. You are really bad in drawing.</i> Child 1 should look upset and respond: <i>Your own drawing is ugly.</i>	(for child 1 and 2) If the helper is not noticing your argument at all, or does not use strategies to dealing with your behaviour, don't overact, but become very silent (especially child 1) during the presentation of child 3. If the helper is punishing you for your behaviour, or responding in another negative way to your behaviour (blaming you, shouting, taking sides in the conflict etc.), respond once trying to blame the other child and then just stay very quiet and let them finish If the helper is responding in a positive way, just smile and finish the conflict.
#9: Giving feedback to the child #10: Acknowledges and promotes child's agency in the session (part 4)	Approaching the end of the session, the helper should give feedback to you about the activity and your participation. They should do this in a way that is easy for children your age to understand and ensure you have understood the feedback. They should say positive things about you sharing your experiences with them. You should respond according to how you feel the roleplay went.	If the helper does not start to give feedback Child 2 will say: <i>Are we now at the end of the activity/ session?</i> Hopefully this will trigger the helper giving some feedback as part of the closure. All children will accept the feedback given by the helper.