

WeACT Role Play Instructions and Scripts for Helper and Actor*

This document provides five examples of standardized instructions and scripts for WeACT-based structured and semi-structured role play assessments. These scripts are designed to assess the tool's competencies by simulating interaction scenarios between a helper and an individual child or a group of children. Adaptations to the narrative and cultural context should be made with care to the local context and experiences of the local setting.

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*Actor: Participant playing the child role

Overview of WeACT role play instructions and scripts

1. Semi-structured and structured roleplays:

- a. Semi-structured roleplays are for learning, practice, and EQUIP/FHS training. They do not much time to prepare, as prompts are flexible.
- b. Structured roleplays are for research and MEAL purposes. With defined actor prompts, it ensures consistency across scenarios.

2. One to one and group settings:

- a. One to one settings require one actor playing the role of the child.
- b. Group settings require three actors. Since WeACT items 10-13 are better suited in group settings, they are often covered in those scenarios.
- c. Combining one-to-one and group scenarios ensures all items are covered.
- d. Both type of scenarios should be possible to be acted out in 5-10 minutes, and could be taking place right after each other.

3. Set up of roleplays:

a. Instruction for the observer:

- i. Each roleplay specifies what responses or competencies are expected to emerge if the scenario is performed successfully.

b. Instruction for the helper

- i. All roleplays have a short instruction for the helper. It depends on the purpose of the roleplay how much you will share with the person playing the helper. E.g. for mentoring and supervision purposes you might share less of what will happen in the roleplay, while for someone demonstrating the competency you.
- ii. Share the instructions with the Helper before the roleplay, either for them to read independently or have someone read them aloud. If remote, send the instructions in advance.

c. Instruction for the actor(s) playing the child or children.

- i. **child-actor Narrative:** Actors should rehearse before formal assessment role plays, with enough time to practice the character, review prompts, and ask questions or request changes to feel comfortable. The instructions include three parts:

1. **Character background:** A brief description of the pretend child's name, age, gender, location, current situation, and past or present concerns.

2. **Actor prompts:**

- i. In semi-structured roleplays, prompts are general and flexible, and actors can improvise within their character and storyline.
- ii. In structured roleplays, prompts must be delivered at when indicated in the script.
- iii. Actor-led prompts are key cues for the Helper to demonstrate specific competencies. Helper-led prompts are responses to what the Helper says or asks.

3. **The follow up prompts** are not scripted in semi-structured roleplays, but they are scripted in the structured roleplays.

Note: Since each Helper is different, not all interactions are scripted. The actor should respond naturally while ensuring that key actor-led prompts are used during the role play.

d. Time keeping:

- a. Roleplays should be kept short, no longer than 10 minutes, to allow time for other trainees and to keep the focus on learning.
- b. Longer roleplays require more practice from actors and increase the risk of drifting off scenario.

4. Appendices to this document

- a. **Roleplay Template:** A tool to support the development of new roleplays, including key elements like background, instructions, and prompts.
- b. **Actor Prompts:** A short guidance section for trainers and actors, showing how prompts vary by age and developmental stage.

Semi Structured Competency Role Plays – WEACT One to One Conversation

This semi-structured roleplay can be used alone or combined with the following group scenario to cover all WeACT items. It is suitable for FHS, EQUIP trainings, or supervision and mentoring. It requires one actor or trainer to play the role of a child.

INSTRUCTIONS FOR OBSERVERS: You will rate the following competencies:

1. Non-verbal Communication	2. Verbal Communication
3. Rapport and Relationship Building	4. Empathy, Warmth and Genuineness
5. Supporting the reframing of the child's negative thoughts & feelings	6. Ability to identify child's daily life problems or needs
7. Applies problem solving techniques for the child's problems	8. Safe Identification of child abuse, exploitation, neglect, violence, and self-harm

HELPER INSTRUCTIONS

It is the group session of Intervention X in which problem solving is addressed. A 12 year old child expressed anger during the session when talking about managing problems. They raised their voice in the group and was aggressive to other participants saying 'your problems are not even real problems compared to the problems in my life.' The child shouted to the helper and said 'why are you not talking about the real things that are troubling us?' You have asked the child for a one-to-one conversation to find out more about the situation.

CHILD INSTRUCTIONS

Role played by one of the trainers; if a trainer is not available then a training participant should be given these instructions in detail

You are 12 years old. It is the session of the Intervention X that is addressing problem solving and you expressed anger during the session when talking about managing my problems. You raised your voice in the group and were aggressive to other participants saying that 'your problems are not even real problems compared to the problems in my life.' You shouted at the helpers and said 'why are you not talking about the real things that are troubling us?' The helper has asked you to join for a one-to-one conversation which you have agreed to.

The helper does not yet know that you are having many problems which have affected you a lot. Your father died two years ago. You and your older brother now have a lot of responsibilities for looking after your mother and three younger siblings. You are tired all the time because you are working for money in the evening but also trying to go to school during the day. **You have to work hard, but are often not getting paid what was promised before** (this elements is to trigger the safe identification with the helper, related to exploitation).

You feel angry a lot of the time but you are also sad about how your life has changed. Besides that, you are

struggling with keeping up with the homework at school, because of being too busy with work after school, and **you see your grades dropping** (*this element is to trigger the problem solving with the helper*).

Your goal is to respond to the helper as naturally as possible. You will still be angry at first when the helper is talking to you but should respond accordingly as the helper speaks with you e.g. if you feel safe when speaking with the helper you may feel able to share some of the problems you are having. If you do not feel that safe, then you may still feel angry for longer during the conversation.

You don't have any other child protection issues next to you working e.g. you will not say that you feel suicidal, or that you are being abused or have hurt by others.

You start the scenario by saying: ***I feel like I can only have trouble in my life. Things are never going well for me.***

Semi Structured Competency Role Plays – WEACT Group Setting

This semi-structured roleplay can be used alone or combined with the previous one-to-one scenario to cover all WeACT items. It is suitable for FHS, EQUIP trainings, or supervision and mentoring. It requires three actors to play the children roles.

INSTRUCTIONS FOR OBSERVERS: You will 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 session effectively
13. Ability to be inclusive	

The following competencies can also be rated in the roleplay (optional)

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

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.

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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.

Semi-Structured Competency Role Play – WEACTION Group Setting followed by one-to-one conversation

This semi-structured roleplay is designed to cover all WeACTION items within a single scenario. It requires three actors to play the roles of children

INSTRUCTIONS FOR OBSERVERS: You will rate all competencies in the WeACTION tool:

1. 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.

2. 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.

3. 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”***.

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; #7 Problem solving – applies problem solving techniques for the child's daily life problems;	<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> 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.

Structured Group WeACT Role Play

This structured roleplay is used to assess Helper competencies. With defined actor prompts, it ensures consistency across scenarios.

INSTRUCTIONS FOR OBSERVERS: You will rate the following competencies:

1. Non-verbal communication	2. Verbal Communication
9. Giving feedback to the child	10: Acknowledges and promotes child's agency in the session
11. Behaviour Management - Demonstrates Behaviour Management Skills	12. Organises group work effectively
13. Ability to be inclusive	

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 acting respectfully.

1. 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.

2. Structure:

- Welcome all the children in the class
- Explain and run the activity:
 1. Give each child a white paper, crayons, and tape
 2. Ask them to make a drawing that shows how they are feeling today.
 3. When everyone is ready, ask them to stick the card on their chest with the adhesive tape.
 4. 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.

3. 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 session effectively	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)

#10: Acknowledges and promotes child's agency in the session (part 3)		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 session 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: <u>Hahaha you drawing is sooo funny.</u> This should annoy Child 2 a lot and becomes angry and they would say very loudly to Child 1: <u>have you seen your own drawing, it is very ugly. You are really bad in drawing.</u> Child 1 should look upset and respond: <u>Your own drawing is ugly.</u>	(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	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.	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.

#10: Acknowledges and promotes child's agency in the session (part 4)	They should say positive things about you sharing your experiences with them. You should respond according to how you feel the roleplay went.	
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Structured Individual WeACT Role Play

This structured roleplay is used to assess Helper competencies. With defined actor prompts, it ensures consistency across scenarios.

INSTRUCTIONS FOR OBSERVERS: You will rate the following competencies:

3. Rapport and relationship building	4. Empathy, warmth and genuineness
5. Supporting the reflection and the reframing of child's thoughts and feelings	6. The ability to identify the child daily life problem and need's
7. Problem solving —applies problem solving techniques for the child's daily life problems	8. Safe identification of child abuse, exploitation, neglect, violence, and self-harm

1. Short situation:

Child 1 is a 10-year-old child who normally is very active in sports and plays football with the other kids during recesses in the yard of the centre. Recently, Child 1 has been sitting alone on yard of the centre and hasn't been taking part in the football games. You as the helper you approach Child 1 during a break to talk to them about how they are doing.

2. Instruction for Trainee / Helper

You are a helper in a community centre where you are running sessions with groups of 10-12 year-old children. Child 1 has been coming to these sessions for a few months and normally he is very active in sports and always plays football with the other kids in the schoolyard during the breaks. However, recently he has been sitting alone at the edge of the centre yard and has seemed tired and down. You approach him during one of the recesses at the side of the centre yard to ask how he is doing.

3. Instruction for Actor:

Your name is Child 1. You are usually open and outgoing with everyone but have recently become more closed off and reserved. You live with your parents and younger sister. You are an average participant and love sports, especially football. Normally you play football with the other kids before and after the session. However, recently you have started to feel more tired and don't take part anymore in the football games in the yard of the centre. Your parents have send you to work in a small auto repair shop across your street, since your mother recently lost her job because of her physical situation. You have to work in the repair shop in his street late into the night. So far you have not been paid yet, and you have been asking the owner of the shop several times to do the payment. He is saying that you will only get paid if you would become intimate with hit. So far you have always said no to it, which made the owner angry, and since then he started to give you extra heavy work, which really makes your back hurt. You start to doubt if you should say yes next time. You are ashamed of telling that to your family, because you feel it is your responsibility to help support your family and earn some money, and you are ashamed of what he asked.

Because your back is hurting that much, you are not feeling comfortable anymore to join playing football with the other kids. Also you feel a terrible friend, not joining the football anymore lately, and you feel you are letting your friends down. You feel really guilty about this. You have been the participant of the helper for the past few years, so you feel somewhat comfortable with the helper from the beginning, but also are a bit suspicious on why the helper wants to talk with you.

Competency	Notes to Actor	How Actor Reacts to Trainee
#3 Rapport & Relationship Building	As the child, you are feeling a bit hesitant to tell the helper why you haven't been playing with the other kids recently. You sit calmly, but sometimes are feeling some pain (not overact) and are talkative in other matters. However, you should be perceptive to the tone of voice, body language, and the relationship building techniques the helper uses throughout the session and respond to these cues appropriately, adjusting your response to open up about your issues.	If the helper asks you how you are doing, you can say something positive but evasive about how you are really feeling, such as: "I'm good. It's a really pretty day" Or "I'm feeling good. It's nice to sit here and rest for a bit" If the helper engages in friendly small talk and informal conversation and makes you feel comfortable, you should be responsive to their friendliness and keep up the positive responses. You can talk about the sports you like to play normally, or matches you like to watch. If the helper is unfriendly, does not engage in small talk, doesn't make you feel comfortable, or directly jumps to asking you about your problems, you should start to shorten your responses and become more closed and evasive. You can use short, evasive answers, e.g.: "I don't know" or "I guess so" or "Maybe"
#4 Empathy, Warmth & Genuineness #6 Ability to identify and understand the child's daily life problems or needs #8 Safe Identification of Child Abuse, Exploitation, Neglect, Violence, & Self-Harm	Here, the helper should start to steer the conversation from the introductory phase towards understanding your needs and feelings, why you haven't been engaging in the football games. They should try to find out why this is happening. If they do this in an emphatic and friendly way, you will open up. You should proceed to first sharing your feelings and then your situation about the work and your back pain. However, you should not explain the whole situation in one response, but rather let the helper probe the situation over several questions. If the helper does not show empathy, or is assessing in an intrusive way, you give short answers, and will show hesitation non-verbally. When the helper is touching upon confidentiality and potentially also about referral, you will say that you don't want to make any trouble for your family.	Try to prompt the helper on why you haven't been taking part in the football games, you can explain some of the situation, e.g.: <u>"I've just been feeling tired and a bit down. I don't really feel like playing so much right now"</u> The helper may say something like: "Oh I'm sorry to hear that, that sounds really difficult. Do you know/Would you be comfortable telling me why that is?" Subsequently you can explain, e.g.: <u>"I've just had a lot to do recently, and I've been staying up late at night doing things. I am so tired, and my back is hurting. "[having a painful face when saying it]"</u> If the helper asks for more information in an appropriate manner, you can explain a bit more, e.g.: <u>"My mom recently lost her work, so my family needs me to help out."</u> If the helper asks a follow up question in a reassuring and appropriate manner, you should be opening up more and explain the situation further: <u>"I've been working across the street auto repair shop most nights because we don't have enough money otherwise since my mom lost her income. But I have not been paid at all, after working there for a month right now, and I only get paid if I do something that I don't want to do. I am scared to tell my parents about this"</u>

(Referral necessary)		If the helper is making you comfortable and asking what the shop owner asked you to do, you can open up more, and tell more details, but if the helper is making you feel uncomfortable to open up, you will not share much more. The helper might then explain that they will have to refer your case to a child protection specialist. If the helper explains confidentiality to you in an appropriate manner in a way that is understandable to a child your age, you can say: "I really don't want to make any problems, but I guess that sounds okay. But please don't make any trouble. I want to be good person and help my family." If they don't do these thing in an appropriate manner, you should be more against the referral, e.g.: "No I don't want you to do that. I don't want any problems for anyone. Why would you have to do that." If the helper is not friendly and appropriate, asks you too soon about your problems, or asks you about your back pain in an intrusive way, you should respond in shorter answers and give less information at a time.
#7 Problem solving— applies problem solving techniques for the child's problems #5 Supporting the reflection and the reframing of	Approaching the end of the session after you and the helper have discussed everything about your personal situation, you should bring up with the helper that you feel like you've been a bad friend (to trigger the element of reframing) recently and that you really wish you could play football with your friends again but that you lack the energy to run around the football pitch back and forth for a full game (the problem that could be solved and worked on). Upon prompting this, the helper will try to help to solve this problem. Also the helper should try to reframe this thought of you being a bad friend. If they do this well, you should	You should prompt the helper to start problem solving by mentioning to them that you feel like you are a bad friend because you haven't been joining the football games and would really like to, but just lack the energy to do that at the moment, e.g.: "I feel like I am a failure towards my friends, I am the most terrible friend on earth, because I haven't been spending time with my friends lately. I would really wat to play football with them but I just really lack the energy to run around the pitch at the moment." If the helper doesn't start to solve your problem here, you should prompt them one more time, e.g.: "I really don't know what to do about this problem, I want to spend time with my friends." If the helper engages in fruitful problem solving, you should play along with them and be enthusiastic. If the problem solving techniques and the suggestions the helper makes are not helpful or if they don't try to find any solutions, you should be negative and sad.

child's thoughts and feelings	become positive and hopeful. If they don't do this or don't do it well, you should be negative and sad.	If the helper doesn't react to your prompting to reframe (about being a failure), you can try to trigger this one more time, e.g.: "But I do hate that I am a bad friend, and I have let my friends down.."
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Appendices:

Appendix 1: WeACT Role Play Script Development Template

Instructions:

1. Have a short background

(person, age, situation/ context (s)he lives in, family constellation, symptoms, behaviours, worries, fears) It can be from 3 sentences to a couple of paragraphs (the more details you give the better the role play actor' can put themselves in the shoes of the situation, however, don't write too many details, just the most important ones as mentioned above)

2. Have a short instruction for the helper

Give an instruction to the helper on what to do in a few sentences. Try to include some instruction on the timing, and if need on some competencies.

e.g.: "you will do an energizer activity with a group of children for 5 minutes at the end of a Group Session. After that one child would like to talk with you more. Please provide feedback at the end of the session to this child on their participation"

Or "you are in a Child Friendly Space, and one child that you already know is starting to talk to you about something personal, you will try to find out about the situation of the child. After a few minutes some other children are coming in, and you are meeting them for the first time. They request to play a game with you and the child you were talking to, and you will come up with a short activity of 5 minutes"

3. Table with EQUIP assessment tool competency linked to a prompt

A prompt is a statement ('I wished I could go to sleep and never wake up anymore') or an action (for example a child screaming and/ or throwing an object on the ground) of the child/ actor linked to one or more specific competency/ies that is supposed to trigger a response from the helper. These prompts are linked to a specific competency or more competencies to support the non-specialist helper to show you their competency in providing services to the child.

Note:

- Prompts are not in a fixed sequential order for the role play, because helpers may address topics in different time points during the role play.
- Start with a doable prompt, in order to give the helper time to get into the roleplay
- Prompts need to guide the helper more than challenge
- It is very okay if one prompt is linking to multiple competencies (less prompts needed in total)
- It is more difficult if one competency is coming back in multiple prompts (since it will make it more difficult for the observer to evaluate)
- If all 13 items are included in one roleplay, decided whether you want to start with the group part, or with the one to one part.

Background:

Name of the EQUIP Assessment Tool: WeACT	
Competency/ies	Prompt

Appendix 2: Actor Prompts for WeACT – long version

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

These are actor prompts containing a general instruction linked to each of the items of WeACT. In addition the actor prompts are also broken down by four age brackets (5-8, 9-12, 13-15 and 16-18) as the behaviour of children will differ in general linked to the age of the child.

Especially for the actor prompts for each age bracket it is important to contextualize the actor prompts further to the context, culture and setting they are used.

1. Non-verbal communication

Actor instructions: During the role-play, use body language and facial expressions that show your emotional state (e.g., nervous, shy, upset, or more relaxed) in ways appropriate to your age. In case the helper is providing comfort, you can open up more in your body language and facial expressions. In terms of what you verbally share, start a bit hesitant using prompts like “I don’t know” or “I am not sure if I want to share”, “uhm...” and start open up verbally when the helper is providing comfort non-verbally (comforting facial expressions, friendly tone of voice, appropriate eye contact etc.), by sharing more information, and providing longer responses.

5-8 years:

Behavioral prompts: Sit fidgeting, swing legs, or hold a toy/ stuffed animal; look down or around when unsure; brighten up if the helper shows kindness; if the helper leans in or smiles, slowly become more comfortable; if asked how you feel, shrug or whisper.

Verbal prompts: “I don’t know...” (looks away); “Can I hold this?” (pointing to a toy or object); “Are you nice?”

9-12 years:

Behavioral prompts: Sit quietly with hunched shoulders or fidget with your hands; avoid eye contact at first; start making it when helper seems kind; nod or smile if the helper uses gentle tone or encouragement; respond shyly but clearly.

Verbal prompts: “I guess...”; “Maybe I can tell you later.”; “You’re not gonna laugh, right?”

13-15 years:

Behavioral prompts: Cross arms or lean away if uncomfortable; look sideways or down when nervous; start opening posture if helper shows warmth and interest; use hesitant tone, with short sentences.

Verbal prompts: “It’s kind of hard to talk about.”; “You wouldn’t understand.”; “Whatever.” (quietly, testing helper’s reaction)

16-18 years:

Behavioral prompts: Sit with guarded posture, little facial expression; make limited eye contact unless trust begins to build; shift body slightly or relax shoulders if helper shows empathy; voice may be low or flat at first, then more open.

Verbal prompts: “Depends who’s asking.”; “I don’t really do this kind of thing.”; “So... what’s the point of this anyway?”

2. Verbal communication

Actor instructions: Respond with language that fits your age. Use short or limited answers if the helper asks

closed questions. Respond with fuller thoughts or stories if they ask open-ended or kind questions. In case the helper is not explaining things well, or is using jargon, look slightly confused, and become less attentive to the conversation (important not to exaggerate this). In case the helper is paraphrasing, using stories or metaphors, open up more verbally and non-verbally.

5-8 years:

Behavioral prompts: Answer simple yes/ no questions with a nod or “yeah” or “no.”; respond to open-ended questions with short, imaginative, or literal answers; use simple language and speak slowly if unsure. In case the helper is using difficult words, or not explaining well, look somewhat confused or distracted, appropriate to your age. In case the helper is trying to explain things well, become more attentive to the conversation non-verbally.

Verbal prompts: “I don’t know what that means.”; “Can I draw instead?”; [randomly sharing] “I like (favourite animal, or favourite food, etc.).”

9-12 years:

Behavioral prompts: Respond with short answers at first; speak more when the helper is kind or curious; ask questions when unsure of words. In case the helper is using difficult words, or not explaining well, look somewhat confused or distracted, appropriate to your age. In case the helper is trying to explain things well, become more attentive to the conversation non-verbally.

Verbal prompts: “Like... what kind of stuff do you mean?”; “Sometimes I don’t wanna talk.”; “Is it okay if I just tell a little bit?”

13-15 years:

Behavioral prompts: Use casual or slang-like phrases at first; test the helper with tone or sarcasm; share more clearly when you feel understood. In case the helper is using difficult words, or not explaining well, look somewhat confused or distracted, appropriate to your age. In case the helper is trying to explain things well, become more attentive to the conversation non-verbally.

Verbal prompts: “I guess it was... whatever.”; “So... what exactly do you wanna know?”; “You gonna write all this down or what?”

16-18 years:

Behavioral prompts: Speak in guarded or flat tone; use short replies unless helper shows real interest; share thoughts more deeply if space feels safe. In case the helper is using difficult words, or not explaining well, look somewhat confused or distracted, appropriate to your age. In case the helper is trying to explain things well, become more attentive to the conversation non-verbally.

Verbal prompts: “I’ve talked to people before - didn’t really help.”; “Not sure how to say it right...”; “I mean, it’s not that simple.”

3. Rapport & relationship building

Actor instructions: Wait for the helper to start the conversation. Do not offer your name or much personal information unless asked in a friendly way. If the helper is using closed ended questions, answer with a nod or “yeah” or “no.” Open up more verbally and non-verbally if the helper shows genuine interest and kindness.

5-8 years:

Behavioral prompts: Stay quiet or whisper at first; look at the floor or cling to a toy; smile or speak more when helper plays, jokes gently, or asks your name kindly.

Verbal prompts: “My name? ... Okay... it’s Mia [actor can replace it by any name].”; when asked for in a nice

way, share what you like to do regularly, or what you like in general in case rapport was not build, you can respond shortly or say “Why do you want to know this?”; “I don’t want to share”

9-12 years:

Behavioral prompts: Respond with one-word answers at first; warm up if helper asks about hobbies or pets; laugh or smile if helper shares something fun.

Verbal prompts: “I don’t know... I like soccer, I guess.”; “later I would like to become ...”; “That’s funny... I do that too!”

13-15 years:

Behavioral prompts: Be distant or guarded at first; warm up if helper shares something relatable; ask a casual question if you start to feel a connection.

Verbal prompts: “You actually wanna know?”; “Wait - you like that band too?”; “Most people don’t ask that.”

16-18 years:

Behavioral prompts: Keep answers short and neutral early on; open up if the helper speaks respectfully or shows real understanding; use humor or sarcasm to test comfort level.

Verbal prompts: “Depends. You always ask people this stuff?”; “Guess I could tell you... not sure it matters.”; “You seem... different from others I talked to.”

4. Empathy, warmth, and genuineness

Actor instructions: During the session, share something that does make you feel vulnerable, sad or upset, but stay brief in the first instance. Notice how the helper reacts - open up more if they respond with kindness, or stay quiet if they seem cold or judgmental.

5-8 years:

Behavioral prompts: Speak softly or with a sad face when saying something hard; look down or hug yourself when feeling upset; smile if the helper speaks gently or praises your bravery.

Verbal prompts: “I cry when Mommy leaves...”; “They said I was bad.”; “nobody is around me”

9-12 years:

Behavioral prompts: Hesitate before sharing something personal; watch the helper’s face before saying more; speak more freely if they sound caring.

Verbal prompts: “Sometimes I get really mad and don’t know why.”; “My tummy hurts when I’m scared.”; “You won’t laugh, right?”; “I feel lonely”

13-15 years:

Behavioral prompts: Speak with frustration, sadness, or sarcasm; try to hide feelings unless helper seems real and kind; slowly share more if they validate your experience.

Verbal prompts: “Whatever, it’s not a big deal...”; “No one actually listens anyway.”; “I dunno... sometimes I wish I could just disappear.”

16-18 years:

Behavioral prompts: Speak with dry or guarded tone; watch closely how the helper reacts to emotional moments; become more expressive if they remain authentic and grounded.

Verbal prompts: “I’m not trying to be dramatic, but it’s been a lot.”; “If I tell you the truth, will you actually care?”; “Most people either ignore it... or freak out.”

5. Supporting the reframing of the child's negative thoughts & feelings

Actor instructions: At the start of the role-play, share a negative or self-critical thought. 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 responds kindly and helps you see things differently, become more open or thoughtful. If they dismiss you, go quiet, or withdraw. If they come up with a **not helpful** reframing that is coming from a good intention ("try to forget it", "you should not say this", "you are not the only one"), agree with them ("aah I see", "I understand" etc.) .

please note: Make sure you are not sharing a problem or a need (that is linked to WeACT 6-8), but that it is really about a negative thought or feeling, which could be your negative perception of an existing problem or a need ("I will never be able to solve this", "I will never have any friends", "I will never be able to pass my exams")

5-8 years:

Behavioral prompts: Speak in simple phrases about sad or angry thoughts; look down or frown while speaking; lighten up slightly if helper says something hopeful.

Verbal prompts: "I'm bad... I always mess up."; "I will never be able to do this"; "Nobody wants to play with me."; "It's all my fault."; "I feel so lonely."; "Nobody likes me"

9-12 years:

Behavioral prompts: Use clear, emotional statements about your worries or fears, confusion or frustration; shift tone if helper helps reframe gently.

Verbal prompts: "I ruin everything."; "If I was smarter, they'd like me more."; "Maybe I shouldn't even try anymore."; "I don't have any friends. And I don't think I will ever get any friends."

13-15 years:

Behavioral prompts: Express inner conflict with a mix of emotion and resistance; react with disbelief if helper is overly positive or unrealistic; engage more if they guide reframing with care.

Verbal prompts: "It doesn't matter what I do - I always fail."; "Everyone else is better than me."; "What's the point? Nothing ever changes."

16-18 years:

Behavioral prompts: Share more complex or abstract negative thoughts; show skepticism or sarcasm if helper minimizes your experience; respond with curiosity or relief if they offer realistic hope or new angles.

Verbal prompts: "Maybe it's just who I am - broken."; "I've heard all the clichés before...but it will never change"; "I get that you're trying to help... but this is how it feels "

6. Ability to identify & understand the child's daily life problems

Actor instructions: Share a daily problem or hint at something that bothers you in your everyday life. If the helper asks gently and listens well, share a bit more. If they interrupt or seem disinterested, stop talking or give shorter answers.

5-8 years:

Behavioral prompts: Talk about everyday routines like eating, playing, or sleeping; speak with frustration or sadness when something is hard; become more expressive if the helper seems interested.

Verbal prompts: "I don't like going to school."; "I get scared when it's loud."; "I miss my mommy when it's dark."

9-12 years:

Behavioral prompts: Talk about school, friendships, family routines; express needs in simple but clear ways; share more if the helper is patient and kind.

Verbal prompts: “People make fun of me when I talk.”; “I don’t sleep well most nights.”; “My stomach always hurts before school.”

13-15 years:

Behavioral prompts: Describe issues like peer pressure, family conflict, or school stress; use more emotion or sarcasm depending on comfort; expand if helper shows empathy and interest.

Verbal prompts: “No one at home listens to me.”; “I hate going to school - it’s exhausting.”; “Sometimes I just stay in my room all day.”

16-18 years:

Behavioral prompts: Discuss daily stressors, obligations, or responsibilities; test the helper’s response with emotionally charged or withdrawn tone; open up if the space feels non-judgmental.

Verbal prompts: “I have to take care of my siblings - no one else will.”; “I can’t focus on anything anymore.”; “It’s like I’m drowning in everything, and no one sees it.”

7. Problem solving – applies problem solving techniques for the child’s daily life problems

Actor instructions: Share a real or imagined problem from your daily life. Try to pick a problem that is not linked to a situation that requires safe identification. If the helper starts exploring ideas with you, show signs of interest or thinking. If they ignore your ideas or give advice too quickly, respond with doubt or disinterest.

5-8 years:

Behavioral prompts: Share a problem in simple language - something about friends, bedtime, or fear; respond to helper’s suggestions with curiosity or quiet resistance.

Verbal prompts: “My friend didn’t invite me to her birthday party.”; “I don’t want to sleep alone.”; “I lost my favorite toy...”

9-12 years:

Behavioral prompts: Talk about a personal challenge like fitting in with your peers, being teased, or missing someone; consider helper’s ideas out loud.

Verbal prompts: “They always pick someone else for the team.”; “I tried to fix it but it didn’t work.”; “What would you do if it happened to you?”

13-15 years:

Behavioral prompts: Share a more complex issue and respond thoughtfully to suggestions; express frustration if helper gives unrealistic advice.

Verbal prompts: “I don’t have time to do everything - they don’t get it.”; “Nothing changes anyway, so what’s the point?”; “Yeah... maybe. That could actually work.”

16-18 years:

Behavioral prompts: Discuss a daily life issue with nuance or emotional tone; push back if helper doesn’t listen to your views; respond with more engagement if the solution feels co-created.

Verbal prompts: “I’ve tried all that before. Still stuck.”; “You think I should just act like it’s fine?”; “Okay... that’s actually a decent idea.”

8. Safe identification of child abuse, exploitation, neglect, violence, & self-harm

Actor instructions: Hint at something that may suggest you feel or are unsafe, scared, or hurt (try to ensure to come up with something that is the responsibility for the helper to respond to, and ask for more details first, so better to come up with something that is not an immediate risk for safety, that needs an instant referral). Use body language or quiet tone to show discomfort and uncertainty. If the helper asks gently and respectfully, share a little more. If they rush, interrupt, or seem unkind, shut down or change the subject.

5-8 years:

Behavioral prompts: Speak in whispers or look around nervously when saying something serious; hug yourself or play with hands when feeling scared; change the topic quickly if not feeling safe.

Verbal prompts: “I get in trouble when I cry.”; “Sometimes I get hurt... but I can’t say.”; “Can I tell you a secret?”

9-12 years:

Behavioral prompts: Mention something quietly that suggests possible neglect or mistreatment; watch closely how the helper reacts; become more open or shut down depending on their response.

Verbal prompts: “I try to be good so they don’t get mad.”; “It’s worse when nobody’s around.”; “I’m not supposed to tell anyone.”

13-15 years:

Behavioral prompts: Speak with hesitation or sarcasm when referring to harm; show guardedness or pain in your tone; test the helper with small disclosures.

Verbal prompts: “It’s not like they hit me... hard.”; “I don’t feel safe at home, but whatever.”; “Forget it... you won’t do anything anyway.”

16-18 years:

Behavioral prompts: Speak indirectly or guardedly about violence, abuse, or self-harm; look for signs of trust before going deeper; use dry or honest tone depending on comfort.

Verbal prompts: “I’ve been through stuff... I don’t talk about it much.”; “Sometimes it gets bad. Real bad.”; “If I tell you, what happens next?”

9. Giving feedback to the child

Actor instructions: After sharing something or doing an activity, notice how the helper responds to you, or directly ask the helper: “How do you think I did?” . If they give kind and helpful feedback, react positively. If they are harsh, confusing, or too vague, show confusion, sadness, or resistance.

5-8 years:

Behavioral prompts: Look proud or smile when praised; look confused or tearful if scolded or not understood; react with emotion if the helper praises or corrects you.

Verbal prompts: “Did I do good?”; “Why are you mad?”; “Yay! You liked it!”

9-12 years:

Behavioral prompts: Respond to feedback with curiosity or sensitivity, ask questions if you don’t understand what the helper means.

Verbal prompts: “Is that okay or... should I try again?”; “What do you mean by that?”; “I thought I was doing it right.”

13-15 years:

Behavioral prompts: React to feedback with caution, sarcasm, or openness; test whether the helper is being fair or judgmental.

Verbal prompts: “So... are you saying I’m wrong?”; “Guess I failed again, huh?”; “Wait... you actually think I did well?”

16-18 years:

Behavioral prompts: Respond with guarded acceptance or challenge the feedback; appreciate honest, respectful input - shut down with vague or patronizing tone.

Verbal prompts: “Thanks... that’s actually helpful.”; “Right. I’ve heard that before.”; “Can you just say what you really mean?”

10. Acknowledges & promotes child’s agency in the session

Actor instructions: In the setting of the roleplay, give some suggestions and ideas on how you would like to see things happening. Pay attention to whether the helper invites your ideas, choices, or voice in the session. If they include you, show more interest or confidence. If they ignore or override your input, respond with frustration, silence, or resistance.

5-8 years:

Behavioral prompts: Show excitement when given a choice, look down or freeze if not asked or if your ideas are ignored.

Verbal prompts: “Can I pick the game?”; “I don’t wanna do that.”; “You listened to me!” “how long will this take?”

9-12 years:

Behavioral prompts: Speak up when asked for ideas or feedback; show disappointment or frustration if not listened to.

Verbal prompts: “Can I say how I want to do it?”; “No one ever asks me what I think.”; “I have an idea!” “how long will this take?”

13-15 years:

Behavioral prompts: Offer opinions with hesitation or assertiveness; react strongly if dismissed or not taken seriously.

Verbal prompts: “Why even ask if you’re not gonna listen?”; “Actually, I have a better idea.”; “Can I decide how we talk about it?” “how long will it take?”

16-18 years:

Behavioral prompts: Assert your views confidently or question their role; appreciate when given space to co-lead or reflect.

Verbal prompts: “I’d like to decide how we use this time.”; “Can we do this my way for once?”; “I feel like I have more of a say here. That’s rare.”

11. Behavior management – demonstrates behavior management skills

Actor instructions: During the interaction, act out a moment of distraction, restlessness, or mild defiance that fits your age. Notice how the helper responds. If they remain calm, kind, and fair, shift your behaviour. If they scold or ignore you, act out a little more or shut down.

5-8 years:

Behavioral prompts: Interrupt, stand up, or grab a toy from another child unexpectedly; start a (verbal) fight with another child; tease another child with a behavior a little too much so that it irritates the other child; cross arms or pout if corrected harshly; start clapping or singing loudly. Calm down if guided kindly or given clear choices.

Verbal prompts: “I don’t want to sit!”; “No! You’re not the boss!”; “hey, you took my toy, I had it first!”; “I told you to stop, but you just continue, stop it now!”; “Okay, I’ll be quiet now...”

9-12 years:

Behavioral prompts: Tap fingers, talk loudly, or make jokes to get attention; get into a verbal fight with another child; push boundaries to see if the helper is consistent and kind.

Verbal prompts: “Why do I have to do it your way?”; “You never say anything when others act up.”; “Fine... I’ll try again.”

13-15 years:

Behavioral prompts: Challenge the helper through tone, withdrawal, or eye-rolling; test fairness and respect in how they manage your behavior as well as get into verbal fights with other children

Verbal prompts: “Whatever. This is stupid.”; “Why are you singling me out?”; “Okay, okay - chill. I will listen.”; “What’s your problem? Mind your own business!”

16-18 years:

Behavioral prompts: Show resistance with silence, sarcasm, or non-compliance; respond positively if the helper is respectful and sets clear boundaries.

Verbal prompts: “You don’t need to control everything.”; “If you explain instead of ordering, I might listen.”; “Thank you for not treating me like a little kid.”

12. Organizes session effectively

Actor instructions: Imagine you are part of a group activity or of a one to one session. Pay attention to how the helper explains the activity and manages time. If things feel confusing or chaotic, act distracted or unsure. If things are clear and fair, join in and stay engaged.

5-8 years:

Behavioral prompts: Fidget, whisper to others, or start a side activity if unclear; light up and follow directions if explained clearly and playfully. In case the roleplay is a one to one sessions between the helper and the child, direct the prompts directly to the helper.

Verbal prompts: “What are we doing?”; “I don’t get it...”; “Yay! I like this game!”

9-12 years:

Behavioral prompts: Look bored or confused if instructions are rushed; ask questions or join in enthusiastically when the group feels fun and fair. In case the roleplay is a one to one sessions between the helper and the child, direct the prompts directly to the helper.

Verbal prompts: “Wait - do we go now, what are we doing exactly?”; “This is kinda cool.”; “Can I help explain it to the others?”

13-15 years:

Behavioral prompts: Sit back with crossed arms or joke with peers if the session is disorganized; engage and contribute if the session has structure and relevance. In case the roleplay is a one to one sessions between the helper and the child, direct the prompts directly to the helper.

Verbal prompts: “So what’s the point of this?”; “Finally, something that makes sense.”; “I actually like how this was done.”

16-18 years:

Behavioral prompts: Observe first and join in if it feels purposeful; challenge the activity if it’s unclear or lacks respect for your age group. In case the roleplay is a one to one sessions between the helper and the child, direct the prompts directly to the helper.

Verbal prompts: “You could’ve explained this better.”; “Okay, this is actually decent.”; “Can we go deeper with this?”

13. Ability to be inclusive

Actor instructions: Pretend you or someone else in the group is being left out, teased, or overlooked, based on socio-demographic characteristics. If the helper notices and includes you (or responds fairly), show relief or happiness. If they ignore exclusion or act unfairly, respond with sadness, withdrawal, or frustration. In case it is a one to one setting, explain a situation to the helper what happened to you in a group setting recently.

5-8 years:

Behavioral prompts: Sit alone or avoid joining in the activity; look sad or whisper quietly to yourself; smile or rejoin when gently invited or encouraged.

Verbal prompts: “They said I can’t play because I am boy.”; “Nobody picked me because I am from [community xyz]...” “Can I be part too?”

9-12 years:

Behavioral prompts: Act left out or watch the group without joining; speak up if another child is being excluded; respond positively when the helper makes space for everyone.

Verbal prompts: “they say I cannot join because I am a girl” “Why do they always leave me out?”; “I don’t think she’s letting him join.”; “Thanks for making sure I get a turn too.”

13-15 years:

Behavioral prompts: Speak with quiet anger or sarcasm about exclusion; defend yourself or others if the helper does not act; soften if inclusion is handled respectfully.

Verbal prompts: “Of course they picked their friends again...” “I am not able to join this activity because [xyz]” “just because I believe in [xyz] they say I cannot join” “Whatever - I’ll just sit out.”; “Finally someone noticed.”

16-18 years:

Behavioral prompts: Express frustration or distance yourself from the group. Challenge the helper if favoritism or unfairness occurs. Re-engage if all voices are welcomed.

Verbal prompts: “They always talk over me - and no one says anything.”; “they ignore me because of [xyz]” “I’m not gonna waste my time if it’s not equal.”; “Thanks for making space for all of us - seriously.”