

WeACT Single Competency Roleplays

For all Single Competency Roleplays:

Trainer, peer trainee or another trained actor should act as the child in the role-play and can improvise on how to react towards the helper.

The role-play should “stop” once it is naturally finished OR when 5 minutes has been reached.

SINGLE COMPETENCY ROLEPLAY - WeACT Competency 1: Non-verbal Communication

Instructions to the helper/trainee: Your role is to demonstrate appropriate non-verbal communication—pay attention to the child’s thoughts and feelings as they share some of the things they want to talk to you about today. The child will pretend as if you have already welcomed them, and the child will start by explaining why they wanted to talk with you.

Instructions to the trainer/actor playing the child: You will start describing the reasons of what you want to talk about (e.g., “I am really angry at [person x] because of [xyz]; I fight with my sister a lot, she makes me mad and so does my mom”). You can pretend you were already welcomed by the helper, so you will directly start by explaining why you wanted to talk to the helper.

SINGLE COMPETENCY ROLEPLAY - WeACT Competency 2: Verbal Communication

Instructions to the helper/trainee: Your role is to discuss some of the things I am bringing up in the conversation we have today using your verbal communication skills. The child will pretend as if you have already welcomed them, and the child will start by explaining why they wanted to talk with you.

Instructions to the trainer/ actor playing the child : you will start describing the reasons of what you want to talk about (e.g., “I am really angry at [person x] because of [xyz]; I fight with my sister a lot, she makes me mad and so does my mom”). You can pretend you were already welcomed by the helper, so you will directly start by explaining why you wanted to talk to the helper.

SINGLE COMPETENCY ROLEPLAY - WeACT Competency 3: Rapport and Relationship Building

Instructions to the helper/trainee: you are meeting the child for the first time. Your role is to build rapport and a relationship between us. You may start by welcoming me to the session.”

Instructions to the trainer/actor playing the child: The role-play will “start” with the helper welcoming the child to the session. Initially, you will act as a shy child, and should only open up to the helper if rapport and relationship building techniques are used.

SINGLE COMPETENCY ROLEPLAY - WeACT Competency 4: Empathy, Warmth and Genuineness

Instructions to the helper/trainee: The child is telling you some of their feelings and problems. Your role is to demonstrate understanding, expressing genuine interest and warmth. The child will pretend as if you have already welcomed them, and the child will start by explaining why they wanted to talk with you.

Instructions to the trainer/actor playing the child: you will start the conversation by describing some feelings and problems (e.g., “I feel am angry towards [person x] because of [xyz], OR I fight with my sister a lot, she makes me mad and so does my mom. It’s their fault I’m so angry” OR “lately I am feeling sad because of [xyz]). **Only if** the helper shows empathy, warmth and genuineness you will open up to the helper about their feelings and problems.

SINGLE COMPETENCY ROLEPLAY - WeACT Competency 5: Supporting the Reframing of the Child’s Negative Thoughts and Feelings

Instructions to the helper/trainee: The child will tell you some of their problems, and will start to reveal how defeated and stuck they feel. Your role is to support the child in reframing those feelings. The child will pretend as if you have already welcomed them, and the child will start by explaining why they wanted to talk with you.

Instructions to the trainer/actor playing the child: you will start the conversation by describing a negative thought towards the helper (e.g. things like, “I feel so lonely. I don’t have any friends. And I don’t think I will ever get any friends. Nobody likes me”). As the child, you will open up about how defeated and stuck you feel and will only change this if the helper tries to reflect and reframe in an appropriate way. If the helper doesn’t do this, the child will keep the same negative feeling throughout.

SINGLE COMPETENCY ROLEPLAY - WeACT Competency 6: Ability to identify and understand the child’s daily life problems or needs

Instructions to the helper/trainee: You asked for a one-on-one discussion with a child who has expressed strong emotions during the session. In this conversation you will try to understand the child’s problems and needs.

Instructions to the trainer/actor playing the child: you will not open up easily, and will only give more information based on the questions of the helper. Your situation: You come from a poor family and have many siblings. You are feeling anxious, sad and lonely because your parents and siblings are fighting all the time and you have not much people you trust to talk about this.

SINGLE COMPETENCY ROLEPLAY WeACT Competency 7: Problem solving—applies problem solving techniques for the child’s daily life problems

Instructions to the helper/trainee: You are having a one to one session with a child. The child will share a problem with you that is bothering them.”

Instructions to the trainer/actor playing the child: You are disclosing a problem to the helper (e.g., trouble sleeping because of noise from the neighbours, feeling lonely, missing grandparents who are living far away, incapacity to have good grades at school, etc.). Please note that the problem should be a daily life problem, and not something that needs safe identification (item 8 below)

SINGLE COMPETENCY ROLEPLAY - WeACT Competency 8: Safe identification of child abuse, exploitation, neglect, violence, and self-harm

Instructions to the helper/trainee: You are facilitating a one-on-one discussion with a child and you noticed some potential signs of abuse. So during a group session you noticed that the child reacted anxiously and was looking around constantly for danger. Use your skills to safely identify the situation of the child.”

Instructions to the trainer/actor playing the child: You are a participant on whom the helper observed signs of potential harmful situation during a group session, and therefore the helper has asked to talk to you separately. You as the child have not been participating actively during group sessions and looked constantly around for signs of danger. You have been beaten by your older brother at home on a regular basis. The brother also does not like you to go to the centre, because you should actually help at home, and threatened you to beat you again, if he noticed you being in the centre for the group session. As the child, you will open up about your situation if the helper safely identifies your situation. If the helper doesn't do this in an appropriate way, you will be sharing more details in an hesitant way.

SINGLE COMPETENCY ROLEPLAY - WeACT Competency 9: Giving feedback to the child

Instructions to the helper/trainee: You are reviewing home practice with one child. The child struggled with Activity X and only did a few sections although they were supposed to do all of it. Please provide your suggestions and reflections. You will start the conversation, explain what you will talk about.

Instructions to the trainer/actor playing the child: The helper will start explaining the purpose of the conversation. You were supposed to have all the home practice finished, but you have been struggling with understanding Activity X and therefore did not do most of it. The helper should give appropriate feedback, and if this is the case, you will be very engaged in the conversation. If not appropriate, you will be less engaged, but will not be defensive.

SINGLE COMPETENCY ROLEPLAY WeACT Competency 10: Acknowledges and promotes child's agency in the session

Instructions to the helper/trainee: You will think of an energizing activity or another activity you want to do together with a group of two children. In this roleplay you will only explain the activity to ensure the children know what to expect.

Instructions to the trainers/actors playing the children: One of the children is very quiet and is not sure about their role. So this child will ask for more information on what is the purpose of the activity and for more clarity. The other child is very engaged and very confident, and will give a lot of suggestions and contributions in order to change and improve the activity.

SINGLE COMPETENCY ROLEPLAY - WeACT Competency 11: Behaviour Management – Demonstrates Behaviour Management Skills

Instructions to the helper/trainee: You are now facilitating [Activity X]. We will act as your participants and your role is to recognize and address any demonstrated misbehaviour.

Instructions to the trainers/actors playing the children: The helper is conducting [Activity X] with a group of children. One child starts acting in an aggressive way and beginning to yell at the helper or the other child.

SINGLE COMPETENCY ROLEPLAY - WeACT Competency 12: Organises session effectively

Instructions to the helper/trainee: You are facilitating a session of a group intervention that includes [Activity X]. We will act as your participants. You should introduce us to the session and the activity.

Instructions to the trainers/actors playing the children: Both children should naturally respond to the helper's explanation and introduction, and acting confused if something is not clear.

SINGLE COMPETENCY ROLEPLAY - WeACT Competency 13: Ability to be inclusive

Instructions to the helper/trainee: You are facilitating a group of children and will do an energizing activity which *requires running/moving* around the room.

Instructions to the trainers/actors playing the children: One child has broken their leg, and is therefore not able to run around. The child can only walk short distances holding something (like a chair). But the child is very eager to join. The other two children will just respond naturally to what the helper suggest throughout the roleplay.