Guidance, Counselling & Behaviour Management

Guidance, Counselling & Behaviour Management Course

Lecturer's Guide

Improving student behaviour and welfare

Department of Education
Teacher Education Division

1st Edition, 2009

Papua New Guinea

Department of Education

Guidance, Counselling & Behaviour Management

Lecturer's Guide

Approved for use in all teacher training institutions

1st Edition
2009

Department of Education
Teacher Education Division & Guidance Branch

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Secretary's Message

Counselling, behaviour management and educational guidance need to be part of the national teacher education curriculum to prepare teachers with the knowledge and skills to improve classroom management and student welfare. In the National Behaviour Management Policy, both Teacher Education Division and Guidance Branch have key responsibilities for improving the training of teachers in behaviour management and counselling. This course is a significant step towards preparing professional, reflective teachers.

One aspect of the structural reform of the education system is an increase in the number of adolescent young people in primary school. Student behaviours are also influenced by changing socio- economic conditions. Teachers and students are faced with new and different challenges. Today, young people are at greater risk from drug and alcohol abuse, violence and crime, and being vulnerable to unplanned pregnancy, STIs and HIV. Teachers are at the front line in helping young people to deal with these issues.

Most students in our schools behave well and work hard but teachers need to have the skills and knowledge to intervene effectively if students misbehave or have social problems. Dealing with issues such as bullying, bereavement, substance abuse, family problems and child protection are day-to-day work for many schools and we must prepare our new teachers for this. Every school should be developing a school behaviour management policy as part of their School Learning Improvement Plan. New graduates will play an important part leading this change.

Therefore, basic counselling and behaviour management skills must to be an essential component of the primary teachers' professional skills and be included in both pre-service and in-service courses.

I commend the writers for their efforts and approve this course for all primary teacher training colleges.



DR JOSEPH PAGELIO
Secretary of Education

Introduction

The Guidance, Counselling & Behaviour Management course is a core course for student teachers. Schools are now teaching more numbers of students from a diverse range of backgrounds.. Therefore, student teachers must be trained in behaviour management and counselling strategies to ienhance positive student behaviour and welfare in order to enhance learning in the classroom.

This course is a core course in the Professional Development Strand in all teacher training institutions.

It is related to content and skills in Child Friendly Schools, Inclusive or Special Education, Gender Equity, HIV&AIDS & Reproductive Health and Classroom Management.

How to use this book

The *Lecturer's Guide* contains all the information on how to teach the course to student teachers. It should be used in conjunction with the *Student Teacher Course Book (STCB)*. Every student teacher should have a copy of the course book because it contains many of the tasks, case studies, self study tasks and content needed for the course. It is an essential resource.

The *Lecturer's Guide* also contains 33 hour-long sessions for delivering the course learning outcomes. The sessions are designed for maximum student participation and model good teaching and learning strategies. They are also designed for low resource use and with few references to additional texts. Most activities and any handouts are in the *STCB*.

The *Guidance, Counselling and Behaviour Management Lecturer's Guide* sessions are only recommendations: you may adapt and change them depending on the needs of your students and links with related courses.

Three hours of contact time have been left free for additional lectures, exams, field trips, guest speakers etc. You may use them at your discretion.

How to use the self study tasks

Student teachers are expected to complete at least twenty hours of self study for the course and the *STCB* has many self study tasks. It is recommended that you set self study tasks at the end of each session. There are also additional case studies in almost every session in the *STCB*.

Each student teacher should have a note book and they must bring their *STCB* to each session.

Assessing students

Please refer to the sample assessment tasks and exams at the end of the Lecturer Guide.

Using triads as a training strategy

It is common to use **triads** in counselling training. Using triads allows student teachers to experience the roles of different parties and to give and receive feedback on those roles.

When instructed to work in triads, student teachers should:

1. Get into a groups of three (student teachers should change who they work with throughout the course).
2. Allocate the role of counsellor, client and observer to each group member.
3. Each student teacher plays that role for an allocated amount of time.
4. After the role play/counselling practice, the client debriefs first, then the counsellor, and then the observer gives feedback.
5. Following this debrief, each member changes roles.
6. After the allocated amount of time, debrief takes place for a second time.
7. Change for a third time so that by the end of the activity, all members have played all roles and had an opportunity to debrief.

Note: You will need to remind student teachers to stick to their allocated times to ensure opportunity for debrief and change of roles.

The role of the counsellor

The counsellor practises the skills or techniques specified for that session. It is often the first time for people to practise their counselling skills so encourage student teachers not to be afraid to make mistakes or say the wrong thing. Student teachers should concentrate on the information they have learned about being a counsellor. During debrief, encourage student teachers to talk about what they think went well and what they would do differently in future.

The role of client

Clients often feel vulnerable and unsure when talking about personal problems to counsellors. Playing the role of client will help student teachers to understand what this feels like. Encourage student teachers to try to make role plays as real as possible. Student teachers should try to talk and behave as though they were really experiencing that situation rather than giving responses they think are the "right" answer. This means that responses may not always be easy for the counsellor to work with. It is sometimes useful to use own personal experiences when working in triads but if student teachers feel upset by this, tell them to let their triad partners know and seek support from the lecturer if necessary. Encourage student teachers to debrief and talk about how they felt as a client, giving feedback to the counsellor, about what was helpful for and what was not.

The role of observers

The role of observer is critical to the triad's effectiveness. As observer, student teachers will need to take note of what the counsellor is doing and saying and how the client is responding. Observers should pay particular attention to whatever skills, techniques or knowledge is specified for that activity. Remind student teachers to use the observer checklist. Only providing positive comments does not help the counsellor improve. Ensure student teachers are constructive with their feedback. Advise observers to give suggestions of how the counsellor could have responded

differently. Observers should give feedback on their observations of how the client reacted to the counsellor and how they think the client was feeling at that point and then check with the client to see if their observations were correct. By being an observer, student teachers can learn much to improve your own practice.

Rationale and aims of the course

The **rationale** for this course is to train student teachers to apply effective and relevant guidance, counselling and behaviour management strategies to improve student behaviour and welfare.

The **aims** of this course are for students teachers to:

1. Understand and value the role and principles of guidance & counselling in schools.

2. Identify and demonstrate appropriate counselling skills to effectively prevent and resolve student problems and behaviour issues.

3. Apply behaviour management strategies to create safe, supportive, and gender inclusive learning environments.

4. Have the ability to actively explore and discuss future career pathways, goals and aspirations with students.

5. Demonstrate a confident, student-centred, caring, empathetic and reflective attitude in their work with all students.

Course overview

Guidance, Counselling & Behaviour Management
3 credit points
36 contact hours
20-40 hours of self study
Professional Development Strand

Module	**Learning Outcomes** By the end of the course the student teacher can…	**Time allocation**
Module 1 Counselling	**Session 1 Course overview, resources and assessment tasks.** 1. Understand each module and their outcomes 2. Understand the criteria for the assessable tasks *3.* Understand the structure of the *Student Teacher Course Handbook* **Session 2 Problems faced by students and teachers in schools** 1. Discuss and list problems faced by students and teachers in school 2. Examine the possible causes and contributing factors to three problems facing teachers and	14 contact hours

	students in schools 3. Demonstrate empathy for the experiences and feelings of young people **Session 3 What is counselling? Part 1** 1. Differentiate between counselling, advising guidance, discipline and behaviour management. 2. Evaluate how guidance, counselling and behaviour management are used in a school 3. Identify the knowledge, skills and attitudes of an effective school counsellor 4. State three reasons why teachers should develop basic counselling skills **Session 3 What is counselling? Part 2** 1. Sort different developmental, academic and vocational, cultural, health and social issues facing adolescences in PNG 2. Analyse how PNG culture may impact upon students, teachers and counsellors 3. Understand the difference between a teacher and a school based counsellor **Session 5 Communication & counselling skills Part 1** List the different skills of communication 1. Practice and apply a range of communication skills **Session 6 Communication & counselling skills Part 2** 1. List the proactive and reactive strategies for dealing with student issues 2. Demonstrate three verbal counselling skills 3. Demonstrate three non-verbal counselling skills (body language) **Session 7 Communication & counselling skills Part 3** 1. List "dos' and 'don'ts' in interpreting body language. 2. List some barriers encountered in counselling sessions 3. Develop and practice three strategies to overcome obstacles in counselling **Session 8 Stages of counselling Part 1** 1. Identify and explain the three stages of counselling 2. Apply counselling skills to effectively work with students through the 'relating' phase of the counselling model 3. Identify and list the locations and times for effective counselling	

	Session 9 Stages of counselling Part 2 1. Demonstrate the 'understanding' and 'change' stages of counselling 2. Apply counselling skills to effectively work with students through the 'understanding' and 'change' stages of the counselling model **Session 10 Counselling ethics Part 1** 1. Identify the key principles in the counsellor's *Code of Ethics* 2. Discuss why counsellors need to have a code of ethics 3. Demonstrate understanding and application of the *Code of Ethics* to case studies **Session 11 Counselling ethics Part 2** 1. Identify situations and scenarios where there are limits of competence 2. Explain the process of maintaining confidentiality 3. Write sample referral letters and describe record keeping procedures **Session 12 Policies that affect counsellors and teachers** 1. Explain national and international key rights and laws on child protection and child rights 2. Explain the links between guidance & counselling and *NDoE Gender Equity Policy* 3. Explain the links between guidance & counselling and *NDoE HIVAIDS Policy* 4. Explain how the *Lukautim Pikinini Act* affects teachers and school counsellors **Session 13 Child protection** 1. Describe different examples of situations where a student may be at risk or in need of 'special protection". 2. Conduct a simple risk assessment 3. Complete a sample child protection report 4. Outline strategies for teachers and schools to respond to suspected abuse, rape, and other child protection issues **Session 14 Strategies for teaching self esteem** 1. Describe how self-esteem affects young people 2. Apply a variety of teaching & learning strategies for building self-esteem, self confidence and positive self worth	
Module 2 Behaviour Management	**Session 15 What is behaviour management?** 1. Explain how behaviour management is a whole school approach 2. Discuss and identify advantages and consequences of effective student behaviour and classroom management	12 contact hours

	3. Advocate for counselling and other behaviour management strategies 4. Critically discuss the link between poor school management and school behaviour **Session 16 The National Behaviour Management Policy** 1. Explain the importance of the National Behaviour Management Policy 2. Analyse the principles and responsibilities of teachers in the policy 3. Debate how the policy will impact on them as a teacher **Session 17 Strategies for behaviour management** 1. Discuss the characteristics of proactive and reactive behaviour management 2. Analyse a range of effective proactive and reactive approaches to behaviour management in schools **Session 18 Assertive discipline strategies** 1. Understand the difference between aggressive, passive and assertive behaviour management strategies 2. Demonstrate assertive discipline skills **Session 19 Rewards and consequences** 1. List and evaluate effective rewards for good behaviour 2. List and discuss appropriate and effective sanctions for poor behaviour 3. Apply effective methods of responding to poor behaviour to three different student/classroom problems **Session 20 Stop! Think! Do!** 1. Describe the steps to Stop! Think! Do! 2. Apply Stop! Think! Do! approach in hypothetical classroom situations 3. List teaching and learning strategies that encourage students to use Stop! Think! Do! themselves **Session 21 Dealing with bullying in schools** 1. Define bullying and identify bullying in school situations 2. Develop behaviour management strategies which address bullying 3. Understand that bullying is a serious behaviour problem **Session 22 Conflict resolution** 1. Explain what conflict resolution is 2. List different types of conflict resolution skills	

	3. Identify and explain the conflict resolution process 4. Demonstrate conflict resolution skills **Session 23 Behaviour management recording and reporting Part 1** 1. Explain the importance of collecting different types of information about student behaviour 2. Describe and analyse three strategies of collecting behaviour information **Session 24 Behaviour management recording and reporting Part 2** 1. Discuss, identify and write down the consequence of poor student behaviour for students, peers, school and community 2. Identify how to record and report student behaviour **Session 25 Writing a school behaviour management policy** 1. Explain the steps to writing a school behaviour management policy 2. Explain the importance of participation by the whole school community **Session 26 Managing critical incidents and emergencies** 1. List and discuss types of critical incidents and emergencies 2. Discuss and evaluate effective strategies for responding to critical incidents 3. Develop plans to manage critical incidents	
Module 3 Educational guidance	**Session 27 What is educational guidance?** 1. Define and explain the importance of educational guidance 2. Distinguish between academic and vocational guidance 3. List what is good practice in educational guidance **Session 28 Goal setting with students** 1. Discuss and develop realistic goals and targets for future life and vocation with the students 2. Micro-teach goal setting with students **Session 29 Strategies for working with parents** 1. Identify three strategies for working effectively with parents and families 2. Demonstrate through role play successful parent teacher conferences **Session 30 Educational and vocational options** 1. Discuss and list possible educational and	7 contact hours

	vocational options for students leaving primary school 2. Differentiate between good and poor job application letters 3. Plan lesson activities for grade 8 students on educational and vocational options **Session 31 Guidance and counselling services** 1. List the guidance and counselling services available for students, parents and schools 2. List other guidance and counselling service providers in PNG 3. List other youth health and student welfare providers in PNG 4. Understand how to refer students to services **Session 32 Case studies** 1. Critically analyse and reflect on a range of cases involving counselling, behaviour management and education guidance 2. Use scenarios in case studies to practice counselling skills **Session 33 Course and lecturer evaluation** 1. Evaluate the course and give suggestions for improvements 2. Evaluate the lecturer and give suggestions for improving their teaching	
Additional spare sessions	3 sessions available for additional lectures, guest speakers, school visits, additional activities or assessment tasks such as exams	3 hours

Session 1 Course overview, resources and assessment tasks

Session outcomes By the end of the session, student teachers can…

1. Understand each module and their outcomes
2. Understand the criteria for the assessable tasks
3. Understand the structure of the *Student Teacher Course Handbook*

Resources
One copy of the *Student Teacher Course Book* for each student
One copy of assessable tasks for each student

Introduction (10 mins) Introductory and welcome

1. Play a icebreaker game (e.g. "Why and Because" or "Things We Share") Remind the students that they should record this teaching and learning activity in the format suggested in the Student Teacher Course Book so they can use it with their students later.

2. Distribute Student Teacher Course Books (*STCB*) and assessable tasks.

Main activity (40 mins) Reading, Comprehension and Discussion

1. Ask the student teachers to read the introduction, each module outline and learning outcomes in the *STCB*. How is the *STCB* organized? List the different sections. What is the purpose of each part?

Secretary's Message
Introduction
The Student Teacher Course Book
Time allocation
Aims of the course
Modules and outcomes
Self study tasks – stress the importance of these
Point out the glossary and contact list
Explain the in-service guide (for when they start work in their school)

2. Invite student teachers to ask any questions they have about the course. Remind them the course is designed to be practical, relevant and linked to other subjects like Classroom Management, Child Development, Personal Development Health, Child Friendly Schools and HIV&AIDS.

3. Read the assessable tasks and share their thoughts with their peers. Ask student teachers to write down a question on a piece of paper if they do not understand any aspects of the course. Collect all the pieces of paper from the student teachers.

4. Finally, remind the student teachers that this course may cover some sensitive subjects and confidentiality must be maintained. All student teachers should follow the college code of conduct and the DoE policies and codes of behaviour for teachers. Lecturers and college counsellors are available for those wishing to discuss issues further.

Conclusion (10 mins)

Shuffle the question papers, hand them out randomly and ask students to try and answer them with their partner (if they know) If not, they read out the question and you can answer the question about the course.

Self study

1. Goal setting. Think about what you aim to achieve at the end of the course. Record these expectations in a note book and share them with a peer.

Session 2 Problems faced by students and teachers in schools

Session outcomes By the end of the session, student teachers can…

1. Discuss and list problems faced by students and teachers in school
2. Examine the possible causes and contributing factors to three problems facing teachers and students in schools
3. Demonstrate empathy for the experiences and feelings of young people

Resources Scrap papers, butcher papers, newspapers, magazines, scissors, glue, sticky tapes, and markers, b/b rulers

Introduction (10 mins) Brainstorming

Display the session outcomes on the board.

In groups of four, student teachers will brainstorm some of the problems that are faced by students and teachers in schools. Each group may use different strategies to do their group brainstorming e.g. Collage, streamer, graffiti, tree pattern, mind map or others they may think of.

Give out butcher papers and markers to each group as well as newspapers, magazines, scissors and glue.

The student teachers will then display their work for others to see.

Main activity 1 (20mins) Sorting

Student teachers in the same group will then look at the problems listed by their group and those listed in the *STCB*. Each group chooses three problems. Then list down the possible causes and contributing factors for those problems.

Give out blank butcher papers, markers, and glue. Student teachers may decide on how they want to do their activity but using a table or flow chart may be a common strategy.

For example,

Problem	Possible causes	Contributing factors
Drug Use	Student experimentation	Drug dealers hanging around school gates
Alcohol Use	Boredom	Drinking family members in the home

Main Activity 2 (20 mins) Hot Seating

Student teachers read the sample case study in the *STCB*, for example, Andrew's story.

Student teachers get into small groups of four and sit in a circle.

Display prepared questions about the character's feelings on the board. Student teachers sit on the hot chairs and take turns to answer each question.

Example:

1. If you were Andrew, how would you feel?
2. You are Andrew's teacher and you know what had happened to Andrew. What are your feelings for Andrew? His uncle and aunty?
3. If you were Andrew's aunty, how would you feel after your husband hit Andrew?
4. You are Andrew's aunty, what are your feelings for Andrew compared to your own children?
5. How does Andrew's uncle feel after hitting Andrew? Why does he feel that way?
6. How do you feel about this case study?
7. What is one thing could each character do to improve the situation?

Conclusion (10 mins) Reflection

Ask student teachers to think of a real life case scenario of a young person who has experienced personal problems. Ask student teachers to practice empathising with the young person in each situation. Explain this to a partner by saying for example;

. "If I was Andrew I would feel……because…."

Complete the lecture by asking:

Q: Why is it important that teachers and counsellors can empathise with the experiences of young people?

Student teachers can discuss this with their partner.

Self study

1. Write one more scenario that you might find in a primary school and state how you think each character would feel about the experience.

2. Collect data by talking to teachers and students in schools about selected problems such as abuse, bullying, violence and alcohol use. Identify their causes and contributing factors. Which are the most common issues? Which ones do students feel are the most important? Record your data in a note book.

Session 3 What is counselling? Part 1

Session outcomes By the end of the session, student teachers can…

1. Differentiate between counselling, advising, guidance, discipline and behaviour management.
2. Evaluate how guidance, counselling and behaviour management are used in a school
3. Identify the knowledge, skills and attitudes of an effective school counsellor
4. State three reasons why teachers should develop basic counselling skills

Resources Scraps of paper, butcher paper, prepared question table, markers.

Introduction (10 mins) Brainstorming

Display the session outcomes on the board.

Give scrap of papers and ask individual student teachers define the terms; counselling, advice giving, guidance, discipline and behaviour management. Student teachers report self understanding of the four terms.

Summarises by differentiating the terms to the class.

Main activity 1 (30 mins) Work stations

Student teachers form groups of five. Handout one workstation card to each group. You may need to prepare multiple copies of cards. Ask each group to brainstorm and write as many points as possible on the card. After 5 minutes, signal to the groups to rotate the cards making sure that groups respond to a different card each time. The activity ends when each group have written on five different workstation cards

1. Identify issues in schools that could be dealt with through guidance and counselling
2. List ways that teachers and head teachers manage behaviour in schools?
3. What is the role of a school counsellor?
4. List the qualities of a good counsellor
5. State reasons why counselling is important in schools.

Conclusion (10 mins) Reporting

Ask one member from each group to read the list or points from the card they have at the end of the activity.

Self study

1. Explain how guidance and counselling can have a positive impact on student behaviour in primary schools. Make notes of your ideas ready for the next session.

2. Identify and name two developmental behaviours that have impact on adolescents. For example, the need to be in a peer group.

3. Begin your reflective journal by writing about what skills and knowledge you currently have around counselling, guidance and behaviour management and three key skills or areas of knowledge you would like to develop

Session 4 What is counselling? Part 2

Session outcomes By the end of the session, student teachers can…

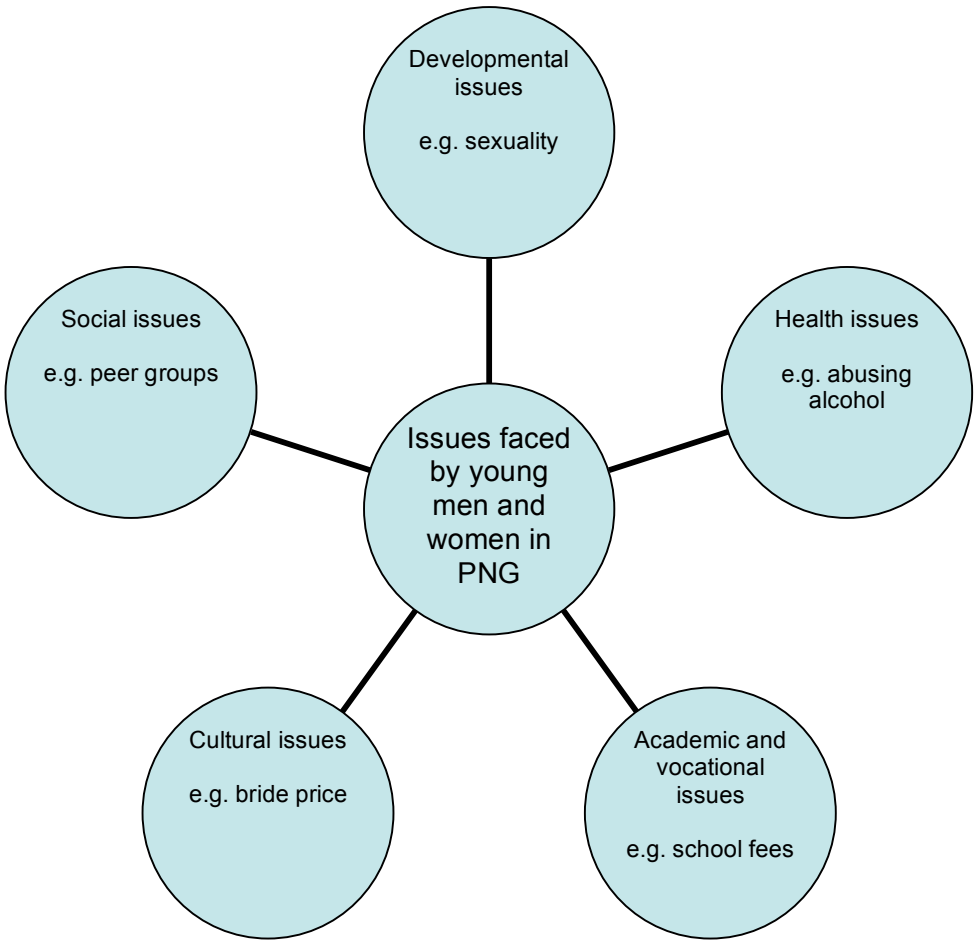
1. Sort different developmental, academic and vocational, cultural, health and social issues facing adolescences in PNG
2. Analyse how PNG culture may impact upon students, teachers and counsellors
3. Understand the difference between a teacher and a school based counsellor

Resources Scraps of paper, butcher paper, prepared floor labels for introduction, markers.

Introduction (10 mins) Sorting issues for young people
Display the session outcomes on the board

Sorting issues for young people

Ask student teachers to work in groups of four to complete this diagram. They should use their notes from session 2 to sort the issues into these categories.



Summarise the main issues on the board and remind student teachers that young people face many challenges. Teachers and counsellors should learn to empathise with youth and support them to make safe and healthy choices in life.

Main activity 1 (15 mins) Paired discussion

Ask student teachers to discuss the following questions with a partner and complete the table in their student teacher course book.

Q: How does culture affect the way young people behave in your school? What problems might you come across as a teacher or counsellor? How car you respond to cultural issues

Cultural issue	How might the teacher respond?
E.g. Feeling embarrassed with eye contact	E.g. Eye contact is part of the counselling rapport process so better not to sit facing the student
E.g. Female student's parents want her finish school to marry an older male from the community	E.g. Explore student's feelings about the marriage. Mediation with family
E.g. Colleague would like to send to his wife for a holiday but he has to support his brother 's family which uses all his salary	E.g. Explore ways colleague could address issue with brother

Ask for feedback from the paired discussion on these questions.

Main Activity 2 (20 mins) Case Analysis

Ask participants to read the following case scenarios and then in groups of four discuss how gender and/or culture impacts the persons experience using the example questions. Ask for feedback from four of the groups (one for each scenario).

1. Ellis is a 24 year old woman living in Lae. She is not married. She has begun a relationship with man. She goes to the health clinic to ask for contraception but the female health worker refuses to give any to her.

Q. Does Eliis have a right to access contraception? Does the health worker have a right to refuse Ellis contraception? Do you think if Ellis was male she would be able to access contraception? What do you think Ellis will do now?

2. Morgan's uncle comes to visit. He spends 3 hours talking about the village, price of tuna, and relatives. Morgan knows he wants to ask for something and wishes his uncle would hurry up because its late and he is tired. As his uncle is leaving, he tells Morgan they have no money for bus fare, can he give them K50 for bus fare and some rice. Morgan only has K30 left from his pay and he has his wife and 3 children family to feed but he gives it to his uncle anyway.

Q. Is it fair for Morgan's uncle to ask for money? Should Morgan give his uncle money? What would happen if Morgan refused to give his uncle money?

3. Stephen goes back to the village for his term break from university. The family decide to go up to the garden. On the way back his mother and sisters carry large bilums of taro and cabbage. Stephen picks up one of the bilums but his mother gets cross at him and tells him to put it down. Stephens father reminds him that carrying the vegetables is for the women to do. Stephen protests saying he wants to carry it for his mother because she is getting old and he is much stronger than her. Neither his mother nor father listens to him. His mother carries the heavy bag back to the house.

Q. Why does Stephen want to carry the billum? Does Stephen share the same values as his parents? Why/Why not? Is it important for women to keep their traditional roles?

4. Sila is 17 year old girl. She loves to play soccer and wants to travel from the village up to Port Moresby to watch the National Soccer League. Her mother does not let her but allows her 15 year old brother to go. Sila stays back and looks after her young siblings.

Q. Why do you think Sila is forbidden to go? Is it fair? How to you think this will influence the behaviour of Sila and her brother in future?

Conclusion (10 mins) Presentation

Present a short session on the differences between a teacher and a school based counsellor.

A teacher	A school based counsellor
• Works with the same class every day • Uses basic counselling skills but is not a qualified counsellor • Uses a wide range of behaviour management strategies • Is a role model for the students • Is firm, fair and consistent • Is aware of developmental, social and cultural issues that affect young people • Knows how to ask for support from other services such as school based counsellor • Deals with most behaviour problems • Teaches about educational guidance • Can run in-service with basic counselling skills and in behaviour management • Contributes to the school behaviour management policy	• May be a full time teacher or a part time teacher or a full time school based counsellor • Uses advanced counselling skills • Qualified and certified by DoE • Has regular training on counselling • Reports to the provincial guidance officer • Has free time to work with students one-on-one • Trains other teachers in counselling skills and behaviour management • Contributes to the school behaviour management policy and systems • Is asked to help with students who have repeated or serious problems • Knows referral systems • Uses a wide range of behaviour management strategies

and systems • Knows about child protection laws and policies Etc	• Is a role model for the students • Trains teachers in educational guidance Etc

Stress to student teachers that they are not being trained as qualified school based counsellors. Instead we are teaching them basic counselling and behaviour management skills to help them help their students. These skills are useful to any teacher who wants to improve behaviour and student welfare. School based counsellors and other welfare services are available if the teacher comes across a serious issue and does not know what to do.

Self study

1. What basic skills do you expect to learn in this course? Discuss with a peer and list in your journal.

2. Is there a qualified school based counsellor in your demonstration school? Who is it? If not, why not? Discus with a peer and record your responses in your reflective journal.

Session 5 Communication & counselling skills Part 1

Session outcomes By the end of the session, student teachers can…

1. List the different skills of communication
2. Practice and apply a range of communication skills

Resources Book the IT Centre for power point presentation (those PTCs with no IT Centres use butcher papers), 10 butcher papers, 10 markers, 1 thumb pin packet, run out 20 PMI Charts on A4 Papers.

Introduction 1 (10 mins) Round Robin

Display the session outcomes on the board.

Divide student teachers into groups of 8 - 10. Each student mentions one way of communicating or passing on information. Remind them to think of non-verbal, including visual, audio as well as body language.

Main activity 1 (30 mins) Demonstration

Introduce each skill and explains how it is used in counselling. Then provide a brief and simple demonstration of the skill (1 -2 minutes per skill). Following each demonstration, ask students in pairs, to practise the skill. Give student teachers 2 mins to practice. It is important to time each practise carefully. Use the following instructions to guide the student teachers practise:

- use of voice, volume and tone skills adjusted for the situation,
    - Instruction – state "Tell me how you feel today?" several times adjusting voice, volume and tone (i.e. loud; angry; soft; laughing)
- asking open ended questions (how, why, what, where)

    - Instruction – Ask 3 open ended questions? (e.g. Why is counselling a challenge for you?, How did you respond to your teacher? What happened next? Why do you think your father was angry?)
- attentive listening (e.g. nodding, eye contact, body position, small verbal encouragers "uh huh", "ok", "Hmm")
    - Instruction – demonstrate active listening whilst you partner talks to you about their friends and family (I minute each)
- fillers and prompts (e.g. "go on", "can you tell me more?", "that sounds …")
    - Instructions – use fillers and prompt while listening to your partner tell you about a memory from primary school
- adjusting vocabulary to the level of the student
    - Instruction – imagine your partner is 10 years old. Try and explain to your partner what family violence is and why as a society we should try to prevent family violence from happening.
- non-verbal
    - Instruction – ask your partner to tell you about their hobbies. Without speaking, demonstrate to your partner that you agree with their hobbies. Swap, and demonstrate that you do not agree with their hobbies.

Main activity 2 (15 mins) Counselling Triad

Student teachers are grouped into groups of three. Each member of the group takes on the role of client, counsellor or observer. The client then discusses a problem of their choice with the counsellor. The observer checks the counsellor's use of the communication and counselling skills demonstrated and practised earlier. After the three minutes the observer feeds back to the client and counsellor the strengths and weaknesses of the session. Then switch roles with a different problem. The observer becomes the client, the client becomes the counsellor and the counsellor becomes the observer. Switch a third time so that all members have the opportunity to practise in each role.

Conclusion (5 mins) PMI Chart

Student teachers in pairs complete a PMI Chart. The pairs use the headings to complete the chart on any concept or skill or knowledge covered in this session.

No.	**Positive** or What I learnt or liked about the session	**Minus** or what I already know about the session	**Interesting** or What I would like to know more about.

Self study

1. Practice the skills you have learnt in this session in a range of situations throughout the week. Record in your journal any observations or reflections that you have about using these skills.

2. Research the difference between sympathy and empathy.

3. Use the triads to practice a counselling session ready for the next session.

Session 6 Communication & counselling skills Part 2

Session outcomes By the end of the session, student teachers can…

1. List proactive and reactive strategies for dealing with student issues
2. Demonstrate three verbal counselling skills
3. Demonstrate three non-verbal counselling skills (body language)

Resources Evaluation criteria in *STCB*

Introduction (10 mins) Brainstorm and discussion

Display the session outcomes on the board.

Ask student teachers in pairs to discuss and write their answers to the following two questions:

Q: What can teachers do to stop, prevent or reduce the chance of problems happening in their school?

Q: What can teachers do once problems have happened?

Select five pairs to report their answers Use the whiteboard or butchers paper to record the proactive strategies in one list and the reactive on another. Explain to student teachers that some strategies are proactive and some are reactive.

Main activity 1 (25 mins) Demonstration

Identify verbal and non-verbal counselling skills that were not covered previously. Introduce each skill and explain how it is used in counselling. Then provide a brief and simple demonstration of the skill (1 -2 minutes per skill). Following each demonstration, ask students in pairs, to practise the skill. Give student teachers 2 mins to practice. It is important to time each practise carefully.

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1. Verbal counselling skills
   - Paraphrasing – using your own words to reflect what the client has said.
   - Reflecting feelings – help the client identify feelings that are coming through.
   - Focusing – asking specific questions to get the client to talk about the main point.
   - Clarifying – asking for, or giving, more explanation to make sure a point is understood clearly.
   - Challenging inconsistencies – i.e. between verbal and non-verbal messages (e.g. "You are telling me you feel happy but right now you look sad and down"; between values and actions, reflecting back to client two different points the client has raised
   - Summarising – repeating the main points of the story back to the client so he can correct any misunderstandings.

2. Non-verbal counselling skills
   - SOLAM
   - Attending behaviour: using your body language to show that you are paying attention (seating, body posture, arms, legs, face)
   - Observing – understanding the client's body language.
   - Encouraging – using verbal and non-verbal gestures to prompt the client to continue talking,

- Using silence – allowing a few quiet moments for yourself and the client to think.
- Picking up unspoken messages – reflecting ideas that the client is unable to put into words.

Introduce SOLAM and explain what each letter stands for and how it is used during a counselling session.

- S – Side-by-side at 45 degrees
- O – Open posture
- L – Lean forward a little towards the client
- A – "Aiy" Eye contact.
- M – Mirror body language

Using the case study in the *STCB*, ask a student teacher to volunteer for the role of client and demonstrates a 10 minute counselling session using skills, including SOLAM, covered in this session.

Ask student teachers to observe and evaluate, using the counselling checklist in the *STCB*.

At the end of the demonstration, debrief the class and briefly reviews the skills used.

Main activity 2 (20 mins) Counselling Triad

Ask student teachers to work in triads with each member playing the role of either client, counsellor and observer. Demonstrate verbal and non-verbal counselling skills. Use personal situations and experiences to discuss when playing the role of the client. Debrief before changing roles. Spend 5 mins in each role.

Conclusion (5 mins) Discussion

Ask student teachers to discuss the following questions in triads.

1. Are non-verbal skills are used in counselling are similar or different to how non-verbal skills are used in everyday communication?
2. Are any of the verbal and non-verbal skills discussed today considered inappropriate in your family or community?
3. What important lessons should counsellors working in PNG know about using verbal and non-verbal counselling skills?

Self study

1. In your reflective journal write an evaluation of yourself as a counsellor. Did you find using verbal and non-verbal skills effective? Why?

2. What areas of counselling practice would you like to improve upon and practice in your next session?

3. Identify some of the barriers for you when using verbal and non-verbal skills in counselling

Session 7 Communication & counselling skills Pt 3

Session outcomes By the end of the session, student teachers can…

1. List "dos' and 'don'ts' in a counselling session.
2. List some barriers that may be encountered in counselling sessions.
3. Develop and practice three strategies to overcome obstacles in counselling.

Resources 10 butcher papers, 10 markers, video player and a copy of the Counselling Skills, invite a Guest Speaker to talk on the barriers to effective counselling .

Introduction (10 mins) 'Dos' or 'Don'ts'.

Display the session outcomes on the board.

Group student teachers into pairs. Ask each pair to refer to the table on a 'dos' and 'don'ts' of counselling in their student teacher course book. Ask each pair to discuss each pair one 'dos' or 'don'ts' and think about the rationale for their given 'do'' or 'don'ts'.

Each pair role plays a 'good' and a 'bad' counsellor demonstrating some of the 'do's' and 'don'ts' to the class.

Main activity 1 (30 mins) Watch a video on a counselling interview or Guest Speaker or Lecture

Play "The Counselling Interview- Case H", from the Counselling Skills video for students to watch.. If you do not have a copy, contact the Director, Guidance & Counselling at CDAD and ask for a copy on 325 7555 ext 492
If watching the video is not possible then invite a Guest Speaker to speak or give a lecture yourself on the barriers to counselling. Make sure to discuss culture and gender during this session. Students take down notes on the barriers highlighted by the speaker or lecturer.

In groups of five, ask student teachers to list at least 5 barriers in counselling and how they can be managed member from each group presents their list to the rest of the group.

Main activity 2 (15 mins) Evaluation of Empathy and Sympathy

Ask to use what they learnt in their self study to reflect on these questions:

1. What is empathy?
2. What is sympathy?
3. Which would be more appropriate in counselling? Why?

Randomly select student teachers to answer the above. Relate their answers to the video. Did the head teacher show empathy to the parent or the young teacher? How?

Prepare the following scenarios on A4 paper and give copies to each student teacher or have them written on charts and display them in the front of the classroom. Ask the student teachers to work in pairs to dramatise empathy for each of the scenarios.

Case scenario 1
A young grade 3 student comes into the classroom late with tears in his eyes. You find out that his father is very sick in the hospital. His father works for Department of Education and they stay in a government house. His mother told him that his father might die and they will be forced to leave their home. There will be no money for his school fees.

Case scenario 2
A young grade 8 female student was raped by a man from a neighbouring village. The man had been buying the student small gifts and asking to spend time with her. She has become pregnant and is facing expulsion.

Case scenario 3
A grade 6 male student who is very popular with other students at school and comes from well off family has been caught stealing another classmates mobile phone. The classmate he stole from has few friends and poor social skills.

Have peers to evaluate after each pair has acted the scenario.

Conclusion (5 mins) Quiz
Ask student teachers to get into teams for a quiz. Prepare questions based on what has been taught over the last three questions. Read each question and ask teams to write their answers on a piece of paper. Once all questions have been asked, teams swap answers with each other for marking. Read through each answer and create a tally on the board or on butchers paper. Award 1 point for each correct answer.

Eg:
- Is having a table in between the client and counsellor a barrier?
- What does SOLAM stand for?
- List 3 non-verbal skills used in counselling.
- Is the school corridor an ok place to have a counselling session?
- Turn this closed-ended sentence into an open-ended sentence –
  - "*Did you tell your mother about the fight you had at school*?"

Self study

1. Practice your new counselling skills with a peer.

Session 8 Stages of counselling Part 1

Session outcomes By the end of the session, student teachers can…
1. Identify and explain the three stages of counselling.
2. Apply counselling skills to effectively work with students through the 'relating' phase of the counselling model.
3. Identify and list the locations and times for effective counselling.

Resources One DO/DON'T flash card for each student, 10 butcher papers, 10 markers, 10 paper glues or a packet of blue tack

Introduction (10 mins) Show me game (revision)

Display the session outcomes on the board.

Prepare the statements of 'dos' and the 'don'ts' of good practice in counselling. The student teachers will be given a flash card each written on both sides 'do' and 'don't'. Read a statement from the lists below to the student teachers. The student teachers listen carefully to the statements and decide whether the statement is a do' or don't answer by showing it from their flash cards. Anyone who wins gets a score. At the end of the game the student teachers with most scores become the winners.

Some of the '**dos**' statements in interpreting body language are:

- Face your client squarely or side by side
- Lean forward if you wish to emphasise something important.
- Maintain eye contact with the client
- A smile to the client is welcoming
- Nod head to show you are listening
- Mirror the client's body position and hand movements

Some of the '**don'ts**' statements in interpreting body language are:

- Rocking the chair to and fro while talking
- Answering a phone call during counselling
- Standing with one foot on the chair.
- Looking away and not to the client during counselling
- Leaning against the table
- Chewing / smoking while interviewing
- Looking at the client straight in the eyes
- Touching the client during counselling

Main activity (40 mins) Lecture presentation, demonstration and practice

1. Give an introductory lecture on the three stages of counselling, the 'Relating – Understanding – Changing (RUC) counselling model. This lecture should help the student teachers to identify the main tasks of the three stages of counselling model and skills that can be used to help achieve those tasks.

Stages of counselling	Main task
Stage 1: Relating	To start establishing a collaborative working relationship.
Stage: 2 Understanding .	To clarify and enlarge both helper and the client understanding of the problem situation
Stage: 3 Changing	To assist the client to change so that the problem situation is addressed more effectively than in the past.

2. Role play a counselling session with a student teacher who has volunteered to be a client. Demonstrate skills used throughout the counselling model with emphasis on

the "relating" stage. Ask student teachers to evaluate your role play using the counselling checklist in the *STCB*. You will need to time your session to fit within 10 minutes. After 10 minutes, debrief the class by explaining the second and third stages of counselling and highlighting the skills and skills you used during your role play.

3. Divide groups into counselling triads (one counsellor, one client, one observer) and use the counselling checklists (in the *STCB*). Ask each student teacher to prepare to discuss an issue or scenario (real or hypothetical). Using counselling skills practise the "relating" stage of counselling. After five mins ask observers to give feedback to the counsellor using the criteria then swap roles and use a different problem. Repeat a third time so that all students play each role once.

Conclusion (5 mins) Individual reflection

Ask student teachers to individually reflect on the following questions and record their answers in their note book:

1. How did you feel when you were being counselling?
2. Did you feel comfortable talking with the counsellor?
3. What did the counsellor do that was helpful?
4. What did the counsellor do that was not helpful?

Ask one student teacher to prepare to be a client during a class demonstration of a counselling session. Brief that student how they can prepare. Remind student teachers that the counselling session will only last 10 minutes

Self study

1. Write and expand on your reflections of being a client in your reflective journal.

2. What do teacher need to think about when counselling a member of the opposite sex?? Discuss with a colleague.

Session 9 Stages of counselling Part 2

Session outcomes By the end of the session, student teachers can…
1. Demonstrate the 'understanding' and 'change' stages of counselling
2. Apply counselling skills to effectively work with students through the 'understanding' and 'change' stages of the counselling model.

Resources

Chart showing the three stages of counselling, A4 papers, checklist for the observer

Introduction (5 mins) Show me

Display the session outcomes on the board.

Give out a blank A4 paper to each pair. The lecture will read out one revision question at a time and the student teachers will discuss and write down their answer

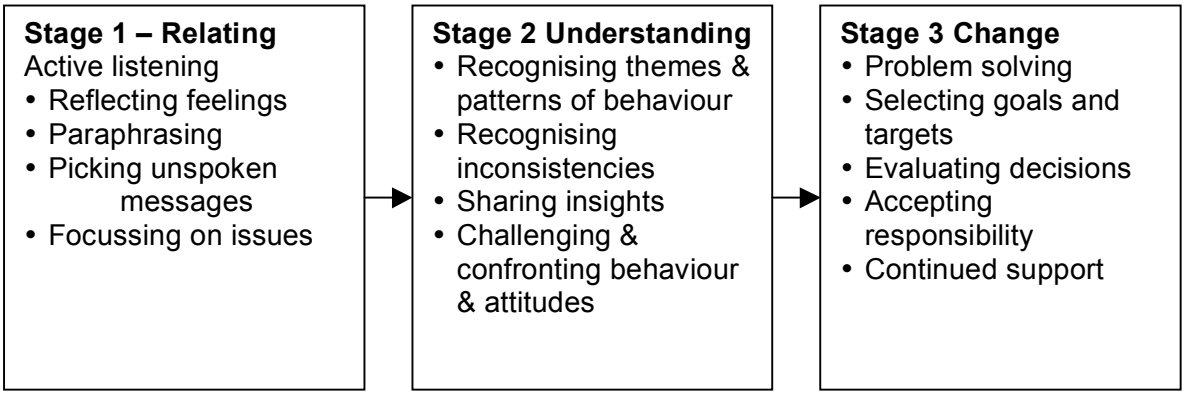
on the paper and show it to the lecturer. The lecture checks their answer and says correct or wrong then moves on to the next question.

E.g. "Show me the answers to these questions!"

1. What is the first stage in counselling? (show me)
2. List a skill used during this stage. (show me)
3. What are the other two stages of counselling? (show me)
4. List the stages in order from the first to last. (show me)

Main activity 1 (15mins) Demonstration and explanation

Role play a counselling session with the student teacher who has volunteered to be a client. Demonstrate skills used throughout the counselling model with emphasis on the "understanding" and "change" stages. Ask students to evaluate your role play using the counselling checklist in the *STCB*. You will need to time your session to fit within 10 minutes. After 10 minutes, debrief the class by explaining the second and third stages of counselling and highlighting the skills and skills you used during your role play.



Main Activity 2 (30 mins) Role play -case study–Triad (counsellor, client, and observer)

In groups of 3, student teachers will practice counselling skills and skills used during the "understanding" and "change" stages of the counselling model. Student teachers rotate roles with 8 minutes for practice and 2 minutes for feedback.

Conclusion (10mins) Self evaluation

Each individual rates themselves using the observation checklist and then shares with their peer at least three things they have learnt from the counselling sessions.

Observation Checklist

Stages	Skills	HE	E	S	US
Exploration	• Reflecting feelings				
	• Active listening				
	• Paraphrasing				
	• Use of non-verbal communication				
	• Shows empathy				
	• Picking unspoken massages				
	• Focussing on issues				
Understanding	• Recognising themes & patterns of behaviour				
	• Recognising inconsistencies				
	• Sharing insights				
	• Challenging & confronting behaviour & attitudes				
Change	• Problem solving				
	• Selecting goals and targets				
	• Evaluating decisions				
	• Accepting responsibility				
	• Continued support				
Suggestions for improvement					

Keys

HE	Highly Effective	**S**	Satisfactory
E	Effective	**US**	Unsatisfactory

Self study

1. In triads, plan and organize an interactive counselling session based on an allocated case study. This can be for assessment purposes.

2. Write in your reflective journal what feedback from the observer has been useful for you and why.

3. Read the section on policies and laws (including the UN Convention on the Rights of the Child) that affect counselling for Papua New Guinea teachers in preparation for the next session.

Session 10 Counselling ethics Part 1

Session outcomes By the end of the session, student teachers can…

1. Identify the key principles in the counsellor's *Code of Ethics*.
2. Discuss why counsellors need to have a code of ethics.
3. Demonstrate understanding and application of the *Code of Ethics* to case studies.

Resources Butcher paper, strips of papers, markers and blue tack or sticky tape.

Introduction (10 mins) Write and Explain

Display the session outcomes.

Distribute strips of paper and give three minutes for the student teachers to complete this activity:

Write down on the provided strip of paper at least one reason why individuals at risk would not go to a counsellor	**Write down on the provided strip of paper at least one reason why individuals at risk would go to a counsellor.**
For example, The counsellor uses cases as examples in her classes. The counsellor is never there when we need him/her. He never goes to workshops and lacks the proper skills in counselling. Not genuine and pretends to care about students. The counsellor will use the information against them. The counsellor asks students to clean his office. Etc	For example, The counsellor does not discriminate against gender. Keeps information safe and does not go sharing it to others. She is a good communicator and listener and would know how to work with parents. Is a good role model in their own behaviour. The counsellor is available when she says she will be available. The counsellor does not judge people and will take time with any students regardless of their problem Etc.

Spend three minutes to identify ethical issues in counselling from the examples. For example:

- Aware of the procedures of counselling
- Safeguards confidential information
- Well balanced character and trustworthy
- Continues to upgrade him/herself in latest counselling practice
- Well qualified, competent and qualified for the work.

Q: Ask the student teachers to discuss in pairs some problems that students may face that are related to their gender. i.e. female student expelled for pregnancy; female students beaten by older brothers; male students pressured to find girls to have sex with. Can a male counsellor work with a female student? Why? Why not?

Get feedback from the class. Remind them schools should have one male and one female school based counsellor (especially secondary schools).

Main activity 1 (15 minutes) Presentation and paired discussion

Connects the issues identified from the introductory activity to the principles of counselling ethics and the reasons for them. Refer to the counsellor *Code of Ethics*. Explain what these mean for counsellors working in schools:

1. Guiding Principles
2. Professional Standards
3. Confidentiality
4. Professional Growth
5. Professional Limitations
6. Professional Practice
7. Professional Background

Ask the students to discuss these questions with partner:

Q: Why do counsellors need a *Code of Ethics*?

Q: What are the similarities and differences are there between the counsellors Code of Ethics and the PNGTA Code of Ethics?

Main activity 2 (25 mins) Case study analysis

Working with a partner, the student teachers read the case studies in the *STCB* and identify which of the counselling ethics have been violated and suggest what the counsellor should have done. Do these by responding to the following questions:

Q1: Which ethical principles were breached?

Q2: What is the reason counsellor should adhere to these principles?

For example,

Case scenario 1: Female student is pregnant. A student in grade 7 approaches her teacher, worried that she is pregnant. The teacher turns around and reprimands her for sleeping around and not using condoms. She added that being pregnant is a good punishment for her.

Case 2: Male student has been dumped by his girlfriend. A grade 8 student visits the teacher counsellor and asks for help in being able to accept and overcome the hurt of being dumped by his girlfriend. The teacher uses the situation as an example in a later Personal Development lesson.

Conclusion (10 minutes) Group Reporting

For each case study, ask groups the answer to the questions above. Highlight the Code of Ethics principles and ask what should have happened.

Finally, end with a quick quiz where students have to verbally tell their peer the answers:

Q1: List 3 reasons for maintaining good counselling ethics
Q2: Name 3 ethical principles of counselling
Q3: What is confidentiality?
Q4: How does a counsellor maintain confidentiality?

Self study

1. Write another case study which shows poor counselling ethics and share it with a peer.

Session 11 Counselling ethics Part 2

Session outcomes By the end of the session, student teachers can…
1. Identify situations and scenarios where there are limits of competence.
2. Explain the process of maintaining confidentiality.
3. Write sample referral letters and describe record keeping procedures.

Resources Containers, voting cards, butcher paper, markers and sticky tape and sample report in *STCB*

Introduction (10 minutes) Vote the counsellor out or Vote the counsellor in.

Display the session outcomes on the board.

The teacher gives the following instructions for this activity:
1. Pick a voting paper from the jar closest to you.
2. Listen to the case described by the teacher.
3. Cast your vote in the container labelled "yes" to show you vote the counsellor in because s/he has done the right thing or cast your vote in the container labelled "No" to vote him/her out if s/he hasn't.
4. State your reason when asked why you have voted "yes" or "no".

Case:1
A female student in grade 3 shares with the counsellor that her male teacher shows her internet pictures that exposes the private parts of a boy's body. The counsellor says 'What's bad about that? All boys run around naked in the village. Don't be silly!"

Case 2:
A grade one child has been traumatised by the constant fighting that occurs between his parents. He is withdrawn and scared all the time at school. The counsellor got him to express his feelings through drawing, at first he cried and then he felt a little relieved and calm.

Case 3:
The counsellor kept on reading the newspaper while the student tried to relate an incident that bothered him.

Case 4:
A grade 8 student age 15 asks the counsellor not to tell anyone about her sexual relationship with her science teacher. The counsellor maintains confidentiality.

Case 5:
The Guidance Officer comes to visit the counsellor at the school for some supervision and mentoring. The counsellor gives the Guidance Officer his case records to read so that the Guidance Officer is aware of his work.

Case 6:
The counsellor decides to carry out some research on the number of children with abusive parents so makes a questionnaire and gives it to the students one day in class. The counsellor sends the results to the newspaper.

Display the session outcomes and recap each of these scenarios. Ask for the votes. Now ask the student teachers to tell one other counselling mistake to their peer.

Main activity (35 mins) Critical analysis of dilemmas

1. Present a summary of the Counsellor's Code of Conduct Section D. Spend time explaining each one.

2. In groups of three, student teachers read the dilemmas in the *STCB* that show the need for referrals due to limitations in competence and abuse of confidentiality.

Q: Analyse and discuss the dilemma – what should happen? Why?

Q: Which part of the Code of Conduct does this dilemma relate to?

For example,

D 1 Cooperative working relationship	D 2 Integrity of information given in confidence	D 3 Competence limitations	D 4 Professional judgement in making referrals	D5 Not offering professional service to someone helped by another counsellor
Scenario 4	Scenario 5	Scenario 2	Scenario 1	Scenario 3

Example dilemmas:

Case scenario 1:
A student has consumed large amounts of alcohol. She has been brought to you as counsellor to deal with the problem. What do you do?

Case scenario 2: The Principal has come to you as counsellor and asked for information regarding one of the students you have been counselling. The student has been having family problems and was caught selling marijuana on school grounds. The Principal informs you that this information will help him to ensure that the student does not get expelled by the Disciplinary committee. How do you respond?
Case scenario 3: Last session you challenged your client about their promiscuous sexual behaviour. You believe the student is at risk of contracting STI, HIV or may be raped. She left unhappy. She returns to you the following week and says that s/he wants to change to visit another counsellor. There are no other school based counsellors at the school. What procedure would you take?
Case scenario 4: During a workshop with your fellow teachers, your colleague shares with you the details a sensitive case that s/he is dealing with. How do you react to this and what would you suggest to your colleague?
Case scenario 5: A male student has developed a really strong liking for his female counsellor. He feels that she is the only person who cares about him and does things for him. He has come to share this with you. The counsellor is your colleague What will you do?
Case scenario 6: A student in the school has been diagnosed with epilepsy; the parents have come and asked that you attend to this student. How would you respond and why would you respond in that way?

Conclusion (10 minutes) Referral letter writing

Ask student teachers to review the sample referral letter in their *STCB*. Ask students to complete a sample report based on one of the scenarios above.
Show the student teachers the sample report form and spend 10 minutes explaining to the students the importance of the document and reporting.

Q: How would you keep these reports confidential?

Self study

1. Read the summary of the *Lukautim Pikinini Act*, *2009* in the *STCB*.s to prepare for your next lecture. Be prepared to discuss the responsibilities for teachers and school based counsellors.

2. Develop a sample scenario for any one of the counselling ethic in D 1 – 6 of the code of ethics to complete the chart.

Session 12 Policies that affect counsellors and teachers

Session outcomes By the end of the session, student teachers can…

1. Explain national and international key rights and laws on child protection, most vulnerable children and child rights
2. Explain the links between guidance & counselling and *NDoE Gender Equity Policy*
3. Explain the links between guidance & counselling and *NDoE HIVAIDS Policy*
4. Explain how the *Lukautim Pikinini Act* affects teachers and school counsellors

Resources Scrap paper, markers, butcher paper, glue, scissors, Convention on the Rights of the Child in the *STCB*, DoE Gender Equity Policy (at least 10 copies), DoE HIV AIDS Policy (at least 10 copies), DoE Special Education Policy and the Lukautim Pikinini Act key points inside the *STCB*, prepared main activity questions on butcher paper.

Introduction (10 mins) Brainstorming

Display the session outcomes on the board.

Ask student teachers to work in groups of four. Issue scrap paper and markers to groups. Student teachers list at least three problems faced by students in schools and identify rights, laws or policies violated.

For example,

Problem students face	CRC Right violated	Law or Policy violated
Teacher has sex with a student	Articles: 34,36,	TSC Act, criminal law

Show the student teachers the *DoE Behaviour Management Policy, HIV & AIDS Policy* and *Gender Equity Policy*. If available also show student teachers the *Lukautim Pikinini Act, Juvenile Justice Act* and *Convention on the Rights of the Child*. Remind them these should direct how they go about their work as teachers along with the *TSC Act, Education Act* and *PNG Teachers Code of Ethics*.

Main activity (35 mins) Discussion and charting

In pairs, student teachers are given one policy or law to discuss. One pair discusses how the *Gender Equity Policy* affects teachers and school counsellors, while the next pair discusses how the *HIV & AIDS Policy* affects teachers and school counsellors, and so on. The discussion points are recorded on the butcher papers. Display the questions on the board to help students with their discussions.

Q1: What does this policy or law mean for SBC?

Q2: What does this policy or law mean for teachers dealing with student problems?

Conclusion (15mins) Team Presentations

Selected pairs present to the class their discussions and other groups can add their comments. Then ask this question:

Q3: How does *Lukautim Pikinini Act, 2009* affect teachers and school counselling?

Explain about mandatory reporting of suspected child abuse and remind student teachers that teachers who abuse their students are committing a criminal act and

this must be reported to the head teacher, police and provincial education adviser/standards officer and TSC. Ask student teahcers to refer to the *TSC Disciplinary Policy and Procedures* and to the Behaviour Management Guide to Schools for additional information about the reporting of suspected child abuse.

Finally, tell student teachers they will be examining the *National Behaviour Management Policy* in the next module.

Self study

1. Student teachers work with a partner and write down how guidance and counselling activities in a school can assist in preventing HIV&AIDS and improving gender equity..

2. Check with your local school. Which of these policies can you find?
- HIV&AIDS Policy
- Gender Equity Policy
- Behaviour Management Policy
- School Health Policy
- Special Education Policy

3. Prepare for the next session by reading the Section on Child Abuse in School in the Behaviour Management Guide to Schools

Session 13 Child protection

Session outcomes By the end of the session, student teachers can…
1. Describe different examples of situations where a student may be at risk or in need of 'special protection".
2. Conduct a simple risk assessment
3. Complete a sample child protection report
4. Outline strategies for teachers and schools to respond to suspected abuse, rape, and other child protection issues

Resources *Lukautim Pikinini Act* summary in *STCB*, *National Behaviour Management Policy*, 10 case scenarios reflecting the different definitions of children in need of "special protection"; questions prepared for display on the board

Introduction (15 mins) Case study

Display the session outcomes on the board.

1. Show the session outcomes. Divide student teachers into groups of four. Give each group one case scenario and ask them to answer the following questions (displayed on the board):

Has the child been hurt? What signs or symptoms are there that the child has or is going to be hurt? Does the child need immediate medical attention? How long has this situation being going on for? Is at risk of being hurt in future? When will the child will be hurt again? By who?

Who else is in the child's life that is contributing to the hurt? Who else is in the child's life that can help the child stop the hurt? What are the possible consequences (positive and negative) for the child if you intervene? Is this child in need of "special protection"?

2. Refer student teachers to the relevant sections in Lukautim Pikinini Act and ask them to raise their hands if the child in their scenario fits any of the descriptions. Inform all those with their hands raised that it would be their legal responsibility as a teacher to report that scenario.

Main activity (25 mins) Report writing and peer evaluation

Using the case scenarios, ask student teachers to individually complete the sample child protection report in the SCTB. After 10 minutes, ask students to swap reports with another student teacher. Each student reviews one sample report. Student teachers then give feedback to the other student teacher on their report. Student teachers should consider whether the report provides enough information for a Child Protection Worker to make a decision about whether or not they need to take further action.

Conclusion (20 mins) Buzz walk

In the same groups of four as for introductory activity, ask student teachers to create a list of possible strategies that a teacher or school could use to respond or assist the child in their scenario. Each group displays their list on the wall. Ask student teachers to do a buzz walk around all the lists and with red pen mark next to strategies they think would be most effective and with a black pen mark strategies that they also listed or appear twice. By the end of the buzz walk, it should be clear which are common and effective strategies.

Self study

1. In your reflective journal, write down three problems or fears you might have about reporting children in need to special protection to the Child Protection Officer

2. Choose three of the other "child protection" scenarios from the session and assess the risk for the child based on the questions given for the case study.

Session 14 Strategies for teaching self esteem

Session outcomes By the end of the session, student teachers can…

1. Describe how self-esteem affects young people
2. Apply a variety of teaching & learning strategies for building self-esteem, self confidence and positive self worth

Resources Scrap paper, pens, sticky tape, workstation cards prepared (see below) – enough for one work card for each group of four students

Introduction (10 mins) Name Game

Display the session outcomes on the board.

Ask student teachers to sit in a circle of six. The first student teacher begins by introducing themselves by including a positive adjective beginning with the same letter as their first name. For example, I am great Gabriel, I am joyful Judy, etc.

After everyone has introduced themselves, spend 5 mins discussing the importance of self esteem and self worth for young people. Ask pairs to think what might happen if a student had low self esteem.

For example, they would be less likely to resist harmful peer pressure.

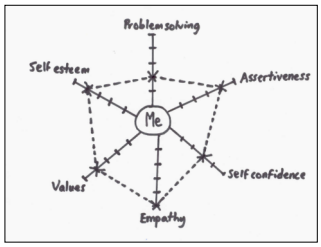
Main activity (45 mins) Microteaching for new teaching and learning strategies

Arrange the class in groups of four and use one group to demonstrate each new strategy in turn. Then the group spends 10 mins practicing and evaluating the strategy. Make sure there are enough instruction cards for each group (they are also in the *STCB*).

1. Things We Share

Stand or sit in a circle. One person stands in the middle. The people in the circle stand on a leaf or piece of paper or sit on a chair. The person in the middle calls out something about themselves (i.e. I like to sing, I love to eat ice-cream, I am an student, I am wearing socks) and people have to change places if that is shared by them. Last person to stand on a spot must go in the middle and call out something about themselves.

2. Spider diagram



Individually student teachers complete a spider diagram about their own life. What are they strong in? What they like about themselves? What skills they have? What they are good at? Who their friends are? What their hobbies are? Who they care about? etc

3. Pat on the back

Explain that we have all have some positive things that we would like to say to each other, but sometimes we forget to tell each other the good things.

Instruct student teachers to write their names on an upper corner of their papers and to make some symbol that represents them in the centre. (i.e.star, heart, or sun, anything that represents them). Next, they should attach their papers to their backs using tape.

Lecturer note: It is important to stress that the focus is on positive things and good things to avoid having anyone writing negative things on the cards.

Tell student teachers that when you say, .Go!. they should move around and write one (or two) positive word(s) on each other's papers.

When most seem to have finished, say, .Stop!. and let the student teachers remove their papers from their backs. There should be a great deal of joy and laughter as people see the positive feelings others have for them!

You can make this session longer and more powerful by having the student teachers stand up, one by one, and read out what their cards say about them. For example, My name is _____, and I am beautiful, powerful, smart, dynamic, strong, a true leader. This can be a powerful reinforcement to self-esteem, as the student teachers actually own the statements by reading them aloud and sharing them with the group.

4. My Bilum

Everyone has a bilum. Write pieces on 10 separate pieces of paper "people who are precious to me". With a partner, student teachers explain why they put that name in the bilum

Other things that could go in the bilum (e.g. things I am proud of…My strengths…5 things I have done this week for others…10 things that help me relax). Excellent for self esteem. People can also add things to your bilum (e.g. how you helped me this week)

Conclusion (10 mins) Reflection and evaluation

Q: Ask the student teachers to rate the five strategies out of ten marks for how effective it is for improving self esteem in students. Ask them to select the two they will use next time they teach.

Hear some feedback from the groups. Finally, ask each student teacher to choose one word to describe how they feel after today's session.

Connect these feelings with self-esteem and reflect back to students the importance of building student's self-esteem and self-worth.

Self study

1. In your reflective journal, write about an experience you have of someone who has low self-esteem and someone with high self-esteem. Reflect on the consequences of feelings of self-esteem, self-confidence and self worth for that person. What friends they had? What decisions they made? Remember: do not to use real names in your journal.

Session 15 What is behaviour management?

Session outcomes By the end of the sessions, student teachers can….

1. Explain how behaviour management is a whole school approach
2. Discuss and identify advantages and consequences of effective student behaviour and classroom management
3. Advocate for counselling and other behaviour management strategies
4. Critically discuss the link between poor school management and school behaviour

Resources Scrap paper, butcher papers, markers, blu-tack or sticky tape, selected students, case study of two contrasting schools in *STCB*

Introduction (20 mins) Case Study

Display the session outcomes on the board.

Read out the case studies of two contrasting schools. One school uses a whole school approach and has positive behaviour management strategies; the other school does not use a whole school approach to behaviour management.

In pairs, student teachers identify and compare the different strategies for management and behaviour management at the two schools. Student teachers list those strategies that are effective and contribute to a positive school and positive school behaviour. Each pair then joins with another pair and explains why they have identified those strategies on their list as being effective.

Suggest the following examples of things for student teachers to consider; attitude of head teacher and teachers, services provided in the school (i.e. health, counselling, food provision, visiting NGOs), life skills training, opportunities for students to make gardens, vocational options in school, involvement of community and external stakeholders, financial management, suspension and expulsion policy, classroom management practices, school rules, teachers professionalism, interesting lessons, school environment, school infrastructure etc

Main activity (35 mins) Role play/debate

Using the same case of the poorly managed school from the introduction, in groups of four student teachers will role play an emergency meeting to discuss poor student behaviour.

Each student teacher is allocated one of the following roles: head teacher, parent, student, chair of Board of Governors. The role play commences with the student giving his/her explanation of why there is poor student behaviour. Each actor is then allowed to say why they think there is poor student behaviour. Actors then debate why there is poor student behaviour and what each character will be responsible for doing to improve the situation. Everyone has a role in improving the school.

At the end of the role play, ask each student teacher to debrief in their group by stating what it was like to play that role, how they felt and what they have learned about poor student behaviour

Remind student teachers poorly managed classrooms and schools usually have poor student behaviour and poor learning.

Poor management = poor teaching = poor behaviour = poor learning

Remind student teachers of the School Learning Improvement Plans (SLIPs) – behaviour management should be part of the SLIP.

Conclusion (10 mins) Self reflection and analysis

Ask student teachers to think and write about an experience that happened when they were at school that was an example of poor behaviour management. Ask them to reflect on the following questions?

Q: What was the experience?
Q: How did your head teacher/teacher/school respond?
Q: Now you are a professional teacher, what would you do differently?

Self study

1. Tell two other student teachers (not from the same course) about whole school behaviour management strategies

2. Read through the National Behaviour Management Policy in preparation for the next session.

Session 16 The National Behaviour Management Policy

Session outcomes By the end of the session, student teachers can
1. Explain the importance of the *National Behaviour Management Policy*
2. Analyse the principles and responsibilities of teachers in the policy
3. Debate how the policy will impact upon them as a teacher

Resources *Behaviour Management Policy for National Education System of Papua New Guinea* (1 per pair), Butcher paper (depends on the number in class), glue, pins or sticky tape, prepared Vote with your feet cards (AGREE or DISAGREE or DON'T KNOW), prepared questions on butcher paper.

Introduction (15 mins) Vote with your feet

Display the session outcomes on the board.

Place 3 cards (AGREE or DISAGREE or DON'T KNOW) around the edge of the room or grass. Students stand in the middle of room or the grounds.

Call out these statements and student teachers move and stand by the correct label:

For example,

- *The school board can expel a pregnant student*
- *A visually impaired student has same rights as other students*
- *The Head teacher can suspend a teacher with immoral behaviour outside the school*
- *Teachers can use corporal punishment on students if no other methods have worked*
- *Schools with poorly behaved students usually have poor management*
- *Schools are not allowed to expel students for poor behaviour*
- *Students should be involved in writing a school behaviour management policy*
- *Every school has a behaviour management policy*

Discuss the answers with the student teachers. Explain that the DoE Behaviour Management Policy was developed to help schools address issues such as these.

Main activity (20 mins) Policy Analysis

Ask student teachers to skim through the Behaviour Management Policy booklet and pick out the section that was most interesting to them. Ask them to tell their partner which section they chose and why.

Divide the class in nine equal groups and allocate numbers 1-9. Each number should correspond to the "The guiding principles of the policy" in the National Behaviour Management Policy.

Each group has to analyse the principle they are given and list on the butcher paper the answers to these questions. Display them on the board.

Q: "How is this principle an example of best practice in schools?"
Q: "Is this principle a right or responsibility or both?"
Q: "Why is this principle important in PNG schools in promoting good student behaviour?"
Q: "What does this principle mean to you as a teacher?"

Conclusion (20 mins) Debate

Ask student teachers to pin their butcher paper on the wall and select a speaker to stand by their poster. The speaker will be required to explain to the rest of the group how they principle affects them as a teacher and how they would ensure that principle was upheld in their classroom and school. Now ask the every group to move from display to display to read and hear the response. Visiting groups may debate the issues, ask questions and add comments. Continue until all groups have seen all nine principles.

Ask student teachers to join with another group of 4. Each group will argue Summarise the reason we have a National Behaviour Management Policy and how it will be implemented. Remind student teachers that all schools should develop their own policy.

Self study

1. Find out who is responsible for implementing this policy. List the groups and what they need to do in your *STCB*.

2. Read page 14-15 on the Responsibilities of Teachers. How will the policy impact on you as a teacher? Reflect on this in your note book.

Session 17 Strategies for behaviour management

Session outcomes By the end of the session, student teachers can…

1. Discuss the characteristics of proactive and reactive behaviour management
2. Analyse a range of effective proactive and reactive approaches to behaviour management in schools

Resources Butcher papers and markers for each group.

Introduction (20 mins) Paired discussion

Display the session outcomes on the board.

Explain that proactive behaviour management strategies are ones which a teacher or school puts in place to reduce the risk of behaviour problems and encourage good behaviour. This is essentially planning for good behaviour.

A reactive behaviour management strategy is one which is used when there is an incidence of inappropriate behaviour and which seeks to stop or reduce that behaviour and help the student to improve.

Remind student teachers that effective teachers need to have a range of strategies for encouraging good behaviour.

Direct student teachers to discuss and list down the strengths of proactive and reactive behaviour management. They will record their responses in a table form like the one bellow. Ask them to refer to their Classroom Management course.

Type of behaviour management	Strengths	Examples
Proactive behaviour management	Builds on established rules and routines Focuses on behaving well rather than when bad behaviour happens Anticipates what might happen and prevents it Encourages a team approach Etc.	School rules displayed around school and classroom School rules written with student participation Seating students facing the board Sitting potentially disruptive students close to the teacher Regular in-service training for teachers on behaviour management Procedures for lining up, group work and tidying the room Regularly scanning the classroom
Reactive behaviour management	Immediate intervention Can be used as an example for others Can be positive reinforcement (e.g. "Well done, you are	Praise good behaviour Raised tone or voice to stop a behaviour Moving a student to a place where they cannot be disruptive

	listening well") as well as instructions Can turn a behaviour into a learning experience (e.g. "What should you have done? Why?") Relies on Stop, Think, Do and staying calm and in control! Etc.	Time outs Good behaviour card home or a report home Counselling Moving to stand nearer a student who is starting to cause problems Etc.

Make a combined list of the strategies on the board.

Main activity (30 mins) Analyse strategies

Q: What makes a good strategy for behaviour management?

Ask student teachers to discuss this in groups of four and give feedback to the class.

Select at least two strategies from proactive and reactive and analyse them for effectiveness. Groups can use a real life situation as a case study to demonstrate how the strategy works in class or school.

For example,

Name of the strategy	**Give an example of when you might use it as a teacher?**	**Why would you use this strategy?**
Removing a student from class and sending them to the head teacher (reactive)	Repeated serious disruptive behaviour which is disturbing the class and the student is not responding to other strategies.	When you are losing your temper and other strategies are not working. If it was a serious offence (e.g. violence towards another student).
Physically moving around the room while talking	When students towards back of class are being disruptive or losing concentration	Students are more likely to pay attention if the teacher is standing close by. Breaks up looking to front of class all the time.

Conclusion (10 mins) Feedback

The reporter from each group will present one of their chosen strategies to the whole class. The lecturer will also allow for comments and questions from other groups.

Self study

1. Interview a local primary school teacher and ask them which strategies they use to manage behaviour in their class. Which ones are the most effective? Which ones do not work well?

2. With a partner list at least three strategies which you should not use as a teacher. For example, hitting a student or humiliating a student with sarcasm.

Session 18 Assertive discipline strategies

Session outcomes By the end of the session, student teachers can…

1. Understand the difference between aggressive, passive and assertive behaviour management strategies
2. Demonstrate assertive discipline skills

Resources Butcher papers, scrap papers, markers, glue tags/sticky tapes

Introduction (10 mins) Evaluation

Display the session outcomes on the board.

Ask the student teachers to read the three descriptions of classroom management in the STCB.

Ask student teachers to discuss these questions:
Q: Which proactive and reactive strategies do the teachers use?
Q: Which are passive, aggressive and assertive strategies?
Q: Which classroom would be the best to learn in? Why?

Classroom A: Ms A turns up for work just before the start of the school day. She takes little interest in the students and replies to most questions and suggestions from the class with just a word and a shrug. She often leaves the class for unknown reasons. She allows the older boys to keep control and rarely intervenes as long as the class is quiet. Most of the work involves copying from the board.
Classroom B: Mr B can often be heard shouting at his class and is famous for making his students stand in the corner. If he hears whispering he slams his chalk duster against the board and once threw it at a child. Mr B also has his favourites who are rewarded with lavish praise and free time. Sometimes people don't know how he will react. Mr B's rules are strict and he prides himself on his discipline. Students fear him, he says.

Classroom C:
Mrs C's classroom is a buzz of activity. Her lessons are interesting and challenging. Her class have rules and procedures pinned up, including a responsibility rota. She carefully chooses where the students sit and is always on the move around the room checking, praising and encouraging her students. She can be strict and has high standards but it is rare to hear her shout. She regularly reports on behaviour to parents. Her motto is "Your best always" and she prides herself in catching her students being good.

Main activity 1 (10 mins) Presentation

Explain assertive discipline is an effective approach to classroom student behaviour management and better than aggressive or passive methods.

Principles of assertive discipline:

- The teacher is in control of the class – well planned, well prepared and well trained
- Have a classroom management plan
- Maximise teaching and learning to reduce problem times
- Promote effective student learning and friendly environment
- Reinforce positive student behaviour
- Deal with negative behaviour quickly, calmly, consistently and assertively

Proactive assertive strategies: simple and few positive rules, procedures and plans, seating plan, rewards system, consistent sanctions, scanning the room, well planned lessons, small group sizes, not leaving students unattended

Reactive assertive strategies: calm, firm voice, distraction or redirection, highlighting positive behaviour, assertive use of body language, eye contact etc, use of questions, focusing on the behaviour not the student, quick response, cool judgement

Main activity 2 (30 mins) Critical analysis

Ask the student teachers to work with a partner to select an assertive behaviour management strategy for each of the scenarios in the *STCB*.

Q: Which assertive discipline strategies would you use in these situations and why?

For example,

1. A student is talking to their friend at the back of the classroom when they are supposed to be working individually. They are usually well behaved.

2. When lunch is called, the students push and shove getting out of the door.

3. You see one of your student's help another one who is struggling with their work.

Conclusion (10 mins) Demonstration

In pairs, student teachers practice using an assertive voice to deal to respond to these situations. Their peer assesses them:

1. You see a student poke another in the back with a pencil.

2. You see a student day dreaming during group work and not contributing.

3. You hear a student help another with a difficult sum in group work.

4. Two students help clean up after a lesson without you asking.

5. One student is dominating a group discussion and not letting the others speak.

6. A student answers you back.

Self study

1. Rewarding is one assertive discipline strategy used to reinforce positive student behaviour. List two advantages and two disadvantages about rewarding a student for displaying a good behaviour.

2. Does your lecturer use assertive proactive and reactive strategies for managing your class?! Discuss this with a peer in the same class.

Session 19 Rewards and consequences

Session outcomes By the end of the session, student teachers can…
1. List and evaluate effective rewards for good behaviour
2. List and discuss appropriate and effective sanctions for poor behaviour
3. Apply effective methods of responding to poor behaviour to three different student/classroom problems

Resources A4 papers, markers, scrap papers

Introduction (25 mins) Ranking & pair discussion

Display the session outcomes.

1. On A4 paper, each student teacher writes one column of effective rewards in class and one column of poor rewards. Remind student teachers that rewards should be structured, consistent and fair.

Effective rewards	Poor rewards
For example, Verbal praise Note home to parents Good behaviour charts Weekly certificates Meaningful praise	For example, Money or sweets Yearly certificates Permission to miss learning Favouritism Praise for no reason

Then with a partner and using numbers (1,2 etc.), student teachers rank each idea in order of effectiveness in improving student behaviour.

2. Next student teachers do the same for sanctions and punishments. Remind student teachers that punishments should be proportional, safe and non-violent. They should be line withthe school behaviour management policy.

Examples of appropriate sanctions	Examples of poor sanctions
• Sanctions that put right the harm caused • Removal from class for short periods (student must catch up work) • Removal from an enjoyable but non-essential class activity • Loss of privileges such as play time • Carrying out a useful task in school • One-to-one correction • School community service such as litter picking • Good behaviour bond or contract • Gating for boarding students • Detention after school or during lunch when parents are informed • Replacement or paying for damage/stolen property • Letter to parents • Conference with parents • Student has to report regularly to the head teacher or other senior staff member • Writing a letter of apology • Suspension of no more than two weeks (for serious or repeated offences) • Expulsion (for criminal offences or extremely serious offences or repeated offences)	• Corporal punishments such as caning, pinching, hitting, slapping etc • Whole group sanctions that punish the innocent and the guilty • Extreme physical work out of school hours • Extreme physical work during lesson time • Not letting students sit scheduled tests or exams • Severe sanctions for minor offences • Sending students home for not wearing uniform, shoes, being late etc • Withholding school certificates • Humiliating or cruel punishments • Fines and paying compensation • Activities the student will enjoy • After school detention without informing parents (day schools only) • Denying a student food during a lunch break • Suspension for longer than two weeks

Main activity (25 mins.) Problem solving, general class discussion & show-me

In groups of four, ask student teachers consult STCB for the good and poor behaviour scenarios. Then discuss briefly and on A4 paper write methods of

responding to these good and poor behaviours and have work on the board or wall and selecting the most effective sanction.

Remind student teachers that rewards and sanctions will be drawn up by the whole school community in the school behaviour management policy.

Conclusion (10 mins) Yes/No test

Ask student teachers to write Yes or No to these types of punishment and reward.

Q: Are these acceptable or not?

1. Grass cutting
2. Missing their favourite lesson
3. Being smacked with a ruler
4. Cash reward
5. Reward chart on the wall
6. Merit marks
7. Being shouted out by a class captain
8. Standing up in the corner for an hour
9. Being made to face the wall
10. Cleaning the classroom

Self study

Reflect on these questions and discuss with a peer:

1. Which strategies were used at your schools?
2. Which ones are used at your college?
3. Do they work to improve behaviour or not?
4. Are they in a behaviour management policy?

Session 20 Stop! Think! Do!

Session outcomes By the end of the session, student teachers can…

1. Describe the steps to Stop Think Do
2. Apply Stop! Think! Do! approach in hypothetical classroom situations
3. List teaching and learning strategies that encourage students to use Stop! Think! Do! themselves

Resources scrap paper

Introduction (10 mins) Scenario

Display the session outcomes on the board.

Ask the student teachers to read the two scenarios in the STCB about Stop! Think! Do!.

Case study 1 The Teacher Mr B is teaching maths. While his back is turned a student can be heard talking about

the rugby. What could happen next?

Case study 2 The Student Kila is trying to finish his work and another student keeps disturbing him. What could happen next?

Q: Discuss what the teacher and student could do in each of the scenarios. Which is the best ending to the stories? Why?

Listen to four or five suggestions from the student teachers.

Main activity 1 (10 mins) Lecture

Describe the stages of Stop! Think! Do! for individuals. It can be used as a behaviour management strategy for teachers or a social skill to teach to students.

- STOP
  - STOP what you are doing, STOP what you are about to do or say
  - Stay calm
  - Stay in control
  - Take a deep breath or count to ten

- THINK
  - Understand the problem – why are you feeling that way?
  - Assess the situation – why are they doing that? Is it me?
  - THINK about what are the feelings, choices and the possible consequences of your actions
  - Evaluate possible solutions – what is the best possible outcome?

- DO
  - DO something - choose a solution
  - Reflect on the decision later

Remind student teachers they are in charge and they have to stay in control. This is a good strategy for managing emotions and preventing rash decisions.

Main activity 2 (30 mins) Micro-teaching triads

Ask the student teachers to work in triads to practice the Stop! Think! Do! strategy in different stressful situations in the classroom and school.

For example,

A parent storms into your classroom and starts shouting at you about their child's exam results. What would you do? Use Stop! Think! Do!

Conclusion (10 mins) Reflection

In the same group produce a simple table showing possible solutions and possible consequences to being bullied by your head teacher:

Possible solutions	Possible consequences

Finally, review the session outcomes and remind student teachers to Stop! Think! and Do!

Self study

1. Use Stop! Think! Do! in your daily life before the next session. Share this with a peer – what did you do and why? Did the strategy work?

2. How would you teach your students in your class how to use Stop! Think! Do!? List some ways you would teach them how to stay calm and think before reacting.

Session 21 Dealing with bullying in schools

Session outcomes By the end of the session, student teachers can…

1. Define bullying and identify bullying in school situations
2. Develop behaviour management strategies which address bullying
3. Understand that bullying is a serious behaviour problem

Resources Scrap paper, butcher paper, markers, sticky tapes, bullying scenarios in the STCB

Introduction (10 mins) Scenario

Display the session outcomes on the board.

Ask the student teachers to read the two scenarios in the STCB about bullying.

Scenario 1 The Big Boy

Tom is in grade 4. At lunch Stephen and Tau usually tease Tom and then ask him for his lunch money. They threaten to belt him if he doesn't hand over his lunch money. When questioned by the teacher, Stephen and Tau say they ar friends with Tom and only joke with him. They say Tom wants to give his lunch money..

How does Tom feel? What could Tom do?
How does Tau feel? Why does he behave the way he does?
What should the teacher do?

Scenario 2 The Group

Kila is a Grade 7 girl. A group of girls in her class call her names and refuse to work with her on any group activities.

How does Kila feel? What would Kila do? How do the different girls in the group feel? Why do they act the way they do? What should the teacher do?

Q: Discuss what the teacher and student could do in the scenarios. Which is the best ending to the stories? Why?

Listen to four or five suggestions from the student teachers.

Display the session outcomes.

Main activity 1 (15 mins) Lecture

Bullying is a serious issue in schools. It occurs in all grades and affects both males and female students. Bullying is repeated, hurtful and aggressive behaviour by one or more people to harm another.

There are many different types of behaviour that can be called bullying behaviour.

Describe some forms of bullying and the negative effects on the victims.

Bullying behaviours	Negative effects
Calling names	Low self esteem, lonely
Teasing	Annoying, low self esteem, frustration
Physical injury	Hurt and injured
Ignore or left out	Rejected, lonely, like don't fit in
Interfering or taking someone's possessions	Upset, intimidated
Intimidating or threatening	Scared
Spreading rumours about people	Embarrassed
Writing nasty notes or SMS text messages about someone	Rejected, ashamed, confused

Student teachers should be reminded that bullying is bad and hurtful and must be dealt with firmly, effectively and immediately. Bullying can seriously affect the victim and is a barrier to learning.

Strategies to deal with bullying behaviour include:

- Isolate the bully and have clear sanctions for dealing with them
- Counselling both victim and bullies by school based counsellor
- Monitor both the bully and victim carefully
- Engage activities that will discourage bullying such as peer support, mentoring and safe play rules
- Increase supervision in the areas of the school where and when bullying occurs
- Have clear school anti-bullying rules in the school behaviour management policy
- Involve parents of both the victim and bully immediately
- Anti-bullying campaigns and awareness – everyone should know the rules
- Encourage students to report bullying and intervene to stop bullies
- Teach students how to deal with bullying behaviour
- Praise and reward friendly behaviour

- Use the P & C to carry out awarenss of bullying

Research tells us that often people who are bullies have experienced or been exposed to violence and abuse in their home. Bullies and victims both require help. Bullies often have learnt their behaviour from other bullies (children and adults) and need to be able to see their behaviour as hurtful and be taught appropriate ways to behave toward others. Victims need to know that they are supported, will need assistance to increase their confidence and self esteem and need help to make friends.

Main activity 2 (30 mins) Scenarios

Ask student teachers to work In pairs to develop a series of scenarios about bullying in schools. Write at least three different realistic scenarios. Then swap these with another pair who will answer these four questions (display the questions on the board):

1. How does the victim feel? What would victim do?
2. How does the bully in the group feel? Why do they act the way they do?
3. What do the other students feel about the situation? Why don't they act? What could they do?
4. What should the teacher do?

For example,

A boy complains of another boy taking his lunch money and then telling him to get money off the younger students.

In a group of three very friends, one of the group always seems to be upset.

The head teacher keeps going into your neighbouring teacher's classroom and making her feel uncomfortable. He stares at her, shakes her head at her teaching and tells her she is a poor teacher. You think she is a good teacher.

Conclusion (10 mins) Reflection

In the same group ask student teachers to produce a simple table showing bullying tactics and possible consequences.

Bullying tactics	**Possible consequences**	**Strategies for resisting the bullying**
Older students taking property of younger students	Losing possession; theft; feeling scared	Sanctions for older students, replacing items, contact parents, practice skills with younger students

Self study

1. Ask student teachers to discuss with their peers why students bully other students? What types of students are bullied?

2. Ask students to plan an anti-bullying awareness for their school.

Session 22 Conflict resolution

Session outcomes By the end of the session, student teachers can…
1. Explain what conflict resolution is
2. List different types of conflict resolution skills
3. Identify and explain the conflict resolution process
4. Demonstrate conflict resolution skills

Resources Butcher paper and markers, questions prepared on board, conflict scenarios and flowchart in STCB

Introduction (10 mins) Concept mapping

Display the session outcomes on the board.

1. Divide student teachers into groups of four and issue a butchers paper to each group.

Write the word 'conflict resolution 'on the board and ask the students to do a concept map.

From their concept map get the students to discuss and write down the definition for conflict resolution. (What do you know about conflict resolution?)
Ask them to check their definition against the one in the *STCB*. Remind them there are specific skills you can use for conflict resolution and by practicing them before the problem occurs we can be better prepared.

2. Ask the student teachers to discuss this questions in pairs.

Q: What types of conflict might a teacher encounter in their work?

Main activity1 (10 mins) Brainstorming and listing

In groups student teachers will study their concept map and brainstorm and list the conflict resolution skills.

Q: What conflict resolution skills would you need to know and apply at each stages of the conflict resolution process?

Q: Why are those specific skills needed at those stages?

Q: How and when should you apply those skills?

Main activity 2. Flow chat (10 mins)

The lecturer identifies the conflict resolution steps and draws a flow chat on the board showing the resolution process. Add at each step on the flow chat the skills that would be needed to apply at that stage/ step.

Main activity 3 Role play conflict resolution (20 mins)

Ask students to practise in the groups of three on how resolve conflicts. Students must be required to demonstrate the required skills at each step of conflict resolution.

Select two groups to perform in front of the whole class while others can observe and analyse the role play. Were they successful or not?

They can use their own conflict scenario or one from the *STCB*.

Conclusion (10 mins) Reflection and pair discussion

Ask each other the following questions.

Q: What do you know about conflict resolution?
Q: What are some types of conflict resolution skills?
Q: How are conflicts effectively resolved?

Self study

1. Identify and explain the twelve tools and life skills which help people resolve conflict in their lives. For example, learning how to manage emotions.

2. Self reflection: think of a time you have been in a conflict. What happened? Did you Stop Think Do? What were the consequences?

Session 23 Behaviour management recording and reporting Part 1

Session outcomes By the end of the session, student teachers can…
1. Explain the importance of collecting different types of information about student behaviour
2. Describe and analyse three strategies of collecting behaviour information

Resources
Markers, butcher papers, sample of attendance record book and pupils' history cards and other examples of commonly used methods for data collection (STCB), questions prepared on butcher paper for display

Introduction (10 mins) Name 10

Display the session outcomes on the board.

Issue some scrap papers (five each), one marker and blue tack to each pair. Instruct student teachers to discuss in pairs and list 10 ways of collecting data in schools.

E.g. pupil's history cards, attendance record book, student assessment sheet, student observation sheet,pupils medical book, communication with parents book,

student file, homework diaries, merit mark systems, behaviour charts, good work ladders, postcard home, well done stickers, certificates, warning letters etc.

Each pair joins another pair and they combine their answers on butcher paper.

Main activity (40 mins) Sorting & critical analysis

1. Sorting by most commonly used (10mins)

In groups of 4, sort the most commonly used methods of collecting data

2. Critical analysis (20 mins)

Distribute one or two more commonly used methods identified above to each group and ask them to answer the following questions:

Q: What kind of data is being collected? (i.e. information about attendance, behaviour (good or poor), academic performance, rewards, communication etc)

Q: How is the information recorded? (simple recording, qualitative comments)

Q: Why do teachers and schools collect this information?

Q: Who is the information shared with?

Q: What do schools and teachers do with the information?

Ask each group one question about their data collection method.

3. Discussion sorting by the most effective. (20 mins)

From their list of the most commonly used method the group will choose the three most effective strategies and list their advantages and disadvantages. Ask each group to include a statement about why these strategies are effective

Conclusion (10 mins) Print walk and questioning

Display final work on the table for the whole class to do print walk to see what each group has done. As student teachers walk around ask them to compare the lists of most commonly used and most effective strategies and discuss with other students why they might be different.

Self study

1. Think back to when you were a high school student. What methods of recording and reporting behaviour management did your teachers and school use?

Session 24 Behaviour management recording and reporting Part 2

Session outcomes By the end of the session, student teachers can…

1. Discuss, identify and write down the consequence of poor student behaviour for students, peers, school and community

2. Identify how to record and report student behaviour

Resources Scrap paper, markers, butcher paper, glue, and scissors. Photo copies of students record cards, sample of attendance sheets..

Introduction (10 mins) Group discussion, brainstorm

Display the session outcomes on the board.

Divide student teachers into groups of four and ask them to list at least five examples of poor student behaviour and discuss their consequences. Then ask student teachers to divide butchers paper into four quarters and label each quarter students, peers, school, and community. Student teachers then list any consequences for students, peers, schools or communities for one of the behaviours from their list. Ask each group to join with another group and present their feed back.

Examples of poor behaviour

Not coming to school everyday
Drinking alcohol on school grounds
Smoking
Not paying attention in class
Talking in class
Bullying
Harassing girls
Fighting
Not completing homework

Main activity (40 mins) Class, group, writing and pairs discussion

1. In pairs, ask student teachers to discuss strategies for recording and reporting poor behaviour to head teacher, teachers and parents. Refer to the previous session outcomes.

2. Student teachers in pairs construct a chart or system for recording and reporting children's behaviour. Must be grade appropriate.

Remind student teachers to think about what information they will collect, how they will record it, where they will store it and who they will share this information with.

e.g. reward chart, checklist, report card, certificate system, merit mark system, behaviour chart etc

Conclusion (10 mins) Class, group, individual presentation

Ask student teachers to examine the work of two other groups and give critical feedback (one or two constructive improvements)

Finally, in pairs ask student teachers to reflect of the following questions

Q: Why is it important to monitor poor behaviour?
Q: What should teachers do with the information they collect about poor behaviour?
Q: How can this information be used to help the student?

Self study

1. Choose one of the methods of reporting and recording behaviour that your high school teachers or school used. Improve this method by adapting and changing it.

2. Write a sample letter that could be sent to a parent requesting a parent-teacher conference.

Session 25 Writing a school behaviour management policy

Session outcomes By the end of the session, student teachers can…
1. Explain the steps to writing a school behaviour management policy
2. Explain the importance of participation by the whole school community

Resources STCB, National Behaviour Management Policy & Guidance (enough for one between two)

Introduction (15 mins) Paired discussion

Display this question on the board:

Q: Who would need to take part in writing a school behaviour management policy?

Ask student teachers to discuss this in pairs and ask for feedback. Make sure their list includes: students, parents, teachers, school board, church agency, school based counsellor (if available)

Next ask pairs to discuss why each person should be involved.

For example, why should students at the school be involved in writing the policy? Hear some feedback from the groups.

Main activity 1 (10 mins) Lecture presentation

1. Distribute the *National Behaviour Management Policy* and the Guide for Schools. Ask student teachers to turn to the sample school behaviour management policies in the Guide for schools. .

2. Point out the sections of the policy

1. Vision of the school

(This can be taken from the SLIP)

2. Aim of the school behaviour management policy

3. Responsibilities of students

(Written in student centred language)

4. Responsibilities of teachers

5. Partnerships with parents/guardians

5. School rules (or code of conduct)

7. Behaviour management procedures (including expulsion)
-Strategies and consequences
- Flow chart of possible actions
- List of acceptable sanctions

8. Who was consulted on the policy?

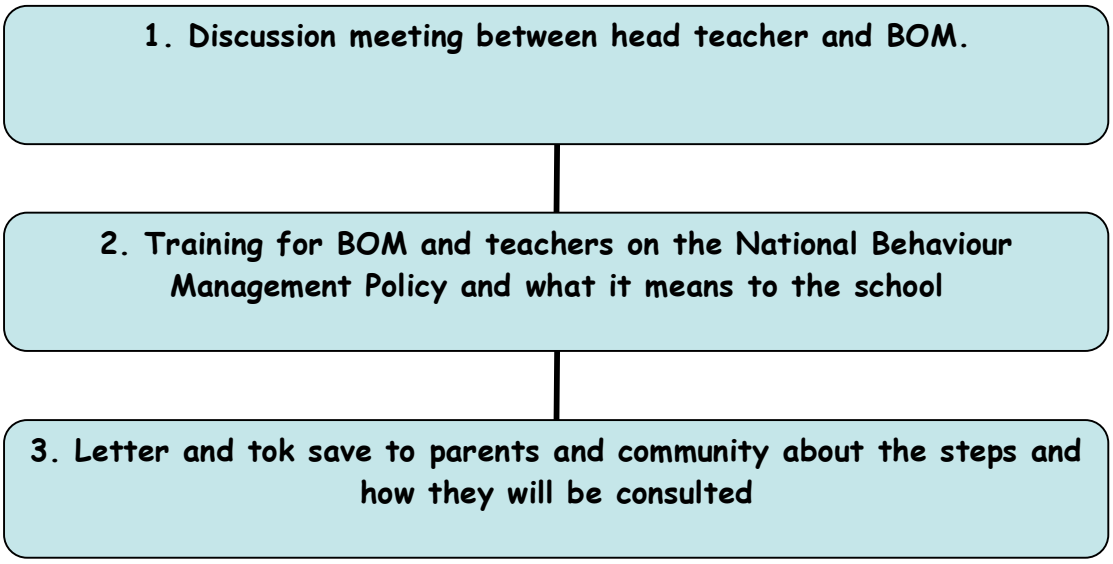
9. Review date of the policy

Main activity 2 (30 mins) Planning

1. Put the student teachers into pairs and ask each pair to imagine they are the head teacher and chair of the BOM of a primary school.

2. Tell them they are to plan out the steps to writing the school's new behaviour management policy. What would they do first? What kind of meetings would be needed? What kind of training? Which steps are essential? How would they get every stakeholder involved? Are there any particular people how can help? i.e. Guidance Officer

3. Ask the pairs to show this plan as a simple flow chart. For example,



4. Ask the pairs to assess and suggest improvements to the steps of another group.

Conclusion (5 mins)

Remind all the student teachers that every school should be developing their own school behaviour management policy and these should follow the principles and responsibilities of the national policy.

Self study

1. Read the sample school behaviour management policy in the *Guide for schools* and discuss how you would improve this if you were writing one. List at least three possible improvements.

2. Survey your local schools – do they all have a policy? Does your college? Why or why not? Were all stakeholders consulted? Why or why not?

Session 26 Managing critical incidents and emergencies

Session outcomes By the end of the session, student teachers can…
1. List and discuss types of critical incidents and emergencies
2. Discuss and evaluate effective strategies for responding to critical incidents
3. Develop plans to manage critical incidents

Resources Newspapers, 10 markers, 10 butcher papers, 10 pairs of scissors

Introduction (5 mins) Brainstorming

Display the session outcomes on the board.

1. In pairs, student teachers will brainstorm and identify the different types of critical incidents that may occur within the school situation.

Critical incidents and emergencies in school	
Frequent	Less frequent
For example, Student fight Accidents such as broken arm & cuts Blood spill Violence and intimidation Teacher absence Death in the family of a student or teacher Serious illness like malaria Petty crime Insect bites or swarms	For example, Natural disaster such as a tsunami, earthquake, fire, flood, high winds Rape and sexual assault Student riot Landowner dispute Serious crime such as arson Epidemic e.g. cholera or typhoid Teacher strike Overdose or attempted suicide Student pregnancy Snake bite Serious injury

2. In pairs, ask student teachers to discuss and evaluate what effective strategies can be useful in responding to these critical incidents.

For example,

Strategies to respond to a critical incidents may include;

Be calm – Calm yourself down and be ready

Stop – Stop to analyse the situation and think about how you feel.
Think – Think positively and optimistically about what you will do.
Do – Do what you have chosen / decided to do
Reflect: Reflect on what you have done
Keep a written record
Keep people informed support
Seek help
Protect yourself and your students first and then help others

3. The student teachers will select one common and one rare emergency and discuss and develop a plan on how they could manage these critical incidents.

For example,

Type of emergency	What the teacher should do
Common – student fight	1. 2. 3.

Choose three or four good examples to share with the whole group.

Conclusion (5 mins) Case study

Jackson was on his way to school one early morning when he was attacked by a group of rascals. Jack had never been into such an attack in his life. His school bag was taken away with his mobile, a purse with some money and a bank card. He was unable to fight back because he was all by himself. However, he was seriously hit on the head with a piece of stick for refusing to give his bag. Jackson is now suffering from severe headache and is unable to concentrate in his school work.

Q: How would you respond to this situation?

Discuss this with your partner. Review the session outcomes. Remind student teachers that should learn First Aid and be prepared for emergencies.

Remind them that services are there to help. For example, if a student is raped they must be given Post Exposure Prophylaxis (anti-HIV medicines) within 24 hours.

Self study

1. Collect newspaper articles of critical incidents. Analyse and reflect on the situation and discuss how you can be able to respond to it. Develop your plan on how you can be able to manage this critical incident.

2. Self reflection. Give some serious thought on how you can be able to support a child who has been affected by a fire in her home. Remember she has lost her parents in the fire.

Session 27 What is educational guidance?

Session outcomes By the end of the session, student teachers can…

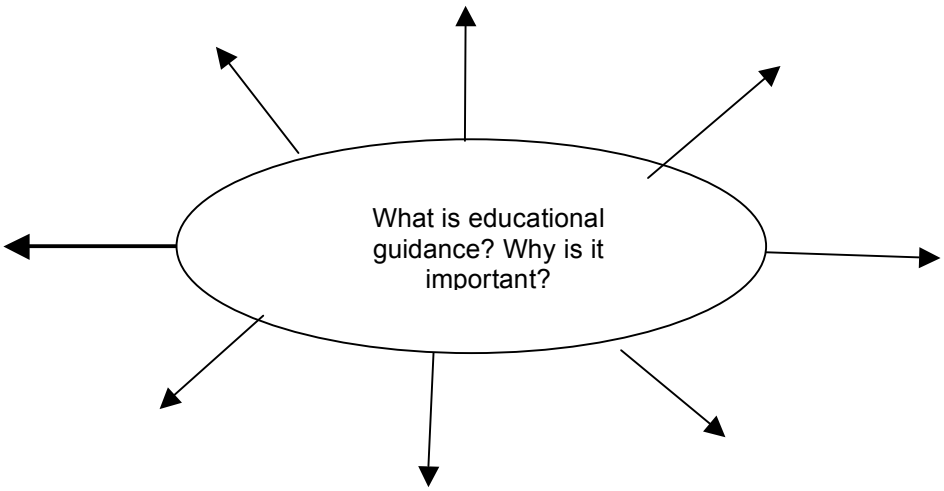
1. Define and explain the importance of educational guidance
2. Distinguish between academic and vocational guidance
3. List what is good practice in educational guidance

Resources Scrap papers, markers, glue, scissors, flashcards

Introduction (20 mins) Brainstorming

Display the session outcomes on the board.

Ask student teachers to go into groups of four and define what educational guidance is and why it is important. Hand out some scrap papers to each group for the group to write down their answers as a map. For example,



Ask a reporter from each group to explain what is written. Lecturer produces a master list..

Explain to student teachers that…

Educational guidance is aimed at;

- giving information and advice on educational and vocational choices and goals
- helping students to explore various opportunities that are available to them
- helping students with study habits, dealing with stress etc to achieve academically
- helping students know about themselves better i.e. interests, abilities, aptitudes and strengths
- promoting self reliance and realistic decision making

Educational guidance is about **academic** guidance (e.g. subjects to take, exams, selection, good study habits) and **vocational** guidance (e.g. career pathway, formal and non-formal employment, vocational training options). Educational guidance is

similar to counselling and teachers use the same communication skills but often direct advice and information is given to the student to help them makes decisions.

There are other types of guidance which are used by other people. For example, spiritual guidance provided by trained member of the churchs.

Q: Ask students to explain the importance of educational guidance in primary schools.

Hear feedback from selected students.

Main activity (25 mins) Counselling in triads

Working in triads, ask student teachers to role play working with a student with an academic or career problem. Remind students to practice and use skills the communication and counselling skills they have learned. :

Possible case studies

Case study 1. Sarah is graduating from Grade 8. Her marks will not guarantee her a place in high school and her parents do not have the money to pay her school fees. Sarah comes to you for advice about what she should do when she leaves school.

Case study 2. Paul is in grade 6 and has trouble reading. You observe that he finds it hard to keep up with the rest of the class and has now fallen behind on his school work. Paul frequently does not complete assigned homework

Case study 3. Samuel has exceptional marks in most subjects except for maths. Samuel has told you that he would like to become an engineer.

Case study 4. Judy has completed her Grade 8 exams. She did not gain place in and NCD high school but has the option of attending high school in the province. Julie wants to continue with her schooling but she tells you that her parents will not let her travel to . They say that if she does not attend high school in NCD then she will leave.

Conclusion (15 mins) Knowledge and skills table

In pairs, ask student teachers make a table like the sample one below. Ask student teachers to make a list on one side of the table of the skills and knowledge a teacher need to be effective at educational guidance. In the other column, student teachers should write what they will need to do to obtain these knowledge and skills and share them in a school.

Example knowledge and skills,

- *Share all realistic options with the young person*
- *Know the options for them*
- *Know your student's academic strengths and weaknesses*
- *Know the student well*

- *Know the local schools and vocational centres*
- *Know local employers*
- *Understand the exam and selection process and selection criteria*
- *Know how to teach application letters*
- *Know how to include the student and parent in decision making*

Knowledge and Skills	What do I need to do?
Share all realistic options with the young person	Counselling, meetings with students, reviewing students academic performance
Know options for students	Find out entry requirements for high schools, university and vocational centres Find out education level required for particular jobs
Know your students academic strengths and weaknesses	
Know students well	

Self study

1. Reflect on your own academic and vocational strengths and your future options. Share these with a peer.

Session 28 Goal setting with students

Session outcomes By the end of the session, student teachers can…

1. Discuss and develop realistic goals and targets for future life and vocation with the students
2. Micro-teach goal setting with students

Resources STCB sample goal setting case studies and goal setting counselling checklist

Introduction (10 mins) Brainstorming

Display the session outcomes on the board.

In pairs student teachers answer these following questions

Q. What is a goal?
Q. Why are goals important in a person's life?
Q. When is a good goal?

Choose a few student teachers to provide the answers. Summarise feedback and explain:

A goal is a target a person aims to achieve within a certain period of time. The purpose of guidance is to help the individual discover his/her needs, potentialities

and goals and how to proceed to the realisation of those goals. The goal must be achievable and realistic. It can be long term or short term. A goal clearly identifies what you want, how you will get it, and when you will get it.

Examples of different types of goals

- Academic goals e.g. passing an exam
- Vocational goal e.g. becoming a teacher
- Social goal e.g. making new friends
- Health goal e.g. stop eating lamb flaps

Main activity 1 (15 mins) Demonstration

1. Works with a student teacher to demonstrate skills in goal setting with a student. Use communication and counselling skills during the demonstration. Ask student teachers to watch the demonstration and note how the lecturer helps the student to move through these key steps.

a. What do you want it? Why do you want it?
↓
b. When do you want it?
↓
c. How you will achieve it? What are the steps to the goal? What resources will you need?
↓
d. Who will help you?

You can show them a goal setting template like this:

WHAT ARE MY GOALS?—GOALS WORKSHEET

Short–Term Goal	Long–Term Goal
Benefits in Reaching My Goal	**Benefits in Reaching My Goal**
What might stand in my way?	**What might stand in my way?**
What do I need to learn or do?	**What do I need to learn or do?**
Who will encourage me?	**Who will encourage me?**
Plans of action—Steps I will take	**Plans of action—Steps I will take**
Completion Date	**Completion Date**

Main activity 2 (30 mins) Microteaching Triads

Divide student teachers into groups of three and give each group a case study to role play on from the STCB.

The case studies are related to student teachers who have set their goals for their future but have some uncertainties and have approached the counsellor for educational and vocational counselling.

Or, student teachers can choose their own goal to be included in the triad. Encourage student teachers to work through the process of goal setting, using the goal setting template to help them work with the student.

Conclusion (10 mins) Microteaching assessment

Choose one group to present their group's goal setting counselling and each student teacher can assess the teacher/counsellor's performance using the criteria in the *STCB*.

Self study

1. Tell the student teachers to develop a personal goal for themselves. These are some questions that would prompt them to develop meaningful and achievable goals.
    - What do I want to achieve in my career?
    - Where will I be in five years time? What kind of relationships, job, hobbies would I like to have
    - Where will I be in ten years time? What kind of relationships, job, hobbies will I have

Ask them to share this with a friend.

Session 29 Strategies for working with parents

Session outcomes By the end of the session, student teachers can…

1. Identify three strategies for working effectively with parents and families
2. Demonstrate through role play successful parent teacher conferences

Resources *STCB*, checklist for parent-teacher-conference in the *STCB*

Introduction (15 mins) Mind map

Display the session outcomes on the board.

Explain that there are many issues that parents face in relation their child's education which can be addressed by establishing good working relationships using effective strategies.

Examples of issues are selection, inconsistent discipline, academic performance, abuse, violence and etc.

Ask student teachers to make a mind map by drawing a circle in the middle of a piece of paper and writing 'issues faced by parents' in the circle. Ask the students draw branches from the circle for each issue. Student teachers should expand the branches to include; what causes them? how do they affect students? how can these issues be addressed? For example, paying school fees or bullying in schools?

Explain these issues can be addressed when parents are involved. Parents' involvement in schools does influence the quality of children's experience. Parents should be involved in making the SLIP and the development of the school behaviour management policy. Some of the strategies that teachers can use with parents and families are:

1. Regular meetings with parents to update them on students behaviour
2. Involving both parents in the school governance (be involved in decision making roles)- e.g. school board, P&C, or other committees
3. Fundraising projects
4. School news letters, certificates, prize giving, assemblies, letters of praise or sanction etc
5. Organise regular parent-teacher conferences
6. Involving parents as guest speakers in lessons
7. Organising special meetings for parents of students in same class or grades
8. Parents learning about the school curriculum and policies
9. Support programs such as sports, scouts, religious activities and etc.

Main activity (40 mins) Role play and evaluation

Part 1. Presentation

Parent- teacher conferences are vital if the school wants parent cooperation and support. Many parents express discomfort with these sessions because of their formality. These conferences should not focus only on academic performance but explore other aspects such as how the child is relating to other students, whether he or she is participating inside classroom and outside of classroom activities and etc. It is always helpful to say something positive about a student before raising any issues. The whole child should be discussed.

The four useful steps in conducting parent-teacher-conference are:

1. Build rapport: Establish a comfortable relationship (think about the counselling skills!)
2. Obtain information, ask questions. Invite parents to ask questions.
3. Provide accurate information in a structured way
4. Follow-up strategies and plan for what to do next and who is responsible for action

Part 2. In groups of four, role play a parent-teacher conference

Student teachers may select one of the scenarios, or make their own and role play a parent teacher conference. The observer should note the skills used and whether all the steps are completed. Roles should be changed with a new scenario.

For example,

Case Study 1 Parent teacher conference Grade 7

The male parent wants to discuss university options. The female parent is very nervous. The teacher wants to talk about attendance problems.

Case Study 2 Parent teacher conference Grade 3

The parents are worried about bullying. They believe their child is unfairly picked on by older students, one them being the head teachers son. The teacher wants to discuss the negative influence (smoking, skipping class) of some of the student's friends on his behaviour.

Case Study 3 Parent teacher conference Grade 6

Guardians of the child want to discuss the why the student's receiving poor marks. The teacher wants to discuss how the student's home life affected their studies.

Conclusion (10 mins) Evaluation and Reporting

One group should be chosen to demonstrate a conference with the other groups assessing them. Assessors should point out the group's strengths and weaknesses and list areas of improvement.

Self study

1. If a parent asked you about what options are available for young people leaving primary school what would you say? How would you work with them to see the value of the academic, community or vocational choices?

Session 30 Educational and vocational options

Session outcomes By the end of the session, student teachers can…

1. Discuss and list possible educational and vocational options for students leaving primary school
2. Differentiate between good and poor job application letters
3. Plan lesson activities for grade 8 students on educational and vocational options

Resources Used daily newspapers, telephone directories

Introduction (10 mins) Mind map and class discussion

Display the session outcomes on the board.

Distribute the *School Leaver Handbook*, a couple of used news papers (2-3) and a telephone directory to each group of four student teachers. Introduce the topic and the outcomes of the session. Then explain that the session is going to be about identifying options that may be available for students leaving primary school and how teachers can teach skills to search and identify opportunities for employment.

Ask student teachers, in groups of four, to discuss the following question and present their answers in a diagram.

Q1: What are the options for students at the end of Grade 8 if they are not selected for grade 9 places?

E.g. Vocational schools, College of Distant Education (CODE), other job training, village income generating projects, farming, small business (Making a Living)

Main activity 1 (20mins) Analyse, discuss and identify

The groups analyse the sample business and job application letters in the *STCB* and identify the effective features of them and any improvements they would make.

Main Activity 2 (20 mins) Discussing and planning

In pairs ask student teachers to answer this question. Display the question on the board.

Q2: What activities can the teacher do with the students to prepare them for the end of Grade 8?

For example, role play interviews, teach making a living, give out lists of local business contacts, help them apply to TVET or secondary schools, help them plan a simple business plan, searching the telephone directory, applying for jobs, searching the newspapers.

Conclusion (10 mins) Lesson planning

In pairs, ask student teachers to complete a lesson plan they will use to prepare grade 8 students for leaving school.

Remind the student teachers that with Universal Basic Education there will be an increasing number of Grade 8 students and there is a need for honest, practical and realistic guidance for both parents and teachers.

Self study

1. Find out the names, locations and details of enrolment level, composition, types of courses offered for five vocational and secondary schools that are closest to the college.

2. Interview a local teacher who teaches Grade 8 about how they prepare students for the end of primary school.

Session 31 Guidance and counselling services

Session outcomes By the end of the session, student teachers can…

1. List the guidance and counselling services available for students, parents and schools

2. List other guidance and counselling service providers in PNG
3. List other youth health and student welfare providers in PNG
4. Understand how to refer students to services

Resources *STCB*, pamphlets and brochures on various organisation, posters, guest speakers, Behaviour Management Policy

Introduction (10 minutes) Brainstorming

Display the session outcomes on the board.

Student teachers will work with a partner to list stakeholders involved in providing guidance and counselling services in a school. This can include any groups, services or organisations that provide any service that improves student welfare in schools (e.g. Guidance Officers, School Based Counsellors, teachers, head teachers, pastor, Standard Officers, local student peer educators, child protections officers, Juvenile Justice Office, health extension workers, church project workers, NGOs like Save the Children and UNICEF etc.

Main activity (30 minutes) Group Discussion

Student teachers in groups of 4 will be given butcher paper and a marker. They will elect a leader, secretary and a reporter for their group. Student teachers will now choose one stakeholder (e.g. Guidance Officer or the school board) and discuss and write down their roles and responsibilities. Make sure that groups choose different stakeholders so that all roles and responsibilities can be examined.

e.g. **School Based Counsellor**

A school based counsellor is trained and certified by Department of Education to counsel and provide guidance and counselling to students in the school. Counselling and guidance are positive behaviour strategies. There should be one male and one female school based counsellors in every secondary school and one school counsellor in large primary schools.

School based counsellors:

- Counsel individual students,
- Assist the school to organise students leadership training, peer education programs and other relevant activities to improve and manage student behaviour,
- Report regularly to the Provincial Guidance Officer and seek advice if necessary,
- Assist and advice new graduate teachers on student welfare and other student problems faced in the school.
- Organise professional development for teachers on basic counselling skills,
- Advocate for the importance of counselling and guidance as a strategies of behaviour management (and list continues)

The appointed group reporter will present a one minute summary what they have prepared on about the service or organisation and its roles and responsibilities in schools.

Conclusion (20minutes) Referral presentation

Presents a lecture on referrals process. Show the students the flow chart in the *STCB*.

Student teachers discuss these questions:

Q: Who are the "gatekeepers" for services? Who might stop young people accessing services? Why?

Q: What are the ethical issues in referral?

Q: What are the practical issues in referral?

Self study

1. Guidance Officers are reliable, helpful, youth friendly male and female officers. Included is a school counsellor or volunteer school counsellors. Churches and NGOs who are also involve in child welfare programs in school (i.e. Save Children fund) Record details in your *STCB*. Include four local service providers in your community.

Name of person or organisation that provide student welfare services and support	**Address and physical location**	**Telephone**	**Description of Service**
Guidance & Counselling Headquarters	The Director Guidance and Counselling, Department of Education, P. O. Box 446. Waigani, NCD	325 7555 3246488, 3246492 Fax 325 3963	Coordinates and administers guidance service in Department of Education
Provincial Guidance Officer			
Child Welfare Officer			
Juvenile Justice Officer			
UNICEF			
Save the Children			
City Mission			
Health Officers			
Local VCT Centre			
Provincial HIV/AIDS Council			
Domestic Violence Centre			

Session 32 Case studies

Session outcomes By the end of the session, student teachers can…

1. Critically analyse and reflect on a range of cases involving counselling, behaviour management and education guidance
2. Use scenarios in case studies to practice counselling skills

Resources scrap papers, butcher papers, markers

Introduction (10 mins) Creating an imaginary person

Display the session outcomes on the board.

Issue butcher papers and markers. Tell student teachers to create an imaginary young person from primary school.

Points to help:

- What's your imaginary person's name?
- What's his/her ethnicity?
- Family background
- At School- grade, friends, favourite subjects, performance in school
- Personality-hobbies, attitudes, behaviour, appearance
- One personal, social or health problem that the young person may be facing,
- Any behaviours, or attitudes the young person has because of the problem
- Any significant relationships with other people that help or hinder the problem
- One academic of vocational issue the young person may be facing – this could be related to their problem

Main activity (40 mins) Analyse, critic and reflect

Put student teachers into groups of three. Remind them the importance of critical analysis and reflection. Lecturer may do a quick revision on the differences between counselling, behaviour management and educational guidance.

Ask student teachers to share the life of their imaginary student.

1. Student teachers will then critically analyse situations by reflecting on the young person's problem and decide what aspects of counselling, behaviour management and education guidance could help
2. Ask student teachers in triads to practise working with the student to either counsel, guide and manage the behaviour of the young person using their complete set of new skills

Conclusion (10 mins) Demonstration

Select one triad to demonstrate their case study using the three stages of counselling skills to the whole class.

Remind the student teachers that they have been taught a wide range of new skills to work effectively with children and young people.

Self study

1. Carry out an educational guidance or counselling session (supervised by the class teacher) with a student from the demonstration school and create a portfolio of the child. Remember that confidentiality and the code of ethics must be followed at all times.

Session 33 Course and lecture evaluation

Session outcomes: By the end of the session, student teachers can…

1. Evaluate the course and give suggestions for improvements
2. Evaluate the lecturer and give suggestions for improving their teaching

Resources
Enough copies of the course evaluation for one between two or one each
Enough copies of the lecturer evaluation for one between two or one each
The aims of the course on the board or in the *STCB*

Evaluation is an important aspect of teaching and learning and determines how far the course outcomes have been achieved and evaluating whether its lecturers have met the requirements outlined in the course guides.

There will be two evaluations:

- The course
- The lecturer

The feedback will be either individually or pairs depending on the college and it will be anonymous and constructive.

1. Review the aims of the course with the students
2. Review the learning outcomes for the modules with the students
3. Ask students to complete the course evaluation
4. Ask students to complete the lecturer evaluation
5. Thank the students for their hard work and participation and wish them well in improving student welfare in their schools and classrooms.

Guidance, Counselling & Behaviour Management - Evaluation of Lecturers

Lecturer: _____ Class: _____

5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree

Please circle a number to show your opinion

	SA	A	N	D	SD
1. The lecturer was able to clearly and confidently communicate accurate information about counselling and behaviour management	5	4	3	2	1
2. The lecturer understood and promoted the policies on Behaviour Management, HIV/AIDS and Gender Equity	5	4	3	2	1
3. The lecturer ensured full participation in the sessions and used a wide range of teaching strategies including role play	5	4	3	2	1
4. The lecturer clearly linked Counselling and Behaviour Management to other courses I have taken and to the reform curriculum	5	4	3	2	1
5. The lecturer's classroom is well organised	5	4	3	2	1
6. The lecturer was enthusiastic, creative and passionate in teaching	5	4	3	2	1
7. Work and activities set by the lecturer encouraged my interest in counselling and behaviour management	5	4	3	2	1
8. The lecturer promoted the importance of counselling and behaviour management	5	4	3	2	1
9. The lecturer made time to give individual assistance to those who needed it	5	4	3	2	1
10. Teaching methods used, modelled and demonstrated by the lecturer were effective and interesting and could be used in primary school	5	4	3	2	1
11. The lecturer is committed to promoting counselling and behaviour management In the primary school	5	4	3	2	1
12. The lecturer is aware of primary school and community situations, issues and children's needs	5	4	3	2	1
13. The lecturer has a good understanding of the reform primary school syllabus and teacher guides	5	4	3	2	1
14. The lecturer is aware of students' knowledge, skills and attitudes and adjusts teaching strategies accordingly	5	4	3	2	1
15. The lecturer is always promptly returns assessable tasks with feedback	5	4	3	2	1
16. The lecturer is punctual and committed to work	5	4	3	2	1
17. The lecturer has promoted independent learning by setting self study tasks in each session	5	4	3	2	1
18. The lecturer has shown a good understanding of gender issues linked to counselling and behaviour management and demonstrated gender equity in the classroom	5	4	3	2	1
19. The lecturer confidently explained how counselling and behaviour management can be integrated into School Learning Improvement Plans	5	4	3	2	1
20. The lecturer has positive values and is a good behaviour management role model for young people	5	4	3	2	1
Any other comments about this lecturer (positive or areas for improvement)					

Guidance, Counselling & Behaviour Management Course Evaluation

Course: _____ Class: _____ Lecturer: _____

5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree

Please circle a number to show your opinion

	SA	A	N	D	SD
1. The course was appropriate and relevant for primary school teacher trainees	5	4	3	2	1
2. The student teacher course book was comprehensive and useful to me	5	4	3	2	1
3. The aims and learning outcomes of the course were clear to me	5	4	3	2	1
4. An appropriate range of training methods were used (which can all be used in primary school)	5	4	3	2	1
5. This course addressed the Counselling Code of Ethics and the National Behaviour Management Policy	5	4	3	2	1
6. This course examined a wide range of practical counselling and behaviour management strategies	5	4	3	2	1
7. This course promoted independent learning and had many self study tasks	5	4	3	2	1
8. The course included strategies for involving parents, students and the community in student welfare	5	4	3	2	1
9. There was plenty of opportunity for active participation in class (e.g. paired discussion, role play and group work)	5	4	3	2	1
10. The instructions and criteria for assessment were clear and shared with the class	5	4	3	2	1
11. The assessment tasks were marked fairly and returned to me on time	5	4	3	2	1
12. There were enough additional resources in the library, on the intranet etc. to support the teaching of this course	5	4	3	2	1
13. Special needs and child rights were an important part of this course	5	4	3	2	1
14. There were clear links between this course and other teacher education courses like Classroom Management, Health and HIV/AIDS & Reproductive Health.	5	4	3	2	1
15. I received my own copy of the Student Teacher Course Book	5	4	3	2	1
16. The content of the course was covered effectively in the time	5	4	3	2	1
17. The course highlighted all the important counselling, behaviour management and educational guidance issues in schools	5	4	3	2	1
18. I am confident in implementing behaviour management, counselling and educational guidance at my school	5	4	3	2	1
19. I would recommend this course to others	5	4	3	2	1
Comments on this course (positive and areas for improvement)					

How to assess student teachers in guidance, counselling and behaviour management

Each College has its own assessment policy and procedures. Usually there will be three assessment tasks for student teachers to complete.

Assessment for this course should focus on:

- Assessing the session learning outcomes and knowledge, skills and attitudes
- Practical and relevant tasks
- Tasks which will help student manage guidance, counselling and behaviour management situations in primary school
- Tasks which they can use in their future schools
- Interesting and challenging tasks
- Variety of assessment methods

Each assessment task should be explained in detail and given to the student in writing (you may photocopy the sample assessment tasks from the following pages). You must ensure all student teachers understand the task and the opportunity to ask questions. It is recommended lecturers follow the format below and also assess attendance and participation.

For example,

Assessment of Attendance, Participation and Attitude

Rationale: A professional teacher should show positive professional attitudes including attendance, participation in group tasks, record keeping, self study and punctuality. This assessment is a measure of your professionalism.

Value: 10%

Length: Dated lecture notes are expected from each session in a notebook or folder. These should be added to in self study time and for specific homework/self study tasks.

Description: Formative assessment (i.e. "on-going" or "continuous" assessment) including regular sightings of lecture notes, marking of punctuality, response to questions and contributions to group work and discussions

Assessment criteria:
Attendance: 4% (you will lose 2% for each unauthorised absence)
Punctuality: 2% (you will lose 1% if late for two sessions)
Participation 2%
Note taking 2%

Note: These recommended criteria may vary from institution to institution.

We have provided three sample practical assessments and three sample mini exams which test the content of the course Modules. The bank of exam questions can be adapted to the needs of your assessment.

The lecturer makes the decision about which tasks they use and you are encouraged to develop your own relevant tasks for your own students.

1. Writing a School Behaviour Management Policy

Task Write a Behaviour Management Policy for your School

Value: 40%

Rationale: A school behaviour management policy promotes a safe and healthy learning environment for all our students. The school's policy should be in line with the National Behaviour Management Policy. It is important that teachers know how to develop a policy and the sections it will need. Behaviour management policies are statements of intent, procedures and rules that specify day to day strategies for proactive and reactive control of student behaviour.

Task description: Write a behaviour management policy for a school of your choice. The policy must have introduction, vision and mission, aims, scope (who will implement the policy) rights and responsibilities, code of conduct, rewards and consequences, parents and guardians, who was consulted and date written. Policies that are simply copied from the samples in the Guide for Schools will not be accepted.

Length: No more than six sides of A4 paper, one sample school behaviour management policy.

Assessment criteria:

Front and back cover attractive, lively catchy title with name and crest and motto of school, well made			0	1	2	3
Vision of school and mission statement appropriate and positive vision of school that includes academic and social success and reference to whole school community, linked to SLIP				0	1	2
Aim of the school behaviour management policy a set of aims for the policy, student centred language, no more than five aims, realistic, positive, shows the link between management and behaviour, recognises all the stakeholders in the school	0	1	2	3	4	5
Responsibility of students written in bullet points, at least five responsibilities, student centred language, positive statements, includes inclusive behaviour	0	1	2	3	4	5
Responsibility of teachers and head teachers written in bullet points, refers to National Policy, acts and laws including the PNGTA Code of Ethics, at least ten responsibilities, relevant to behaviour	0	1	2	3	4	5
Responsibilities of the parents and community written in bullet points, refers to universal basic education, includes BOM and P&C, at least five responsibilities, relevant to behaviour, includes parent-teacher conferences	0	1	2	3	4	5
School rules or **code of conduct**, school wide rewards and consequences are consistent National Behaviour Management Policy, HIV/AIDS, gender and child rights, positive rules, no more than ten rules, list of sanctions and rewards	0	1	2	3	4	5
Expulsion guidelines written as a flow chart; includes not expelling for pregnancy, expulsion as last resort, role of head teacher and BOM and appeals	0	1	2	3	4	5
Who was consulted? List of stakeholders including church agency, parents, students, teachers, Standards officers, date for review of policy	0	1	2	3	4	5

2. Plan and deliver an in-service session

Task: Guidance, Counselling & Behaviour Management In service

Value: 40%

Rationale: The purpose of this assessable task to assess student teachers' understanding of planning and delivering guidance, counselling & behaviour management topics. This would provide opportunity and practices for student teachers to gain confidence in planning and delivering in service ready for when they go on practicum or graduate. Student teachers should be agents of change.

Task description: Student teachers will plan and deliver an in-service session on either **counselling students** or **behaviour management strategies** or **educational guidance**. They will deliver this in a mock in-service session to peers.

Length: In-service plan: 1-2 sides of A4 paper. Presentation: 30 minutes training session to peers.

Assessment criteria:

1. Lesson Plan 15 marks

1. **Outcome:** One suitable training outcome from the selected topic; suitable to the topic, measurable and achievable	0	1	2	3			
2. **Presentation sequence:** Motivational introduction, Sufficient time allocation main activity and conclusion correctly and clearly written inclusion of teaching note; neatness and legibility	0	1	2	3	4	5	6
3. **Three interesting presentation strategies** one for the introduction/ice breaker, one for the main activity and one for the conclusion	0	1	2	3			
4. **Appropriate materials listed** (resources, visual aids etc)	0	1					
5. **Evaluation** – What went well and what did not go well during the presentation	0	1	2				

2. In service Presentation 25 marks

1. Introduction/icebreaker: Greetings, motivation, participatory centred; relevant to counselling or behaviour management or educational guidance; clearly stated topic & outcome	0	1	2	3	4	5	6
2. Presentation Clear explanation, appropriate presentation strategies, use of a visual aid; use of open ended questions; good timing; Participants in groups of 4;	0	1	2	3	4	5	6
3. Organisation: Well prepared; time conscious; implementation of the plan. Equal participation from group members as facilitators,	0	1	2	3	4	5	
4. Teaching personality: Confident; good eye contact, loud and clear voice; interesting and enthusiastic presenter	0	1	2	3	4	5	
5. Summary/Evaluation: Outcome emphasised, appropriate concluding strategy used, Evaluation questions issued and collected	0	1	2	3			

3. Make a behaviour management toolkit for your class

Task: Behaviour management tool kit

Value: 30%

Rationale: Teachers often say they lack resources for lessons. They need to collect and make resources to help them teach. This tool kit will contain a range of resources which will help you set up proactive behaviour management strategies with your class.

Task description: Individually, you are to make a range of behaviour management resources for your classroom. These include: a poster of classroom rules, good behaviour certificate, reward system, duty roster wheel, sanctions list or flow chart and two case studies

Length: 3 weeks

Assessment criteria:

1.Poster of classroom rules: The rules must be child centred, positive language, at least five rules, visible from the back of the classroom and neat and colourful	0	1	2	3	4	5
2. Acknowledgement certificate for good behaviour ; Develop a certificate with these features; school motto, name of student and grade, behaviour, teacher's name and signature, boarder setting, and neatness.	0	1	2	3	4	5
3.A reward system of your choice (e.g. merit mark system) Well structured, fair and consistent, positive and imaginative, appropriate to level, appropriate rewards	0	1	2	3	4	5
4. Daily duty roster wheel. Plan a roster wheel for a class with 10 work groups. It will have the following features: 10 specified daily activities (e.g. tidy the library), 10 student groups with mixed gender, wheel able to spin, title, neat and colourful.	0	1	2	3	4	5
5. Sanctions list or flow chart. The flow chart should have student behaviour, consequences, appropriate level of sanction, legible from back of classroom, neat and colourful, should not include any corporal punishment	0	1	2	3	4	5
6. Two case studies (Stop Think Do) – 2 case studies about student disruptive behaviour and poor decisions (e.g. student fighting) and the consequences of these; 5 open ended questions for each case study (e.g. What would you have done? Why?); well presented and relevant to classroom that could be used with a new teacher	0	1	2	3	4	5

4. Seminar presentation

Task: Seminar presentation

Value: 40%

Rationale: The use of seminar presentation as an assessment task will enable student teachers to explore guidance and counselling through consulting other resource materials and personnel. In addition it will reinforce research and writing skills, gain confident in public speech and presentation, encourage self teaching, promote sharing ideas and information through collaborative learning and working.

Task description: Student teachers will decide on a topic related to educational guidance, student welfare, behaviour management or counselling with the assistance of the lecturer. They will prepare and make 10 minutes seminar presentation to their class. The areas to consider are:

- Relevance of topic in relation to guidance and counselling
- Relevance of resources consulted and acknowledged
- Sequence of topics and logical presentation
- General presentation, timing and summary.

Length: One seminar plan and one seminar session based on that plan. Each participant will be given only 10 minutes to make their presentation.

Assessment criteria:

1. Presenter: neat dress; punctual; confident; looking at the audience not at their notes; loud enough to be heard from the back of the room; interesting voice pitch (not droning); well organised with prompt cards or notes	0	1	2	3	4	5	6
2. Clear introduction of the topic: use of a motivation strategy such as a controversial statement on the board; statement of the outcome of the presentation; introducing yourself	0	1	2	3	4		
3. Presentation of new information; at least 4 clear pieces of information clearly highlighted and accurate. **This information must be about student welfare or counselling skills or behaviour management issues or strategies or educational guidance or policy or laws relating to these areas**	0	1	2	3	4	5	6
4. Logical sequence: Presentation follows a logical sequence and is clearly understood by the audience; interesting topic; timing is accurate and they use a watch/clock (10 mins)	0	1	2	3	4	5	6
5. Use of aids: Imaginative and appropriate use of teaching aids, posters, handouts, PowerPoint, white board, black board etc; prepared will and neat (e.g. posters can be read from back of the room)	0	1	2	3	4	5	6
6. Good conclusion: Summary of key points; reference to situation in primary schools in PNG; clear and accurate message for the audience; powerful message	0	1	2	3	4		
7. Question and answer session: Answers at least 2 questions and are answered clearly, confidently and accurately	0	1	2	3	4		
8. List of references: 1 page of A4 with references shown to lecturer at the end of the seminar; neat and clear; list of books and publications used (at least 4 including the *STCB*); resource people consulted (at least 3); additional marks for internet or excellent depth of research	0	1	2	3	4		

5. Investigating a student welfare issue

Task: Investigating a student welfare issue

Value: 40%

Rationale: As reflective teachers we need to develop the skills of collecting and analysing data on issues affecting students. This can be used to develop and plan strategies to improve student behaviour.

Task description: The student teachers will choose a particular issue faced by the school children and conduct an ethical investigation. They are to collect and analyse the data and make recommendations for action using their new knowledge about counselling and behaviour management.

The work will be done in groups of 2 or 3 students and presented to the class.

Length:

1. Selection of issue, preparation of proposal and presentation of proposal to lecturer – 2 weeks.
2. Field work proper – 3 weeks
3. Compilation of investigation reports and recommendations – 1 week.
4. Group Presentation – 10 minutes per group.

Confidentiality and permission from participants and their schools are essential.

Assessment criteria:

1. Issue Identification Identify a suitable issue faced by school children. Eg. Low self esteem, bullying, lateness, truancy, abuse- verbal, loneliness, neglect, aggressive physical and emotional behaviours, educational or vocational options **Do not investigate sexual abuse or pregnancy**						0	1	2
2. Preparation. Letter of request to schools and ethical approval from college received. Consent of school obtained, time frame developed.	0	1	2	3	4	5		
3. **Development of questionnaires** Questions asked are relevant to the study. At least 10 questions, at least twenty questionnaires, meeting with lecturer to check, mix of open and closed questions and scales	0	1	2	3	4	5		
4. **Data Collection** Data collected according to time frame, well organised, confidential, Data collected meets minimum required number of 75% of sample, participant consent				0	1	2	3	
5 **Data analysing and findings** Analysed data and findings done, Findings interpreted and recorded, at least two graphs and two tables of results, limitations of data examined	0	1	2	3	4	5	6	7
6.. **Awareness of Counselling ethics and ethical behaviour**. Investigation done in an ethical manner, awareness of group of the sensitive data, maintain confidentiality	0	1	2	3	4	5		
7. **Presentation of findings** Presentation of the findings and at least three recommendations. New knowledge gained from the findings shared with class; relevant conclusions and ideas for further study	0	1	2	3	4	5	6	7	8
8.**Group Participation** Evidences of group attendance and participation	0	1	2	3	4	5		

6. Portfolio of case study tasks

Task: Portfolio

Value: 30%

Rationale: A portfolio is a continuous student-centred assessment method. It enables the lecturer to see more of a beginning teacher's potential than other more traditional methods of assessment. A portfolio shows continuous learning and reflection.

Task description:
1. Using a filing system of some sort (e.g., paper expanding file, clear folder etc.) have five case study tasks alphabetically arranged. These case studies must be from the *STCB*.
2. Each case study task must have a written summary attached.
3. Each task is to be assessed individually with all scores added to give the total

Length: A filing system that is able to hold all case study tasks. Any bulky item that may not be contained in the files can be put into cartons etc. with owners' name for easy identification.

Assessment criteria:

1. Is the portfolio neat and tidy and arranged in alphabetical order? Are the index cards for the case study well structured and neat with sub headings? Is a copy of the case study attached?	0	1	2	3	4	5
Case study 1: 5 marks for each case study a. Does the case study response and answers hold evidence of some depth understanding of key concepts in the module(s) taught?				0	1	2
b. Does the response to the case study hold evidence of empathy for the student and evidence of basic counselling principles?			0	1	2	3
Case study 2 a. Does the case study response and answers hold evidence of some depth understanding of key concepts in the module(s) taught?				0	1	2
b. Does the response to the case study hold evidence of empathy for the student and evidence of basic counselling principles?			0	1	2	3
Case study 3 a. Does the case study response and answers hold evidence of some depth understanding of key concepts in the module(s) taught?				0	1	2
b. Does the response to the case study hold evidence of empathy for the student and evidence of basic counselling principles?			0	1	2	3
Case study 4 a. Does the case study response and answers hold evidence of some depth understanding of key concepts in the module(s) taught?				0	1	2
b. Does the response to the case study hold evidence of empathy for the student and evidence of basic counselling principles?			0	1	2	3
Case study 5 a. Does the case study response and answers hold evidence of some depth understanding of key concepts in the module(s) taught?				0	1	2
b. Does the response to the case study hold evidence of empathy for the student and evidence of basic counselling principles?			0	1	2	3

7. Reflective journal

Task Reflective journal

Value: 40%

Rationale: A reflective journal is an alternative assessment that gauges what experiences a student teacher encounters, how he/she feels about them, what he/she has learnt from them, how these experiences have impacted on their training as a teacher, and what challenges faced and the progress the student may have made.

For this subject, the experiences will not be confined to the school environment only. It will also take in the student's living environment and day-to-day experiences.

Task description: Using prepared set of formats from A4 sheets that forms a booklet, students fill in the five columns with necessary information.

Week #

What happened	**How I felt about it**	**What I learnt from it**	**How it has impacted me as a teacher**	**What challenges & progress I experienced**

Length: A booklet of at least 12 A4 pages excluding the cover and instruction pages. (This is based on 4 weeks of work on counselling giving a total of 12 sessions (4 x 3 periods/week). Entries will have to be submitted for assessment at the end of each week for the duration of the module.

Assessment criteria:

1. Were there 12 entries of adequate length? Was the journal cover appropriate? Was the correct table used for each entry?	0	1	2	3	4	5
2. Was there relevance? Would each entry be related to the course? (specifically to the counselling module)	0	1	2	3	4	5
3. Does each entry hold evidence of critical thinking & analysis skills in terms of what was learnt?	0	1	2	3	4	5
4. Does each entry hold evidence of how learning has impacted student?	0	1	2	3	4	5
5. Does each entry hold evidence of challenges identified for student's personal and professional growth?	0	1	2	3	4	5
6. Does each entry hold evidence of some depth understanding of key concepts, roles, and ethical principles relating to counselling?	0	1	2	3	4	5
7. Does the journal identify progress in skills, knowledge and attitudes?	0	1	2	3	4	5
8. Does the journal link the experiences of the student teacher with both the real school world and their own past experiences?	0	1	2	3	4	5

8. Video analysis

Task Video Analysis

Video Title: Techniques in Counselling

Value: 30%

Rationale: Analysing a video of a counselling session will allow student teachers to reflect on good practice and identify successful techniques and areas for improvement. They can link this to their own practice as beginning teachers.

Task description: Student teachers will watch the video title "**TECHNIQUES IN COUNSELLING"** for 35 minutes and focus their attention on case study 1 (Betty). They will then answer the following sets of questions. Student teachers will be able to watch the video twice and should be given the questions before the video presentation.

Length: 35 minutes video

CASE 1: Betty late for School

1. Explain how the first interview approach began between the counsellor and Betty. (2 marks)
   _____
   _____
   _____
2. Where did the teacher go wrong? (3 marks)
   _____
   _____
   _____
3. In the exploration stage, what strategies and skills did the counsellor do into get the insight into Betty's problem? (3 marks)
   _____
   _____
   _____
   _____
4. What were the non verbal behaviours of Betty? (2 marks)
   _____
   _____
5. Describe a scene where a reflective feelings skill was used by the counsellor. (2 marks)
   _____
   _____
6. How did the counsellor practice empathy at Betty's behaviour? (3 marks)
   _____
   _____
   _____
7. How did the counsellor assist Betty to better understand the situation? (3 marks)
   _____
   _____
8. Describe Betty's feelings at the end of the session. (3 marks)

_____
_____
_____

9. Do you think Betty feels safe and trusts the counsellor? Why? (3marks)

_____
_____
_____

10. What counselling skills from the video "Techniques in Counselling" did you learn? What would you change about your own practice? List three of each (6 marks)

_____
_____
_____
_____
_____

9. Script of a counselling session

Task: Write a script for an example counselling session

Value: 40%

Rationale: The purpose of this assignment is to enhance and enable student teachers to be sensitive, creative and confident in their approaches when dealing with students in schools. It deals with various stages in the process of counselling interviews. By writing a script of a counselling session student teachers can plan out what to say and how to respond to a case study problem.

Task description: Plan and write a script based on a selected case study. The interview must not be more than three pages. Course lecturers will assign different case studies. You need to:

- Select only one of the case study to work on
- The interview script should indicate the various stages in the counselling interviews
- The stages of the counselling interview must be in a logical order (exploration, understanding and action)
- Indicate the skills to be demonstrated in each of the stages
- Include suitable questions as well as expected responses for each stage
- Indicate the end of each stage

Length: 2-3 A4 size paper

Assessment criteria:

Exploration Stage (indicate beside each statement whether it be paraphrasing, reflecting, confirming)	Attending (What's done at the beginning of the session?, evidence of statement emphasising confidentiality)	0	1	2	3
	reflecting feelings (statement showing reflecting of feelings for the student)	0	1	2	3
	Paraphrasing (Evidence of paraphrasing statements, checking the meaning of the issue)	0	1	2	3
	Confirming (Evidence of focussing and confirming statements)	0	1	2	3
Understanding Stage Indicate beside each statement –questioning, confronting, self disclosure, further confronting & summarizing	Questioning (Opened ended questions, relating to the situation)	0	1	2	3
	Self-disclosure (Encouraging the student, sharing an experience)	0	1	2	3
	Confronting (Evidence of confronting & challenging statements/questions-)	0	1	2	3
	Summarizing (Well summarized statement, checking the meaning and content of the problem)	0	1	2	3
Action Stage	Problem solving (Use statement indicating clarity of the problem, what the student can do to help him/herself, come up with some solutions	0	1	2	3

	Setting goals and targets (statements showing target setting-set goals and the time to do them	0	1	2	3
	Evaluating decisions (Statements showing agreement of decisions)	0	1	2	3
	Accepting responsibility (Statements showing acceptance of responsibility for the problem	0	1	2	3
	Continued support (Statement of expressing support and interest to the student)	0	1	2	3
Neatness	Neatness and legibility –neat writing and own piece of work	0	0	0	1

10. Counselling session

Value: 40%

Rationale: This task is aimed to give the student teachers an opportunity to develop their planning and organising skills. They will also gain confidence in conducting interactive counselling sessions. This will develop an understanding of the three stages of counselling and the counselling skills.

Task description: This task requires you to do an interactive counselling session presentation in pairs. You are to plan and organise a seven minute session base on the case study allocated to you. These case studies are on problems affecting learning of students in primary schools. One will become the teacher and the other will become the primary school student (client) and practice the session at your own time. This pair presentation should include all the components of the three stages of counselling, i.e. Exploration, understanding and change.

Length: 15 mins

Assessment criteria:

Setting the scene	Creating a welcoming gesture/atmosphere -greeting, chat on an issue, Sitting position promotes open communication. (SOLAM)	0	1	2	3	4
Exploration	Confidentiality discussed correctly			0	1	2
	Reflecting feelings and active open listening (empathy, warmth, genuineness) at least twice			0	1	2
	The counsellor paraphrases what the client said at least twice			0	1	2
	Focussing on issues and identifying the problem			0	1	2
Understanding	Helps the client to better understand their problem		0	1	2	3
	Challenging & confronting behaviour & attitudes at least twice			0	1	2
	The counsellor helps the client to identify and select the goals, targets/resolutions himself/herself	0	1	2	3	4
	Evaluating at least two options			0	1	2
Change	The client accepts their responsibility				0	1
	The counsellor assures the client of continuous support				0	1
	A follow up session and activities are arranged with times and dates and goals			0	1	2
	Problem, goal and solutions revisited and checked with client			0	1	2
Time conscious	Session is within the time limit of between 10 and 15 mins				0	1

Module 1 Counselling exam questions

1. What is counselling? (1 mark)

2. List 4 qualities of a good counsellor. (½ mark each, 2 marks)

No	Qualities of a good counsellor
1	
2	
3	
4	

3. Should every classroom teacher be a counsellor? Why? (2 marks)

4. Explain the difference between empathy and sympathy. (2 marks)

5. List 4 communication skills. (½ mark each, 2 marks)

a.

b.

c.

d.

6. True or false? Paraphrase is one example of Active Listening. ……1/2 mark

7. True or false? Advice should be given at the early stage of counselling. …….1/2 mark

8. Explain 2 links between Guidance & Counselling and NDoE HIV/AIDS Policy. (½ mark each, 1 mark)

a.

b.

9. Explain how the Relating Phase of the counselling model works. (2 marks)

10. Name 2 other policies or laws that school based counsellors would bear in mind when dealing with student problems. (½ mark each, 2 marks)

11. Morata Swamp Primary School in NCD has a high rate of students taking marijuana. As a teacher, briefly explain the strategies you can use to stop or reduce this problem. (2 marks)

Case study
Read the case study and answer the 3 questions. (1 mark for each question)

Tony is from Tapini and attends Walaivele Primary School. He is in grade 5. He lives at Erima Settlement in NCD. Every lunch time he bullies the grade 3 students for money or food. What Tony does is brought to the attention of the school counsellor by some grade 3 female students.

The school based counsellor calls out Tony during morning school assembly and tells the school what Tony has been doing. Tony's ears are pulled and told not to do that again. The school laughs and Tony is really ashamed and wished he was somewhere else.

12. What could be one possible reasons why Tony is bullying the grade 3 students?

13. If you were the school based counsellor, what would you have done so there is confidentiality?

14. What would be a possible consequence of the counsellor's actions?

Total: 20 marks

Module 2 Behaviour Management exam questions

1. *Multiple choice (4 marks). Circle the letter of the most correct answer for questions 1-5.*

i. What is proactive behaviour management?

A. A behaviour management strategy where a teacher or school puts in place to reduce the risk of behaviour problems and encourage good behaviour. This is essentially planning for good behaviour.
B. A kind of strategy that requires the classroom teacher to be aggressive and maintain discipline at all times and refer misbehaved students to the principal.
C. A behaviour strategy that the teacher can use with the students and the guidance officers to reduce disruptive behaviour in the classroom and the school.

ii. What is a reactive behaviour management strategy?

A. A behaviour management strategy used when there is an incident of inappropriate behaviour and which seeks to stop or reduce that behaviour and help the student to improve.
B. Keeping calm and not overreacting when there is a critical incident in the classroom
C. A behaviour management strategy where the student is in control of the class and the teacher tries to be assertive and help the student to overcome his problem.

iii. The responsibilities of classroom teachers are to:

A. Ensure effective expulsion appeals
B. Monitor how schools improve behaviour
C. Be a role model for behaviour

iv. Which list contains examples of appropriate rewards for good behaviour?

A. Recognition in school newsletter or student/group/class of the day/week/month
B. Giving one or two large prizes once a year or giving students power over other students
C. Permanent privileges

2. Explain in your own words what the following words mean: [3marks]

i. Behaviour management: _____

ii. Conflict resolution: _____

iii. Bullying: _____

3. State one management strategy used by schools to address bullying. [1mark]

4. There are three main Policies and two Acts which promote welfare of students in the Department of Education. List down two known Policies and one Act. [3 marks]

II._____

III._____
IV._____

5. Name a particular skill that you would use to resolve students' conflicts and disputes? _____ [1 mark]

5. What are the **first** things that you should do in the three stages of Stop, Think and Do? [3 marks]

STOP: _____

THINK: _____

DO: _____

6. List down two common critical incidents and select one suitable responding strategy that a teacher could use. [2marks]

Type of critical incident or emergency	Strategies for responding
1.	
2.	

7. List four sections of a school behaviour management policy (1/2 mark each, 2 marks)

8. Explain why it is important that parents and students are involved in writing and implementing the school behaviour management policy (1 mark)

Total: 20 marks

Module 3 Educational Guidance exam questions

Read the questions carefully and provide the most suitable response as required.

1. What is a goal? _____.(1 mark)

2. What are the two types of educational guidance?

_____and_____(2 marks)

3. Write down one educational issue parents face and describe a strategy that the teacher can use to address this particular issue? (2 marks)

Issue faced by parents	**Strategy a teacher can use to address issue**

4. Name one non-government and one government organisation that provide guidance and counselling services for young people in your local area

_____and _____

(1/2 mark for each;1 mark in total)

5. What are the steps to working with a young person to set an educational goal? (2 marks)

6. List two educational options and two vocational options for a Grade 8 graduate

(1/2 mark for each; 2 marks)

Educational options	**Vocational options**
1. 2.	1. 2.

Total 20 marks

How to conduct guidance, counselling and behaviour management in-service in schools

Every school, teachers college and their community can make a difference to student welfare. You may be asked to run in-service for your fellow teachers as part of the national teacher in-service plan and School Learning Improvement Plan. You might be asked to train teachers from a cluster of schools during block teaching, for example.

You are encouraged to use fellow graduates as well as external trainers, teachers from successful schools, Guidance officers, NGOs, Standards officers, child welfare officers, health workers and Churches to facilitate sessions.

These sessions are suggested sessions for guidance, counselling and behaviour management in-service. You can also use the Student Teacher Course Book and your Lecturer Guide as a resource. Good luck and good training!

In-service session (approx 1 ½ hours)	**Session outcomes** By the end of the session teachers can…	**Who else could help facilitate this session?**
Session 1 Behaviour management in our school	1. Differentiate between counselling, educational guidance, discipline and behaviour management 2. Evaluate how guidance, counselling and behaviour management are used in their school 3. List some of the social and developmental issues facing their students 4. State three reasons why teachers should develop basic counselling skills	School based counsellor, TIP in-service facilitator
Session 2 Needs analysis and skills audit	1. Analyse the behaviour management needs of the school 2. Reflect on their own skills and knowledge in behaviour management, counselling and educational guidance 3. Understand the difference between a teacher and a school based counsellor	Guidance officer, someone who knows about the National Behaviour Management Policy, school based counsellor
Session 3 Basic counselling skills	1. Demonstrate three verbal counselling skills 2. Demonstrate three non-verbal counselling skills (body language) 3. List "dos' and 'don'ts' in a counselling session. 4. List some possible barriers encountered in counselling session and how they would overcome them	School based counsellor
Session 4 Stages of counselling	1. Apply counselling skills to effectively work with students through the	School based counsellor,

	'relating', 'understanding' and 'change' stages of the counselling model	Guidance officer
Session 5 Ethics and rules of counselling students	1. Identify situations and scenarios where there are limits of competence or confidentiality dilemmas 2. Explain national and international key rights and laws on child protection and child rights 3. Explain the links with the NDoE Gender Equity Policy and HIVAIDS Policy	School based counsellor, Standards officer, Guidance officer, NGO with experience of child rights
Session 6 Child protection issues	1. Explain what child protection is 2. Explain Lukautim Pikinini Act affects teachers and school counsellors 3. Solve dilemmas around child protection	Child welfare officer, school based counsellor, family and sexual violence officer, NGO with experience of child protection and welfare
Session 7 The National Behaviour Management Policy	1. Explain the importance of the National Behaviour Management Policy 2. Analyse the principles and responsibilities of the different stakeholders in the policy 3. Debate how the policy will impact on them as a teacher	Standards or Guidance officer, District Education Officer
Session 8 How to write your school's behaviour management policy	1. Analyse the steps to writing a school behaviour management policy 2. Explain why all stakeholders need to be involved and brainstorm how to do this 3. List the key parts of a school behaviour management policy	Standards or Guidance officer, District Education Officer, school based counsellor
Session 9 Behaviour management strategies and planning	1. Practice three new behaviour management strategies for the classroom 2. List proactive and reactive behaviour management strategies 3. Evaluate the effectiveness of these	TIP facilitator, in-service coordinator, teacher experienced in behaviour management, school based counsellor
Session 10 Rewards and sanctions	1. Explain what makes an appropriate reward and sanction 2. List and justify inappropriate rewards and sanctions 3. List and justify good rewards and sanctions for students	School based counsellor, experienced teacher, Standards officer
Session 11 Conflict resolution and critical incidents	1. Demonstrate and evaluate the skills of conflict resolution 2. List and discuss types of critical	School based counsellor, NGO or church

	incidents and emergencies 3. Discuss and evaluate effective strategies for responding to critical incidents	experienced in conflict resolution or emergency incidents, child welfare officer
Session 12 Educational guidance	1. Review the way their school gives educational guidance to students 2. Plan improved strategies for academic guidance in the school 3. Plan improved strategies for vocational guidance in the school	Guidance officer, school based counsellor

Glossary and acronyms

Advocate	Someone who campaigns and promotes change in society using a variety of strategies.
Adolescents	Are young people during their teenage years or when they are going through puberty.
Attitudes	What you think about something
Best practice	Strategies and behaviours which are the most effective and most sustainable. Examples of good management and good teaching.
Behaviour management	Managing, improving and promoting student behaviour in classrooms and schools.
Behaviour Management Policy	A policy written by the DoE to support schools to effectively manage behavioural issues in schools. This policy clarifies the statutory roles, rights and responsibilities of schools, parents, teachers and students in improving student discipline and raising achievement. Each school should develop a **school behaviour management policy.**
Bullying	When a victim is made to feel emotional, mental or physical pain by someone else
Child abuse	When a child is harmed emotionally, physically or mentally by another person, usually an adult. Abuse can take different forms including neglect and sexual abuse
Child Friendly School (CFS)	A school that is safe, inclusive, friendly and welcoming to both boys and girls and which has an effective and equitable learning environment for all children.
Conflict resolution	A constructive process for handling emotion-laden disagreements.
Counselling	Helping someone to help themselves
Critical incident	An event which could harm people or property. Can include natural disasters. For example, a student fight or fire.
Discipline	Confronting poor behaviour and imposing strategies and sanctions so that this behaviour stops or improves.
Drug	A chemical that alters normal body functions such as marijuana or alcohol or nicotine.
Emergency	A crisis situation when a person's life or health is suddenly threatened.
Empathy	Understanding the feelings of others and being able to imagine what they feel like.

First Aid	Initial emergency assistance offered to someone who is injured or sick.
Gender equity	Equal opportunities and treatment of boys and girls
Goal	A target a person aims to achieve in a certain period of time
Guidance	An educational process which helps an individual to discover his/her needs, potentials and goals in life.
Health Promoting Schools (HPS)	These are schools which plan and manage strategies to improve the health of students.
Interview	A dynamic face to face conversation between two people.
Natural disaster	A major emergency event which is caused by a natural process and harms many people. For example, tsunami or earthquake.
Paraphrasing	Counsellor using the student's own words to reflect what the student has said. Used to build **rapport.**
Peer educator	Someone who is trained to share their knowledge and skills with their peer group. Usually in one-to-one or small group interactions.
Peer pressure	When a person's friends and peers persuade them to do something or a person does what their friends do to be part of a group. Can be negative or positive.
Positive reinforcement	Rewarding, acknowledging and praising good behaviour to encourage more good behaviour.
Rape	When a person forces another person to have sexual intercourse (vaginal, anal or oral sex) against their will. Rape is a criminal offence. Schools must help rape victims to get medical attention including Post Exposure Prophylaxis for HIV.
Rapport	Creating a positive friendly relationship between the counsellor and the client where the counsellor shows **empathy** for the student.
Safety	When a person is not at risk of mental, emotional or physical harm from their environment or from people.
School based counsellor	A trained teacher or staff member who counsels students and staff. There should be one male and one female at all large primary schools and all secondary schools.
Self esteem	How positively someone feel about himself/herself.
Sexual assault	When a person physically attacks another person in a

Sexual assault	When a person physically attacks another person in a sexual way. Sexual assault is a criminal offence.
Sexual harassment	When a person bullies another person using sexually explicit words, jokes or sexual touching.
SLIP	School Learning Improvement Plans. These are school plans for managing school improvements in teaching, in-service, infrastructure etc. Improving behaviour management and student welfare are compulsory parts of a SLIP process and plan.
SOLAM	Side-by-side, Open positive, Lean, Ai (eye), Mirror body language – a method for building rapport.
Stakeholder	Someone who must be involved and consulted in a process for the plan to work well.
Sympathy	When someone feels sorry or pity for another person.
Trauma	A long lasting physical, emotional and psychological effects acquired by person as a result of a critical incident.
UNCRC	United Nations Convention on the Rights of the Child. An international agreement signed by PNG and most other countries.
Universal Basic	Free and compulsory elementary and primary education to

Contact list

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Department of Education, P.O. Box 446, Waigani
325 7555 or 325 7756 Ext 492, 488, 494.

PROVINCIAL GUIDANCE OFFICERS

Guidance Officers – N. C.D, GULF/WESTERN, ORO/MBP
325 7555 or 325 7756 Ext 492, 488, 494

Guidance Officer – Bougainville
973 9154.

Guidance Officer – ENBP
982 1499

Guidance Officer – WNBP
973 3515 or 983 5379

Guidance Officer – Madang

Guidance Officer – ESP/Sandaun
857 1564

Guidance Officer – SHP
549 1001

Guidance Officer – WHP
542 2543

Guidance Officer – Enga
547 1023

Guidance Officer – Simbu
735 1304

Guidance Officer – EHP
732 3928 or 732 2382

UNICEF (including Child Friendly Schools)
321 3000

Save the Children PNG
732 2473

Population Education Project (UNFPA), Department of Education
324 6487

PNG Family Health Association
472 6523

Hope Worldwide
325 6901

BAHA HIV/AIDS Advice line (Mon-Fri 8-5) 7200 2242

Juvenile Justice Office
325 4255

Lifeline PNG (telephone counselling)
326 1680

Child Protection Section
Department of Community Development
325 9893 or 325 4884 or 325 4190

Observation Checklist

Stages	Skills	HE	E	S	US
Exploration	• Reflecting feelings				
	• Active listening				
	• Paraphrasing				
	• Use of non-verbal communication				
	• Shows empathy				
	• Picking unspoken massages				
	• Focussing on issues				
Understanding	• Recognising themes & patterns of behaviour				
	• Recognising inconsistencies				
	• Sharing insights				
	• Challenging & confronting behaviour & attitudes				
Change	• Problem solving				
	• Selecting goals and targets				
	• Evaluating decisions				
	• Accepting responsibility				
	• Continued support				
Suggestions for improvement					

Keys

HE	Highly Effective	**S**	Satisfactory
E	Effective	**US**	Unsatisfactory

Personal Development and Health lesson warm-ups!

These are for you to use with your students as motivators, energisers or as a method for introducing your lesson.

1. Things We Share

Stand or sit in a circle. One person stands in the middle. The people in the circle stand on a leaf or thong or piece of paper or sit on a chair. The person in the middle calls out something about themselves and people have to change places if that is shared by them. Last person to stand on a spot must go in the middle and call out something about themselves.

e.g. "I have no children", "I like dogs" "I know how to use a condom" "I am a Blues supporter" "I was born in January" "I am not wearing a meri blouse" "I don't like tinned fish" etc

2. Pukpuk, Man, Meri (a variation on Paper, Stone, Scissors)

Stand the participants in two rows facing each other. Show them the symbols for pukpuk (Snap!), man (Muscles!) and meri (Hips!).

The man will beat the pukpuk. The meri will beat the man. The pukpuk will eat the meri.

Count 1,2,3 and they have to make their symbol and see who wins. Play offs and finals are optional. Good for building self confidence and team work.

3. Three truths and a lie

Each person writes 4 sentences on a piece of paper about themselves. 3 must be true and one must be a lie. They then walk around and introduce themselves to other people, share their sentences and the other person has to guess which one is the lie. After 5 minutes, each person stands up and reads out their sentences and tells everyone which one was the lie. Excellent for communication skills.

4. Body writing

Great physical warm up. Choose a name from the group and ask the participants to stand up and write this name with…an arm, their head, a leg, their whole body! Excellent for self confidence and building self esteem.

5. Remember Me

Choose a suitable diagram or picture from a textbook/your own work. Put the participants in teams. One member of each team runs to the front and has 30 seconds to look at the picture/diagram. Then they run back and their team has to draw the diagram. After 1 minute the next person runs up for a 30 second look and back to their team to improve the picture. And so on…then show the picture and judge the best team. Excellent for team work and communication skills.

6. Pictionary

Sort the participants into teams. You will need a blackboard. Call up one member of the team. You will show them a card with a word or phrase on. They have to draw

this on the board (no words allowed!) and their team have to shout out their guesses. First team to call out the right word wins a point.

Some possible cards…
Action words; holding hands, sex, being faithful, saying no, going for a blood test etc
Naming words: condom, virus, woman, teenager, homebrew, teacher, STI, pubic hair etc
Emotional words: love, caring, lust, Christian, sadness, hope, dreaming etc

7. Name 10….

In two minutes individual participants have to brainstorm 10…

…ways for a teacher to be a health role model. Then feedback onto the board listing as many ways as possible. Fast and furious and works well as revision in primary schools. Always play it again the next day to reinforce the 10 list.

Here are some others for you to use with your group…
…10 strategies for improving sanitation
…10 common health issues for primary schools
…10 teachers who are good health role models
…10 ways to make a school child friendly
…10 reasons gender equity is important
…10 strategies for involving stakeholders
…10 communicable diseases
…10 rights of children
…10 rules for a healthy classroom or school
…10 acronyms we use in education like OBE!

8. Reflection questions

The teacher places 3 questions on the board to stimulate the students (e.g. "Do young men respect young women? Why? Why not?"). Students reflect on this individually and then discuss with a partner. Then they can be asked to report their partner's views.

9. Yes! No! game

In pairs the students face each other. One can only say "yes!" and the other can only say "no!". Using only these words they have to persuade their friend to change their word….by begging, shouting, cajoling. Excellent for voice skills.

10. My Bilum

Everyone has a bilum. In the bilum write pieces of 10 paper with People who are precious to me. With a partner students explain why they put that name in the bilum

Other things that could go in your bilum (e.g. things I am proud of…My strengths…5 things I have done this week for others…10 things that help me relax). Excellent for self esteem. People can also add things to your bilum (e.g. how you helped me this week)

11. Oh Henry! (or, Oh Henrietta!)

Students stand in a circle of 6. In turns they step forward and say "Oh Henry!" in a different voice (e.g. angry, sad, depressed, worried, caring). The other students have to guess which voice they are using. Excellent again for communication skills.

Sadness, anxiety, pain, anger, joy, confusion, fear, love, depression, grief, passion, rage, jealousy, guilt, annoyance, misery, happiness, grief, regret, laughter etc

12. Vote with your feet

Teacher prepares three statements on the floor: I AGREE, I DISAGREE, I AM NOT SURE. Teacher then reads out prepared values statements and the students move to the right place. Students can explain their decisions and move if they are persuaded by the teacher. 6 statements is a good number.

Good questions for the teacher to ask include: "why did you choose to stand there?", "What would it take for you to change your mind?", "How do you know you are right?" Here are some example statements to vote on…

…most schools are health promoting
…my own health is good
…having a vision statement is the most important part of the HPS plan
…alcohol abuse is the most serious problem in our society
…the country will not develop until we have gender equity
…smaller families are healthier families
…my own school was child friendly
…badly managed schools are unhealthy places
…the Government gives priority to health in this country

13. What I have learnt…. Self reflection where the students list more than 5 things they learnt in the last lesson. Teachers may ask them to sort these into knowledge, skills and attitudes. An extension is for students to list who helped them learn these things.

14. Problem posing

In pairs students write questions for another pair. Excellent for checking for knowledge acquisition.

15. Group race

Participants race around the room and listen out for the trainer to call a grouping and a body part. Then they have to group themselves touching only those body parts

E.g. "Three heads" or "Four elbows" or "Three feet and three hands"

16. "**Why" and "Because"**

Two rows of people each with a slip of paper. In one row each person writes a "Why" question (e.g. "Why do we teach about Health?". The other row writes "Because" answers (e.g. Because mosquitoes can grow there"). The two rows should not know what the others are writing. Shuffle the people up and get them to read out their Why and Because alternately. Very funny!

17. Give each person a piece of paper with a word on it. They have to find the person who has the matching word as quickly as possible.

e.g. UBE/Universal Basic Education, love/hate, clean water/no diarrhoea

18. Ten Minute Poster Making

Give out a picture or photo to each group. Ask them to stick it on a piece of butcher paper and make an instant health promotion poster with a catchy slogan and clear message. Ask others to rate the posters. Tok Ples or Tok Pisin is ok!

19. Praise you!

a. Find a space in or outside the room.
b. Leader performs 3 praise actions repeated by students e.g. smile, watching blow kiss, shake hands.
c. Leader says 3 phrases and students repeat e.g. I admire you, You're smart.
d. Students tell each other "you are wonderful, you are!"

References

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How to give feedback on these units of work

We encourage all lecturers and teachers to give us feedback on these materials. If you have any comments, suggestions for improving these materials or if you find any errors in the text, please contact:

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Improving student behaviour and welfare