

# ADOLESCENT PEER COUNSELLOR



## TRAINING MANUAL

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## Peer Counsellor Training

### Day 1 Session 1

#### WELCOME - INTRODUCTIONS - JOINING

- Attendance roll.
- Introductions and outline of the training
  1. Skill Training in micro skills, following the process of a helping conversation.
  2. Certificate and Letter of Training
  3. Role of Peer Counsellors on completion of training.  
Available for school community informally. To follow up on students needing help ref by School Counsellor, As Group Leaders – “rap” groups.

Sharing in pairs – Introducing each other by sharing at least 3 things about yourself that you don’t mind other people knowing.

Each person to share in the whole group what they discovered about their partner.

#### BINGO

Find a person who meets the criteria in a box. If it’s an action criteria they have to act it out.

Get them to sign the box when they have done the task

You can’t have one person sign more than once in a row, column or diagonal

Four signatures in a row, column or diagonal wins

#### GROUP DISCUSSION - HELPING

##### Handout 1.1.1

Explain the nature of the training: enhancing normal adolescent helping skills. Not the same as counselling skills used by professional counsellors because peers would view them as different.

#### SKILL TRAINING - Joining

Move all furniture to the back of the room

##### EXERCISE 1

Divide the group in half. Identify one half as “Counsellors” the remaining half “peers”.

Wander aimlessly around the room in any direction. When a Counsellor passes a “peer” the Counsellor stops to join with them and have a **short** chat with them about anything.

#### PROCESS THE EXERCISE

What did you do? How did the Counsellor make contact? What was that like for the “Counsellors” and the “peer”?

Identify all the contact strategies eg. **Introducing** themselves, **Noticing** something, **general conversation** etc.

#### PRACTICE

Swap roles and repeat

#### PROCESS.

Identify any different or new contact strategies.

Discuss alternative scenarios such as if someone approaches you for help.

## Peer Counsellor Training

### Day 1 Session 2

#### UNDERSTANDING AND RESPECTING DIFFERENCE.

##### EXERCISE

The feast (10 min).

Materials – Jellybeans including the colors red, black, yellow orange, white, pink, green and blue  
Instructions

- Seven participants arrange themselves around each table. Those not seated at the table to stand slightly away from the table while the roles are being read.
- Place jellybeans on the table in a bowl.
- Handout roles (see handouts) in front of each participant, face down.

Introduce the Feast

“We are taking this opportunity to celebrate our coming together for this training programme by having a feast.

- Before we can have the feast you must read the piece of paper in front of you when I give the instruction.
- You are not to talk while you are reading the paper or show the paper to anyone else.
- When you have read it, place the paper face down in front of you. You can refer to it again any time you want during the feast make sure you return it to the table, face down.
- When all the papers are face down I will give the command “let the feast begin”. You can talk during the feast but you must not show your paper to anyone.
- During the feast those people standing will observe silently what happens during the feast.
- Read your paper now and no talking until I give the instruction to begin.

“Let the feast begin”

##### PROCESS

Stop the feast

General question, "How was that?"

- While still in role invite the participants to comment on their **emotional** experience at the feast. -Surprise, frustration, anger, overwhelmed, confused, withdrawal, disgust, bewilderment etc.
- Invite the participants and observers to comment on what they noticed about others' **behaviour**. -Too slow, greedy, rude, bossy, thoughtless, opinionated, self-centred, rigid, inflexible, uncompromising etc.
- (Create columns on the whiteboard one to record emotions during the feast and one to record labels that were applied to the **behaviour** of others during the feast)
- Invite the observers to comment on what they noticed during the feast – chaos, ill-will, selfishness, co-operation, collaboration, lack of structure, lack of leadership etc

##### GROUP DISCUSSION ABOUT DIFFERENCE

###### Handout 1.2.1

Return participants to the whole group and process the experience with regard to:

How the words reflect very different and /or negative perceptions.

This is a common response where there are differences related to race, culture, gender, sexuality, spirituality, age and ability or disability.

*Can you think of any typical things you've heard that reflect negative responses that might be related to difference?*

Eg., She didn't say thank you. He's really rude. She won't share anything. They always push in instead of waiting in line. He never looks you in the eye. Every time I ask her to sit with us she says no.

## SKILLS TRAINING

Initiating a helping conversation

### EXERCISE 1

Divide the group in half. Identify one half as "Counsellors" the remaining half "peers". Wander aimlessly around the room in any direction. When a 'Counsellor' passes a "peer" the "Counsellor" stops to join with them and finds out if there is a problem and if they want to talk about it. Finish the conversation as soon as you've been told what the problem is – don't explore the problem more fully at this stage.

"Peers" to be given the following instructions

In this exercise imagine that last night or before school you had some distressing news or had a distressing experience (pet died, fight with mother or father etc).

### PROCESS THE EXERCISE

What did you do? How did the Counsellor initiate the helping conversation? What was that like for the "Counsellors" and the "other" person?

Identify all the strategies eg. Introducing themselves, Noticing something, general conversation, use of questions etc.

### PRACTICE

Swap roles and repeat

Process

Identify any different or new strategies.

### Handout 1.2.2

### EXERCISE

Miniature Animals (Have available a variety of small plastic animals)

In pairs choose an animal which is most like you

Each person to find out about their partner's **animal** by asking these three questions

- What is this animal like?
- Can you tell me more?
- Is there anything more you can tell me?

### PROCESS

What did they discover or learn about their partner?

In terms of safety of disclosure/confidentiality (include sharing in the whole group about how you're like the animal & what stops you sharing fully?)

## Peer Counsellor Training

### Day 1 Session 3

#### VALUES CLARIFICATION AND FINDING OUT ABOUT THE PROBLEM USING QUESTIONS

#### EXERCISE . Shipwreck

The following people are on a boat, which is sinking in water infested with sharks.

Yourself

Mother and baby (male)

Nurse (female)

School teacher (female)

16 year-old football player (male)

Lawyer (female)

Policewoman (female)

Carpenter (75 year-old male)

School teacher (male)

Gifted child aged seven (female)

Pastor (male)

Counsellor (male)

In the distance is an uninhabited but self-sufficient island. There is only one lifeboat which takes five people.

In your small groups choose the people who will go into the lifeboat and across to the island and why.

#### PROCESS

In terms of personal values, and beliefs. How they differ and how they may influence a helping conversation.

#### SKILLS TRAINING

##### Finding out about the Problem

Using questions to find out more about the problem.

#### EXERCISE

In pairs using the role plays

Make contact

Find out if there is a problem

Then find out more about the problem

#### PROCESS

What did you do?

#### Using questions

##### Handout 1.3.1

Questions are useful to:

Help the person focus on the problem

Help the person continue talking

Help you gain a full understanding of a persons situation

#### Types of questions

Open and closed questions can be used

**Closed** questions - lead to a specific answer such as yes, no or where the response is specific. The answers are usually short and specific. They don't encourage the person to talk freely

Examples:

Do you fight with your brothers or sisters?

Do you like school?

We can however ask for the same information in a different way by using open questions. Most open questions begin with 'what' or 'how'

**Open** questions invite the person to expand on their answer and continue talking.

Examples:

How do you and your brothers and sisters get along?

What can you tell me about school?

### **Digressions and transitional questions**

Sometimes you or the other person will digress or divert away from the problem conversation.

Digressing or diverting from the problem conversation can alleviate the tension.

However it is important to invite the other person to return to the original topic of conversation using a transitional question so that the original helping conversation is seen as being important.

Examples:

"We got a bit off the track there, we were talking about..... is there anything else you want to tell me about that?"

### **PRACTICE**

Swap and repeat

### **EXERCISE**

#### **Handout 1.3.2**

Hand out question list. Change closed questions to open questions.

#### **Handout 1.3.3 Finding out about the problem**

## Peer Counsellor Training

### Day 1 Session 4

#### CONFIDENTIALITY - REFERRAL

In the whole group, think of a secret. Something that you have never told anybody else before, or if you have perhaps only to one other person. It can be a secret thought or it may be something that you have done. By the way you are not going to be asked to write down your secret or tell it to anybody.

Now imagine that you have told somebody your secret and they have told you that they are going to share the information with someone else.

On a piece of paper write down words to describe how you feel and what you are thinking.

#### PROCESS

On the flipchart write up the words and responses.

Shock, fear, who will they tell? When will they tell? I'm in trouble now, everyone will know, anger, no control, deceived, misled, hurt, I will never share again with that person, I assumed they would never tell because of their special position/role etc.

In the whole group

Think about the possible secrets they might hear.

#### PROCESS

Abortion, smoking pot, under age drinking, having sex, sexual abuse, pregnancy, rape, theft, and domestic violence.

As a Peer Counsellor which of these "secrets" might they disclose to someone else and why.

It may be useful for you to examine your attitudes about disclosing information. As Peer Counsellors we need to be able to respect the person we are helping with regard to their need for confidentiality and to be a person who can be trusted with the thoughts and feelings of others. If we are not able to do that people will not share openly with us as they may fear repercussions.

#### Confidentiality

As Peer Counsellors we need to be able to respect the person we are helping with regard to their need for confidentiality and to be a person who can be trusted with the thoughts and feelings of others. If we are not able to do that people will not share openly with us as they may fear repercussions.

The key to being a trustworthy person is being open and honest, as well as being respectful of a person's welfare.

#### Limits to confidentiality

In some circumstances it will be sensible for you to talk privately with the school counsellor about your concerns. Particularly in cases where you are given information that involves the safety of self or other/s, self-harm, abuse, violence, or criminal behaviour, you must talk to the school counsellor about the situation. Initially you may be able to protect the anonymity of the person concerned. However, you must respect the school counsellor's decision in this regard.

#### Referral

**When** do you make a referral?

- When the person talks to you about the same problem on several occasions and the situation has not changed.
- When you realise that it is uncomfortable for you to listen to their problems because they upset you.

- Whenever someone else could be of more help than you because you recognise the limits of your skills.
- When someone makes it clear that they have worries but they can't share them with you.

**How** do you make a referral?

Tell the person that you think that it would be useful for them to talk to the school counsellor who is more qualified to help with the problem. Ask them:

- "Would you like *me* to talk to the school counsellor first on your behalf?"
- "Do you want me to come with you while you talk to the school counsellor?"
- "Would you like to talk to the school counsellor yourself?" "Do you want me to arrange that for you?"

#### **Handout 1.4.1**

#### STORY

Read a story which has a moral theme eg., Aranea, The Bunyip from Berkley Creek, Where the wild Things are, Aesop fable etc.

## Peer Counsellor Training

### Day 2 Session 1

#### ETHICAL CONSIDERATIONS WHEN USING HELPING SKILLS ACTIVELY PARTICIPATING IN THE CONVERSATION PEER COUNSELLOR EXPECTATIONS/LIMITATIONS

##### EXERCISE

Sharing in Pairs

Find a different partner from yesterday

Find out about your partner's family and friends

##### PROCESS

In the whole group.

What interested you most about what your partner told you? Sometimes by focussing on what is interesting we become curious about the person and their circumstances. This is useful in a helping conversation.

Choose a balloon

Write a clue on a piece of paper. Something about yourself that will enable someone else to guess who you are.(not too obvious)

Fold it up – put it inside the balloon and blow up the balloon

While the music plays keep the balloons off the floor

When the music stops grab a balloon – burst the balloon and read the clue.

Wait till all balloons are burst then tell the whole group who you think is the owner of the clue.

##### PROCESS

Not only do we need to be curious and ask questions but we need to remember the things they have told us.

### Ethical Considerations When Using Helping Skills

##### EXERCISE

#### Using counselling/helping skills (Handout 2.1.1)

In your small groups decide whether the following comments are True or False.

- You need to be trained to use counselling/helping skills. – TRUE
- Using counselling/helping skills such as listening, attending and other communications skills can make it more comfortable for people to talk about things that trouble them. - TRUE

Counselling/helping skills are specific skills associated with relating, listening and communicating with others. Counselling/helping skills are used with the intention of helping the other person to feel better and to help them find solutions to their problems.

- You must feel good about yourself to be in the position to help other people feel good about themselves. - TRUE
- You must be free of personal problems if you are going to use counselling/helping skills. – FALSE

It is possible that because you have struggled with problems and concerns of your own that it will make it easier for others struggling with the same problems or concerns to relate and accept alternative ways of dealing with those problems. However, a word of caution. If you use counselling/helping skills it is likely that other people will share their problems and troubling thoughts with you. Listening to other people's problems can be emotionally draining. This will be particularly so if you yourself have problems that intrude into your life. If you do, your problems may seriously interfere with your ability to be effective in helping others.

- Using counselling/helping skills is the same as counselling. - FALSE

- When I use counselling /helping skills I can call myself a counsellor. – FALSE

Using counselling/helping skills is not the same as counselling or being a counsellor. A counsellor has an understanding of psychology and human developmental processes, understands counselling theory and a range of theoretical approaches to counselling. Counsellors work within a theoretical framework and use a range of skills and strategies appropriate for their model of practice.

Counselling is practised according to a set of standards and guidelines determined by professional bodies that fit accreditations standards and levels of competence.

Counselling/helping skills are valuable communications skills which can be very effective in helping others when used in everyday conversations by people who are not counsellors. Whenever counselling/helping skills are used the intention is to communicate with others in a way that is different from general conversational dialogue and **in the best interests of the person being helped.**

- Using counselling/helping skills means that I have the answer to everyone's problems. – FALSE

## PROCESS

In the large group

## SKILLS TRAINING

### Actively participating in the conversation

**When exploring the problem** You can decide when to use open or closed questions in a conversation. For a conversation to run smoothly and comfortably you will also need to respond to what the other person says by actively participating rather than just asking questions. The conversation needs to be a reciprocal one with you joining in as an equal partner, otherwise it will turn into an interrogation.

### EXERCISE

Using the skills you've learnt so far have a conversation using the role plays

### PROCESS

How did you know the Counsellor was listening?

Did they appear to understand you?

What did they do or say?

### Short responses

Let the person talking know we are interested and are listening uh uh, yes, wow, true, really.

### Digressions

Sometimes the other person will digress or divert away from the problem conversation. Digressing or diverting from the problem conversation can alleviate the tension. That's fine.

### Self-disclosure

Sometimes they will tell you something which is similar to an experience of yours and you will disclose something about you. When you self disclose this means you have moved away a bit from the conversation. Sharing information about you in a helping conversation indicates respect and trust. If the person you are talking to is to feel OK then it can be useful for self-disclosure to be reciprocal. That is, giving back the kind of information equivalent to that which the other person has revealed. Putting yourself in the other person's shoes for a minute and connecting with what you would have thought or felt then sharing that experience can be useful.

### Supportive statements - let the other person know you support them.

They can indicate your **agreement** with the other person's situation.

They provide an opportunity for you to **affirm** the other person.

They provide an opportunity for you to **reassure** the other person.

Examples:

"Yeah, that class was tough for me too"

"I think things have been really tough for you"

"Everybody does that sometimes"

"I'd probably feel embarrassed if that happened to me".

"Something like that happened to me once"

Supporting comments can sometimes be helpful

***In other instances supporting comments can be unhelpful and make things worse***

Unhelpful supporting comments

- When you play down or make light of the other person's worry eg. "Never mind everything will be different by next week"
- Telling a person who is obviously upset that everything is all right
- Joking about a serious matter
- Are not useful when the other person is so upset that they aren't ready or able to hear anything positive
- Are not useful when your expression of support is insincere

### **Handout 2.1.2**

PRACTICE

Swap and repeat

PROCESS

EXERCISE

### **Peer Counsellor Expectations/limitations (Handout 2.1.3)**

"Will using counselling/helping skills affect you in any way?"

Turn to the person on your right and following the suggested prompts below, share your ideas about this question.

- Will I become overwhelmed listening to people's problems?
- Will I get sick and tired of listening to people's problems?
- Because I have learnt some counselling/helping skills will I have to help people all the time?
- Will I be able to help everybody?
- Because I use counselling/helping skills does that mean I must be each person's close friend?
- Will I be taken unfair advantage of if I use counselling/helping skills?
- Will I burst into tears if I listen and use counselling/helping skills to help someone who is troubled?
- Will I be continually approached by people who want to talk about their problems?

PROCESS in the whole group

When using counselling/helping skills the focus will be on ways to meet other people's needs rather than your own. Consequently there will be times as a result of listening to other people's problems when we may begin to feel stressed and overwhelmed.

Looking after yourself must be a priority.

Sometimes looking after yourself might mean talking with the school counsellor to debrief and unload.

Looking after ourselves involves recognising when we need to "recharge our batteries".

Recharging means:

- Realising that you may be behaving differently to the way you normally behave.
- Recognising your own emotional state.
- Listening to feedback provided by other people.

If you want to feel good lead a balanced life.

A balanced life will generally include:

- Physical fitness.
- Entertainment.
- Rest.
- Creating and maintaining your own social networks

### **Handout 2.1.4**

## Peer Counsellor Training

### Day 2 Session 2.

### ETHICS - "CHECKING-OUT"

#### Ethics

#### EXERCISE

From sessions yesterday and today on understanding and respecting difference, Peer Counsellor Expectations/limitations, Using counselling/helping skills and, Confidentiality and Referral Create a code of ethics to guide us when using counselling /helping skills as Peer Counsellors.

#### Handout 2.2.1 - Code Of Ethics

#### EXERCISE

Pass the message. An exercise in listening and summarising/checking out.

In the group sit in a circle and number off A, B, A... etc.

A = talkers

B = listeners

A's to think of six things about themselves which they don't mind sharing. A's then pass the information to B's.

Once B's have heard the message they then pass the message to the person on their right.

When A's receive their own message stand up.

#### PROCESS

Did the message sound the same? What was correct? What was incorrect? What did you have to do?

Listen carefully; check it was correct before passing on.

#### SKILLS TRAINING

#### REVISION

#### Summary of Open questions

#### EXERCISE

#### Checking out that you've got the story right

Using the skills so far have a conversation and make sure that you have understood everything they have said and got the story right.

#### PROCESS

What did you do/say? Did the person being helped feel understood?

#### "Checking-out"

Usually in the form of a question eg. "Are you saying that your mother always spends time with your sister but not with you?"

Sometimes as a way of summarising, usually in the form of a question eg. ". "Let me get this right..... you and Trevor have been going together and you saw him with another girl at the Plaza

#### Handout 2.2.2

#### PRACTICE

In pairs

Swap and repeat

#### PROCESS

What did you do/say? Did the person being helped feel understood?

#### TOPIC

Suicide

#### EXERCISE

#### Handout 2.2.3

#### DISCUSSION - Handout 2.2.4

## Peer Counsellor Training

### Day 2 session 3

#### CLARIFYING THE MAIN PROBLEM AND EXPLORING OPTIONS AND CHOICES

##### SKILLS TRAINING

After you have checked out whether you have the story straight, it can be useful to help the person focus on what part of their problem is the most troubling and identify what they want to achieve.

##### EXERCISE

Have a conversation using the skills so far then find out what is troubling the person most right now and what they want to do about it. See if you can help them in any way.

##### PROCESS

How did you help them?

Gave advice, made suggestions etc

#### 1. Clarifying the main Problem

Clarify the main problem by using an open question:

What's the thing bothering you the most?

What's upsetting you most right now?

#### 2. Explore what options or choices the person has

Once you have helped the person identify the central problem, it can be tempting to solve the problem for them.

Exploring options and choices does involve creating possible solutions together but it is important for the person with the problem to select the final option.

*Is there anything else you could do instead of what you're doing now?*

*Are there any other ways of going?*

During this step you ask the person what they might do differently. You can even offer the person different options and sometimes suggest specific behaviours. You could also inform them of resources in the community.

Sometimes the person might suggest an option, which is undesirable and would infringe on the rights of someone else or would be harmful to themselves. At this point it can be useful to give the person feedback about that particular option and how that makes you feel.

*"That might hurt someone else/yourself and that's not okay."*

3. Explore the consequences for each option, and give information if you think it would be helpful.

*What would the consequences be?*

*How would you feel?*

#### 4. Check whether the person is ready to select one of the choices or not

Which one of those would you like to try out?

*Which one of those is the most appealing?*

*Which one of those do you think you could do?*

### Handout 2.3.1

##### PRACTICE

Swap over and repeat

##### PROCESS

**EXERCISE**

**Graffiti Wall** – Roll out a long sheet of butchers paper. Invite participants to write or illustrate their reflections of helping friends and peers. Your hopes, expectations, worries and outcomes for you and those you help.

**TOPIC****Drugs/alcohol**

Split into two groups if numbers permit.

Each person to get three pieces of paper each of a different colour blue, white and yellow.

**Blue-** Write down the name of a drug, alcoholic drink or cigarette brand and anything you know about that drug, drink, tobacco. Write down the positive and negative consequences of using that drug, drink, or tobacco.

**White-** Write down your attitude to the use of drugs, alcohol, or cigarettes.

**Yellow-** write down why another student might want to talk to you about a problem of theirs related to drugs, alcohol, or cigarettes.

Invite the students to put their pieces of coloured paper in piles on the floor and shuffle them.

**Blue discussion**

Invite each student to take a sheet of **blue** paper from the pile. Read out to the information. Ask the group about that drug, and what they know about it, and add anything extra they might know.

**White discussion**

Invite each student to read out the statements on their sheet. Ask for the group's opinions/differences.

**Yellow discussion**

Invite each student to read from his or her sheet. Discuss what they might hear with regard to the issue, how that might affect them, and what they would do about it (referral, supervision)

Handouts literature from Qld Health Dept

## Peer Counsellor Training

### Day 2 Session 4

#### PROCESS OF A CONVERSATION DEALING WITH EMOTIONS

What the Counsellor does and how the other person responds

Emphasise the importance of cycling around and using the skills in any order while following the process of a helping conversation. Look at exit points in the conversation – A, B, C.

A – all the person needs to do is “get it off their chest”

B – Simply understanding the problem is sufficient

C – Problem solving can be useful

#### **Handout 2.4.1**

EXERCISE – Feeling matrix (Use the text; Basic Personal Counselling, Geldard & Geldard pp.52-53)

Invite participants to write down feeling words on rectangular sheets of paper with each word on a different sheet of paper.

Divide feeling words into mild, moderate or intense categories. Give example eg

Frustrated, angry, furious.

Invite group to place their words on the floor in three columns along a continuum reflecting the above categories.

#### PROCESS

Use these words to identify different emotions in a helping conversation.

#### **Handout 2.4.2**

#### SKILLS TRAINING

##### **Dealing with Emotions**

How do you know what people are feeling?

What’s on top?

Not always the only emotion that the person is feeling

What’s underneath?

#### EXERCISE

Find a partner and have a conversation. During that conversation find out how that person is feeling. Maybe share how you might feel if the same thing happened to you.

#### PROCESS

What did you do or say to discover what the person is feeling?

How to respond to emotional situation?

What strong emotions might you encounter? Anger, sadness, confusion, anxiety/worry, guilt, jealousy, loneliness, fear, regret, disbelief.

Encouraging emotions to be expressed?

How? What might happen?

Bottling them up?

What might happen?

Catharsis

Think of a time when you let your feelings out. How did you feel afterwards?

Feeling better when they come out but not necessarily happier.

#### **Feelings occur strongly in situations of Grief and loss**

Examples?

Parental separation

Relationship break-up

Death of a loved one

Moving

Change

Loss of expectation (Not making the swim team after so much preparation, unexpected exam result)

Illness/disability

Injury

PRACTICE

Swap and repeat

STORY

Read a story which has a moral theme eg., Aranea, the Bunyip from Berkley Creek, Where the wild Things are, Aesop fable etc.

## Peer Counsellor Training

### Day 3 Session 1

#### ENDING A CONVERSATION

##### EXERCISE

In the whole group. Call out a persons name and throw the ball. The catcher then repeats by calling out someone else's name and throwing the ball to them.

Gradually introduce more balls into the group to cause chaos.

##### SKILLS TRAINING

Summary of skills so far

##### Handout 3.1.1

##### Ending a conversation

Think about how you are going to end a helping conversation. Find a partner and using the skills learnt so far have a conversation ending in the best possible way.

##### PROCESS

What did you do?

When we are nearing the end of a helping conversation it can be useful to:

**Summarise** the most important points covered in the conversation. If the person has decided on a particular solution to the problem, you might like to describe this.

**Give affirmation.** Sometimes after talking the person may feel embarrassed and questioned whether or not they will be respected for having talked so openly. It is important to give the person we're trying to help a clear message of affirmation so that they feel good about what they have done in talking with us.

**Giving an invitation** for the future. At the end of a conversation you may decide to invite the person to talk to you again at some time in the future if they wish.

**Referring on.** Sometimes you may have decided that it might be useful for the other person to talk to someone else who is less involved/more qualified /more suitable. In situations like this you might ask them whether they would like to do this by saying something like "I am wondering whether it might be more useful for you to talk with someone else". Explaining your reasons "..... As I don't feel that I am the best person for you to talk to about this issue".

**Change the topic.** It is common in social situations for people to talk for a while about their problems and then change the subject to talk about something less troubling.

##### Handout 3.1.2

##### PRACTICE

Swap and repeat

##### EXERCISE

##### Values Clarification Exercise.

In the whole group brainstorm topics where values and beliefs arise. For example abortion, stealing, drugs, religion, the elderly.

Read sentences from BPC (pp.355-357) such as "sometimes it is okay to tell lies" then invite participants to stand along a continuum stretching from one side of the room to another with one side representing supporting the statement and the other side not supporting the statement.

##### PROCESS

In the whole group: what did you notice? How will the differences in beliefs and values affect your helping behaviour? What's it like having different beliefs from others in the room?

##### TOPIC

Sexual Issues.

Each person to write on a piece of paper a question or personal problem regarding sex that they believe others may want to talk to them about.

Put all pieces of paper into a box, mix them up then each person to choose one piece of paper from the box, read out in the whole group and discuss.

## Peer Counsellor Training

### Day 3 Session 2

#### INDIVIDUAL PRACTICE IN PAIRS

Each participant has the opportunity to be supervised by one trainer while having a helping conversation with a partner. Use role plays and give feedback while supervising.

Alternatively divide the group in half and each half into triads. Give one person in the triad a checklist of skills and process in a helping conversation (**Handout 3.2.1**) to mark off while observing their peers in a helping conversation. Swap around with each person in the triad taking their turn at being an observer. The trainer can mingle with the group and add comments. At the end of each conversation the Counsellor receives the feedback sheet from the observer.

While one half of the group is practicing the other half completes the following exercise to begin thinking about how to explain their role to others.

#### EXERCISE

Introduce Griselda (a stuffed toy or doll) who is a visiting elder from another planet. Her mission is to set up a Peer Counsellor Programme on the planet. She knows absolutely nothing about peer Counsellors or about what they do.

What's more she can only understand the spoken word if it is accompanied with pictures.

Make a collage that will help YOU to explain to Griselda what a peer Counsellor is and what they do.

**Peer Counsellor Training****Day 3 Session 3****AWARD CEREMONY**

LUNCH.....cont

**EXERCISE**

Drawing back to back

Use a geometric diagram combining various shapes of different sizes. Sitting back to back in pairs one partner describes the drawing so that their partner can draw as they describe. The person drawing is not allowed to ask questions but can indicate by saying “next” to hear the next instruction.

**PROCESS**

In terms of listening, understanding and how people sometimes view the world differently from each other.

**DISCUSSION**

Discuss questions or concerns.

Award ceremony. Present certificates

## Peer Counsellor Training

### Day 3 Session 4

#### CLOSURE

##### EXERCISE

Positive affirmations. Trace an outline of your hand and write your name underneath.

Pass the tracings around the group so that each group member can write a positive affirmation about that person on the tracing.

Retrieve your own hand outline with comments included!

##### AWARDS

Present letters of completion

##### TRAINING EVALUATION

Using symbols (small collection of ornaments and objects eg., shells feathers, toy cars bottles, etc.) and rope dividing the room in half, invite students to choose a symbol to represent themselves before the training and a symbol to represent themselves now having completed the training  
Share with the whole group

##### TRAINING EVALUATION

Using the feedback sheets. Anonymous

##### STORY

Read a story which has a moral theme eg., Aranea, the Bunyip from Berkley Creek, Where the wild Things are, Aesop fable etc.

##### CLOSE

##### REFERENCES

Geldard, D., & Geldard, K. (2005). *Basic personal counselling: A training manual for counsellors (5<sup>th</sup> Ed)*. Pearson Education: Sydney Australia.

## TRAINING HANDOUTS

**BINGO**

Find someone who uses the same toothpaste as you	Find someone who is in the same sport house as you	Find someone who has the same colour socks as you	Find someone who can recite the alphabet backwards
Find someone who has a brother and a sister	Find someone who ate cereal for breakfast this morning. What kind?	Find someone who has slept in longer than you. What time?	Find someone who has a part time job
Find someone who has colour enhanced hair	Find someone who wears glasses all the time	Find someone who watched the same TV program as you did last night. What?	Find someone who is a good athlete/swimmer
Find someone who will sing or recite the first three lines of the National Anthem	Find someone born in the same month as you	Find someone who has a mother or father with the same name as a famous actor	Find someone who can hop on one leg three times then jump on the spot five times

Day 1 Session 1  
Handout 1.1.1

### GROUP DISCUSSION QUESTIONS

***How do you support and help each other when you're stressed or have problems at home or at school or with your personal relationships. What is it that your friends do when they try to help you sort things out or even just try to make you feel better.***

***Can anyone share their thoughts about the way young people help each other when they are experiencing problems?***

***Think of a situation related to a helping experience of yours where you really felt that you helped someone. What happened? Where were you? Was anyone else involved?***

***Think of a situation related to a helping experience of yours where you really felt that you had been helped by someone. What happened? Where were you? Was anyone else involved?***

Think of a situation where you were helping someone where you felt challenged/unable to help/things went wrong. (What happened? How did you feel? Describe any issues or dilemmas.)

***As a result of the above challenge do you approach situations differently?  
(Describe the difference)***

Have you or do you spend time thinking about any of these issues?

***What do you do differently when you're helping your friends, compared to a few years ago?***

What do you feel is the most important aspect of helping others? (In what way is it important?)

What do you do in your school life that gives you satisfaction with regard to helping others? (Describe it. What about it is satisfying?)

What do you value most about your helping behaviour?

What do you think your peers value most about what you do?

***How would you describe the way you approach your friends with the intention of helping them?***

Are there some underlying values or aspects of the way you help or the way someone helps you that you care deeply about? (What are they?)

Day 1 Session 2  
Handout 1.2.1

## ETHICAL CONSIDERATIONS WHEN USING HELPING SKILLS

### Understanding and Respecting Difference

The feast exercise is a metaphor for what can happen when people who have different "rules" come together and interact with each other.

Some or all of the people in the interaction may be completely unaware that different "rules" exist.

Additionally people who don't know the values, beliefs, attitudes or behaviours that other people have may tend to assign meanings according to their own values, beliefs, and attitudes. These may be incorrect.

We are all inclined to give a particular meaning to the behaviour that we see in others based on what makes sense to us with regard to our own values, beliefs, and attitudes.

We will also make assumptions about the motivation behind the way people behave based on our own values, beliefs, and attitudes.

As Peer Counsellors, if we are to value the people we assist, we need to understand and respect differences related to race, culture, gender, sexuality, spirituality, age and ability or disability.

If you are to be an effective Peer Counsellor you will need to think about the way such differences influence you when you are talking to people from backgrounds that are different from your own.

These three qualities or skills will help create successful interactions:

- Be aware of the possibility for misunderstandings
- Manage your emotions
- Find out information so that you understand

It is important for us to discover and own our prejudices because these are sure to influence the way we talk with people from backgrounds which are different from our own.

### Optional exercise

**We would be deceiving ourselves if we assumed that our own experiences, beliefs and values did not influence our relationships with others. Explore this issue by answering the following question.**

*Identify your own religious or spiritual belief system, or lack of belief system. What impact would this have on a helping conversation you had with someone who held different beliefs from yours?*

Day 1 Session 2  
Handout 1.2.2

### **A POSSIBLE WAY TO START A CONVERSATION & FIND OUT IF THERE IS A PROBLEM**

#### **Joining**

**Say what you notice** eg "You look worried"

**Ask a question** out of curiosity beginning with "I'm wondering if something is upsetting you"

**Acknowledge** you've heard the answer by sharing your own feeling or concern about the situation eg., "I'm sorry to hear that", or "I feel a bit like that too", or "that's no good"

**Invite** the other person to talk or not eg. "Do you want to talk about it or would you prefer to keep it yourself?" Or, "would it help to talk it over or not?"

#### **SKILLS FOR BEING APPROACHED FOR HELP AND FINDING OUT IF THERE IS A PROBLEM.**

**Find out what the other person wants from you** eg. "Did you want to talk about something or are you curious about the Peer Counsellor program?" or "Did you want to talk about something?"

"Did you want to talk to me about something in particular or are you just curious about the program?"

Day 1 Session 3  
Handout 1.3.1

## QUESTIONS

Questions are useful to:

Help the person focus on the problem

Help the person continue talking

Help you gain a full understanding of a persons situation

### Types of questions

Open and closed questions can be used

**Closed** questions - lead to a specific answer such as yes, no or where the response is specific. The answers are usually short and specific. They don't encourage the person to talk freely

Examples:

Do you fight with your brothers or sisters?

Do you like school?

We can however ask for the same information in a different way by using open questions.

Most open questions begin with 'what' or 'how'

**Open** questions invite the person to expand on their answer and continue talking.

Examples:

How do you and your brothers and sisters get along?

What can you tell me about school?

### Digressions and transitional questions

Sometimes you or the other person will digress or divert away from the problem conversation. Digressing or diverting from the problem conversation can alleviate the tension.

However it is important to invite the other person to return to the original topic of conversation using a transitional question so that the original helping conversation is seen as being important.

Examples:

"We got a bit off the track there, we were talking about..... is there anything else you want to tell me about that?"

Day 1 Session 3  
Handout 1.3.2

**Change the following closed questions to open questions**

Example 1

CLOSED QUESTION: Do you feel angry?

Example 2

CLOSED QUESTION: How many brothers do you have?

Example 3

CLOSED QUESTION: Do you argue with your Mother often?

Example 4

CLOSED QUESTION: Do you pick on your younger brother/sister when they annoy you?

Example 5

CLOSED QUESTION: Do you love your brother/sister?

Example 6

CLOSED QUESTION: Is the atmosphere tense at home?

Day 1 Session 3  
Handout 1.3.3

### **FINDING OUT ABOUT THE PROBLEM**

**Ask about the problem eg.** “What can you tell me /what do you want to tell me about the problem What can you tell me about the thing that’s upset you. What can you tell me about the fight with your mum?”

**Questions to find out more.**

Ask questions, Listen carefully to the answers,

Maybe ask further questions. If things get tense or there are awkward long pauses, change the subject then come back to the discussion. Let the other person change the subject if they want to and then come back to the discussion.

Day 1 Session 4  
Handout 1.4.1

## CONFIDENTIALITY AND REFERRAL

### Confidentiality

As Peer Counsellors we need to be able to respect the person we are helping with regard to their need for confidentiality and to be a person who can be trusted with the thoughts and feelings of others. If we are not able to do that people will not share openly with us as they may fear repercussions.

The key to being a trustworthy person is being open and honest, as well as being respectful of a person's welfare.

#### Limits to confidentiality

In some circumstances it will be sensible for you to talk privately with the school counsellor about your concerns. Particularly in cases where you are given information that involves the safety of self, or other/s, self-harm, abuse, violence, or criminal behaviour, you must talk to the school counsellor about the situation. Initially you may be able to protect the anonymity of the person concerned. However, you must respect the school counsellor's decision in this regard.

### Referral

**When** do you make a referral?

- When the person talks to you about the same problem on several occasions and the situation has not changed.
- When you realise that it is uncomfortable for you to listen to their problems because they upset you.
- Whenever someone else could be of more help than you because you recognise the limits of your skills.
- When someone makes it clear that they have worries but they can't share them with you.

**How** do you make a referral?

Tell the person that you think that it would be useful for them to talk to the school counsellor who is more qualified to help with the problem. Ask them:

- "Would you like *me* to talk to the school counsellor first on your behalf?"
- "Do you want me to come with you while you talk to the school counsellor?"

"Would you like to talk to the school counsellor yourself?" "Do you want me to arrange that for you?"

Day 2 Session 1.  
Handout 2.1.1

## EXERCISE 1

### **USING COUNSELLING/HELPING SKILLS**

In your small groups decide whether the following comments are True or False.

- You need to be trained to use counselling/helping skills.
- Using counselling/helping skills such as listening, attending and other communications skills can make it more comfortable for people to talk about things that trouble them.
- You must feel good about yourself to be in the position to help other people feel good about themselves.
- You must be free of personal problems if you are going to use counselling/helping skills.
- Using counselling skills is the same as counselling.
- When I use counselling skills/helping skills I can call myself a counsellor.
- Using counselling/helping skills means that I have the answer to everyone's problems.

Day 2. Session 1.  
Handout 2.1.2

## **SUGGESTIONS FOR ACTIVELY PARTICIPATING IN THE CONVERSATION**

**When exploring the problem** You can decide when to use open or closed questions in a conversation. For a conversation to run smoothly and comfortably you will also need to respond by actively participating in the conversation rather than just using questions.

### **Short responses**

Let the person talking know we are interested and are listening uh uh, yes, wow, true, really.

### **Digressions**

Sometimes the other person will digress or divert away from the problem conversation. Digressing or diverting from the problem conversation can alleviate the tension. That's fine.

### **Self-disclosure**

Sometimes they will tell you something which is similar to an experience of yours and you will disclose something about you. When you self disclose this means you have moved away a bit from the conversation. Sharing information about you in a helping conversation indicates respect and trust. If the person you are talking to is to feel OK then it can be useful for self-disclosure to be reciprocal. That is, giving back the kind of information equivalent to that which the other person has revealed. Putting yourself in the other person's shoes for a minute and connecting with what you would have thought or felt then sharing that experience can be useful.

### **Supportive statements - let the other person know you support them.**

They can indicate your **agreement** with the other person's situation.

They provide an opportunity for you to **affirm** the other person.

They provide an opportunity for you to **reassure** the other person.

Examples:

"Yeah, that class was tough for me too"

"I think things have been really tough for you"

"Everybody does that sometimes"

"I'd probably feel embarrassed if that happened to me".

"Something like that happened to me once"

Supporting comments can sometimes be helpful

### ***In other instances supporting comments can be unhelpful and make things worse***

Unhelpful supporting comments

- When you play down or make light of the other person's worry eg. "Never mind everything will be different by next week"
- Telling a person who is obviously upset that everything is all right
- Joking about a serious matter
- Are not useful when the other person is so upset that they aren't ready or able to hear anything positive
- Are not useful when your expression of support is insincere

Day 2 Session 1.  
Handout 2.1. 3

## EXERCISE 2

### PEER COUNSELLOR EXPECTATIONS/LIMITATIONS

What ideas come into your mind when you ask yourself these questions?

1. "What can I achieve by using counselling/helping skills?"

In your Journal write down the things you would like to achieve by using counselling/helping skills.

2. "Will using counselling/helping skills affect me in any way?"

Turn to the person on your right and following the suggested prompts below, share your ideas about this question.

- Will I become overwhelmed listening to people's problems?
- Will I get sick and tired of listening to people's problems?
- Because I have learnt some counselling/helping skills will I have to help people all the time?
- Will I be able to help everybody?
- Because I use counselling/helping skills does that mean I must be each person's close friend?
- Will I be taken unfair advantage of if I use counselling/helping skills?
- Will I burst into tears if I listen and use counselling/helping skills to help someone who is troubled?

Day 2 Session 1.  
Handout 2.1.4

### **USING COUNSELLING/HELPING SKILLS**

Counselling/helping skills are specific skills associated with relating, listening and communicating with others. Counselling/helping skills are used with the intention of helping the other person to feel better and to help them find solutions to their problems.

It is possible that because you have struggled with problems and concerns of your own that it will make it easier for others struggling with the same problems or concerns to relate and accept alternative ways of dealing with those problems. However, a word of caution. If you use counselling/helping skills it is likely that other people will share their problems and troubling thoughts with you. Listening to other people's problems can be emotionally draining. This will be particularly so if you yourself have problems that intrude into your life. If you do, your problems may seriously interfere with your ability to be effective in helping others.

Using counselling/helping skills is not the same as counselling or being a counsellor. A counsellor has an understanding of psychology and human developmental processes, understands counselling theory and a range of theoretical approaches to counselling. Counsellors work within a theoretical framework and use a range of skills and strategies appropriate for their model of practice. Counselling is practised according to a set of standards and guidelines determined by professional bodies that set minimum accreditations standards and levels of competence.

Counselling/helping skills are valuable communications skills, which can be very effective in helping others when used in everyday conversations by people who are not counsellors. Whenever counselling/helping skills are used the intention is to communicate with others in a way that is different from general conversational dialogue and in the best interests of the person being helped.

#### **Peer Counsellor Expectations/limitations**

When using counselling/helping skills the focus will be on ways to meet other people's needs rather than your own. Consequently there will be times as a result of listening to other people's problems when we may begin to feel stressed and overwhelmed.

Looking after you must be a priority.

Sometimes looking after you might mean talking with a counsellor or supervisor to debrief and unload.

Looking after ourselves involves recognising when we need to "recharge our batteries".

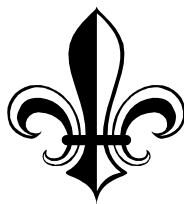
Recharging means:

- Realising that you may be behaving differently to the way you normally behave.
- Recognising your own emotional state.
- Listening to feedback provided by other people.

If you want to feel good lead a balanced life.

A balanced life will generally include:

- Physical fitness.
- Entertainment.
- Rest.
- Creating and maintaining your own social networks



## CODE OF ETHICS

1. *Peer Counsellors use their skills with the specific intention of relating, listening and communicating with others in the best interests of the person being helped.*
2. *Peer Counsellors are aware of their influential position with respect to the people they are helping and avoid exploiting the trust and vulnerability of each person.*
3. *Peer Counsellors respect the confidentiality and privacy of the people they are helping. They inform those they are helping about any limitations they have with regard to respecting confidentiality and privacy.*
4. *Peer Counsellors will not disclose confidences except:*
  - *Where you are given information that involves the safety of self, or other/s, self-harm, abuse, violence, or criminal behaviour*
  - *As required for the purposes of supervision with the school counsellor*
5. *If a Peer Counsellor needs to disclose confidential information any disclosure will be to the school counsellor who will determine whether other people need to be informed.*
6. *Peer Counsellors utilise supervision during their training and practice.*
7. *Peer Counsellors recognise their personal limitations and seek appropriate assistance for personal difficulties that may intrude on their helping practice.*
8. *Peer Counsellors do not help or advise about problems outside their recognised area of expertise.*

Day 2 Session 2  
Handout 2.2.2

### CHECKING-OUT

**“Checking-out”** lets the person know that you have understood everything they have said. Usually **in the form of a question** eg. “Are you saying that your mother always spends time with your sister but not with you?”

**Sometimes as a way of Summarising** eg. “Let me get this right..... you and Trevor have been going together and you saw him with another girl at the Plaza ?

Day 2 Session 2.  
Handout 2.2.3

### **SUICIDE: MYTHS OR FACTS?**

- T F 1. Suicide is against the law in this state.
- T F 2. A person usually commits suicide without warning.
- T F 3. Most suicide attempts occur late at night and away from home
- T F 4. It is dangerous to talk about suicide with a depressed person.
- T F 5. Use of alcohol and other drugs can increase the risk of suicide.
- T F 6. Suicidal people want to die, and they will find a way to succeed eventually
- T F 7. More females than males commit suicide.
- T F 8. People who talk about suicide rarely do it.
- T F 9. Depressed people are the greatest suicidal risks.
- T F 10. Suicidal people are mentally ill.
- T F 11. Once people become suicidal, they will be suicidal forever.
- T F 12. Suicide occurs most often among the poor.
- T F 13. Suicidal people rarely seek medical attention.
- T F 14. If people make an unsuccessful suicide attempt, they probably won't ever make another attempt.
- T F 15. Suicide rates are increasing among the young.

Day 2 Session 2.  
Handout 2.2.4

## LEVELS OF SUICIDAL RISK

### Level 1 Risk

#### Some indicators of developing trouble:

- A. Mild depression
- B. Unusual aggressive or passive behaviours
- C. Alcohol or substance abuse
- D. Changes in eating or sleeping habits
- E. Drop in school performance and/or unusual lack of interest in personal appearance
- F. Family strife or impending divorce
- G. Other recent loss or crisis

#### Characteristics:

These people are frequently communicating double messages, saying they are not having suicidal thoughts while their behaviour suggests otherwise. They have no clear plan, no definite time frame, and no readily available method as yet. However, they are depressed and focused on death.

Example: people who write morbid poems or stories about death or who jokingly talk about suicide.

### Level II Risk

#### Some indicators of developing risk:

- A. Chronic depression
- B. Abrupt changes in personality or sudden mood swing
- C. Impulsive or extreme risk-taking behaviour
- D. Inability to concentrate
- E. Withdrawal from friends and family
- F. Divorce, change in family status, or a recent move to a new school

#### Characteristics:

These people are still ambivalent about suicide, but they are at the stage of having at least a vague plan or of having a plan that is not highly lethal. They will usually not yet have set a definite time or conceived of a readily available and highly lethal method. However, they are now beginning to try out the idea of suicide.

Example: people who say there is aspirin in the medicine cabinet, and they just might take them the next time things get really bad.

### Level III Risk

#### Some indicators of severe risk:

- A. Acute depression
- B. Talk of helplessness, hopelessness
- C. Talk of being dead
- D. Making a will or giving away possessions

- E. Suicidal gestures
- F. Loss of an important person or loss of status
- G. Failure to achieve long sought goal
- H. Trouble with authorities
- I. Purchasing a weapon/pills
- J. Previous suicide attempt

Characteristics:

These people will have made a definite plan or have set a definite time. They have a readily available and highly lethal method. They will often begin subtly saying good-bye to people, perhaps by visiting someone they have not seen for awhile. Example: people who keep a gun and ammunition under the bed and who decide that this Saturday when the family is out of town, that they are going to use it.

Intervention

Immediately talk to your Supervisor or another responsible adult  
Refer to a counsellor or medical practitioner  
Follow up

It is important to realize that people do not necessarily work through the levels of suicidal risk in order! It is possible for the first indication of trouble to show itself in Level III characteristics!! It is also possible for a person to go from Level I to Level III in a very short period of time if enough additional things go wrong!!!

**Your job is never to take responsibility for other people, but to recognize when they need help, let them know you care, and get them the help they need.**

Day 2 Session 3  
Handout 2.3.1

## **CLARIFYING THE MAIN PROBLEM AND EXPLORING OPTIONS AND CHOICES**

After you have checked out whether you have the story straight, it can be useful to help the person focus on what part of their problem is the most troubling and identify what they want to achieve.

### **1. Clarifying the main Problem**

Clarify the main problem by using an open question:

*What's the thing bothering you the most?*

*What's upsetting you most right now?*

### **2. Explore what options or choices the person has**

Once you have helped the person identify the central problem, it can be tempting to solve the problem for them.

Exploring options and choices does involve creating possible solutions together but it is important for the person with the problem to select the final option.

*Is there anything else you could do instead of what you're doing now?*

*Are there any other ways of going?*

*What else can you do?*

During this step you ask the person what they might do differently. You can even offer the person different options and sometimes suggest specific behaviours. You could also inform them of resources in the community.

Sometimes the person might suggest an option, which is undesirable and would infringe on the rights of someone else or would be harmful to themselves. At this point it can be useful to give the person feedback about that particular option and how that makes you feel.

*"That might hurt someone else/yourself and that's not okay."*

3. Explore the consequences for each option, and give information if you think it would be helpful.

*What would the consequences be?*

*How would you feel?*

*What would happen if you did that?*

### **4. Check whether the person is ready to select one of the choices or not**

*Which one of those would you like to try out?*

*Which one of those is the most appealing?*

*Which one of those do you think you could do?*

Day 2 Session 4.  
Handout 2.4. 1

### PROCESS OF A HELPING CONVERSATION

#### WHAT THE PEER COUNSELLOR DOES

Initiates the  
conversation

Listens using short  
responses

Digresses using self  
disclosure where  
appropriate

Uses open questions to  
get a better picture

Checks out that they  
have got the story right

Identifies the main  
problem

Continue by inviting the  
person to explore  
options and choices

#### HOW THE OTHER PERSON RESPONDS

Person starts to tell their  
story

Person knows the Peer  
Counsellor is listening

Person feels equal in the  
helping relationship

Person feels able to talk  
more about their troubles

Person knows the Peer  
Counsellor understands

Problem comes into focus

Feels able to take some  
action

Conversation  
may end here  
A

Conversation  
may finish  
here  
B

Conversation  
may finish  
here  
C

Day 3 Session 1  
Handout 3.1.1

## SUMMARY OF A HELPING CONVERSATION

The peer Counsellor training programme focused on 2 components of a helping conversation:

### 1. The **skills** you use:

- ❖ Short responses
- ❖ Open and closed questions
- ❖ Responding to emotions
- ❖ Checking out that you understood your partner
- ❖ Digressing and self-disclosing
- ❖ Providing reassurance and support - appropriately and sincerely
- ❖ Clarifying the main problem
- ❖ Looking at options, and choices

### 2. **How a helping conversation goes along**

- ❖ The conversation does not follow a rigid structure but is flexible and free-flowing
- ❖ Beginning a helping conversation
- ❖ Listening
- ❖ Finding out about the problem
- ❖ Problem solving
- ❖ Ending the conversation
  - A=after listening and reassuring
  - B=after listening, reassuring and clarifying the main problem
  - C=after listening, reassuring, clarifying the main problem and helping find a solution

Day 3 Session 1.  
Handout 3.1.2

### **SUGGESTIONS FOR ENDING A CONVERSATION**

When we are nearing the end of a helping conversation it can be useful to:

**Summarise** the most important points covered in the conversation. If the person has decided on a particular solution to the problem, you might like to describe this.

**Give affirmation.** Sometimes after talking the person may feel embarrassed and questioned whether or not they will be respected for having talked so openly. It is important to give the person we're trying to help a clear message of affirmation so that they feel good about what they have done in talking with us.

**Giving an invitation** for the future. At the end of a conversation you may decide to invite the person to talk to you again at some time in the future if they wish.

**Referring on.** Sometimes you may have decided that it might be useful for the other person to talk to someone else who is less involved/more qualified /more suitable. In situations like this you might ask them whether they would like to do this by saying something like "I am wondering whether it might be more useful for you to talk with someone else". Explaining your reasons "... As I don't feel that I am the best person for you to talk to about this issue".

**Change the topic.** It is common in social situations for people to talk for a while about the problems and then change the subject to talk about something less troubling.

Day 3 Session 2  
Handout 3.2.1

### OBSERVER CHECKLIST

Place ticks in the relevant box	Number of times the skill was used
<b>Initiating a helping conversation</b>	
<b>Short responses</b>	
<b>Questions to find out more. Open</b> (to help the person keep talking)	
<b>Questions to find out more. Closed</b> (to get specific information)	
<b>“Checking-out”</b> - to make sure you’ve heard it right	
<b>Digressions</b> (topic change)	
<b>Responding to emotions</b>	
<b>Supportive comments</b>	
<b>Self-disclosure</b>	
<b>Clarify the main problem</b>	
<b>Exploring options and choices</b>	
<b>Ending the conversation</b>	
<b>The conversation does not follow a rigid structure but is flexible and free-flowing</b>	

## This is to certify that

.....

Completed 15 hours of training and has agreed to abide by the  
**PEER COUNSELLOR CODE OF ETHICS**  
 as an accredited

# Peer Counsellor

*At*

.....

*On*

.....

### **PEER COUNSELLOR CODE OF ETHICS**

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.....  
 Trainer

.....  
 Trainer



## TO WHOM IT MAY CONCERN

.....

Participated in the Adolescent Peer Counsellor Training Program

*The project involved 15 hours of training and subsequent supervision as a Peer Counsellor and was completed while attending*

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### **Training focus:**

- ❖ *Enhancement of adolescent helping behaviours within a helping conversation*
  
- ❖ *Observation, practice and evaluation of specific micro-counselling skills including:*
  - Initiating a helping conversation*
  - Recognising non verbal behaviours & dealing with emotions*
  - Listening*
  - Using Questions*
  - Checking*
  - Problem solving skills*
  - Providing reassurance and support*
  - Ending a helping conversation*
  
- ❖ *Personal Growth and Development*

Signed

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**FEEDBACK SHEET**

1.

	Very difficult	Slightly difficult	OK	Easy	Very easy
How easy was it for you to learn the skills?					
How easy was it for you to understand the process of a helping conversation?					

2.

	Very Boring	Slightly boring	OK	enjoyable	Very enjoyable
The whole training program was.....					

3.

	Not useful	Of some use	OK	useful	Very useful
Activities					
Ethics					
Skills Training					
Practice					
Feedback from trainers					
Feedback from peers in training					

Other comments

.....  
 .....

4.

Circle your answer and add comments.

I would recommend this training to my friends:

Yes

No

Comments.....  
 .....  
 .....  
 .....

5.

	No	A little	Maybe	Definitely	Most certainly
I feel more competent in helping my peers now than I did before I completed the training					

6. What would you do now to improve your skills?

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## SAMPLE ROLE PLAYS

### ROLE PLAY \*

Your parents have given you a lot of freedom, but lately they have started to hassle you -- i.e. they don't like some of your friends, they want to know where you are going, they want to know what you are doing with your time. they want you to know what they would like (want) you to do when you finish school etc....

You really like your parents, would like them off your back, and would like to know why this sudden change and 'over' interest. You're not sure what to do.

### ROLE PLAY \*

Lately, a close friend of yours is really down. More and more he/she talks about suicide. Right now he/she seems to be joking. However, as the joking continues, you're becoming increasingly worried that he/she will really do it. You're really not sure what to do?

### ROLE PLAY \*

Your family's moving to Victoria. You're a 'really close' family and your parents would like you to come, but they will not force you. If you want to stay in Queensland, you can stay with your aunt and uncle.

What are some good reasons for going (i.e. new place, new school, can stay with family, etc.)?

What are some good reasons for staying (i.e. like Queensland, friends. school, etc.)?

### ROLE PLAY \*

Your younger brother/sister (who is 12) is smoking dope with his/her friends all the time. He/she is now smoking pot before going to school. You are the only person who knows this is going on. Your parents know something is wrong but do not know that it is because of pot. You do not know what to do.

### ROLE PLAY \*

You just found out from your parents that due to a promotion that your father got, you will be moving to NSW at the end of the term.

### ROLE PLAY

You're getting a lot of pressure from your folks about what you are going to do when you finish school. You have to make a decision pretty soon.

### ROLE PLAY \*

A friend of yours (you've been friends for about 5 years) has been doing a lot of dope lately. He/she has borrowed money from you and from others to buy more dope. Your friend is getting further in debt and there doesn't seem to be any way that you will get your money back. You're angry about the money he/she owes you, and you're concerned/worried about what your friend is doing to him/ herself.

ROLE PLAY \*

You have just found out that your parents are going to separate (and probably get a divorce). They have left you with the decision as to who you will live with -- your mother or your father.

ROLE PLAY \*

Two friends, one visiting the other in the hospital. The friend in the hospital has just found out that instead of getting out tomorrow, she has to stay in and have an operation. She is upset and worried about this.

ROLE PLAY

Your mother has been drinking regularly -- and too much lately. Every time you come home she is either asleep, or watching TV. The house is a mess, no dinner is ready, and as soon as you walk in the door, she gets on your back.

ROLE PLAY \*

You find it really hard to make friends at school. You have been there for a couple of years now and you still do not know many people very well. You have a lot of acquaintances yet all you seem to say to each other is "Hi, how are you doing". All the other students seem to be so popular, and have a lot of friends.

ROLE PLAY\*

As long as you can remember, your parents have wanted you to take over the family business. When you graduate, they expect you to start working with them. But you're not sure that's what you want to do.

There are some good reasons for doing it (i.e. know the business, make lots of money, security, etc.)? There are some good reasons for not doing it (i.e. freedom to choose, try other jobs, travel, etc.)?

ROLE PLAY\*

You're pretty sure a neighbour of yours is beating up his kids, but you're not certain. You feel you should do something, but you're not sure what.

Some questions: What if I tell and I'm right -what will happen? Who do I tell? What if I tell and I'm wrong -- what will happen?

ROLE PLAY \*

You have been studying really hard for a test in a tough course. When you talked to the teacher last week, he/she said you were doing fine. When you got the test done and handed back, you discovered that you have a T' grade.

ROLE PLAY \*

You are getting good enough grades in school, do well in sports, have a part-time job, yet your parents are always on your back. It seems like you can't do anything well enough for them.

### WARM-UP'S

Go around the group and invite members to introduce themselves and to describe themselves with two truths and a lie. For example if I was to begin I might say "I like to cook, I like to paint pictures, I like to walk on the beach". The group then has to guess which are the two truths and which is the lie. \*

Invite group members to find a partner who they know the least. Instruct the members that they each will have three minutes to learn as much as possible about their partners. When time is called, they will introduce their partners to the group.

Go around the group and:

Tell how you are feeling on a scale from one to ten, with ten being terrific.

Share a personal "high" or "low " experience since the last group session.

Talk about a significant goal that directs your life.

Share an important thing you have discovered about yourself recently.

Describe the last personal risk you took or new behaviour you tried. What happened?

Observe three minutes of silence. Talk about what was going on inside you and what you observed happening in the group during that time.

Describe yourself as (or choose from the box) an animal/object. Tell why you made that choice.

If you inherited \$1 million today, what would you do with it? How much of what you would do with the money could you do without the money?

Talk about the last time someone wouldn't listen to you and what you did.

Complete the sentence: I used to be..... but now I am.....

If you could wake up tomorrow with a new ability or talent what would it be?

## FEAST ROLES

QTMHC/QCCCD. (1997) Module 1 : Introduction to cross-cultural issues

### Role 1

In your culture it is forbidden to take food from a plate from which someone else has already taken food. Also, your culture does not allow you to point this out to the group, nor would you ask anyone to give you some of their food after the bowls emptied. In your culture, it is offensive to discuss people's age in public. Anyone asks about age in the group is committing the serious breach of your customs.

### Role 2

In your culture nothing coloured blue, orange or purple may be eaten. However, you would prize food that is a white, red or Black. These colours also valued that they are worth three times any other colours, and trading for white, red or Black food is widely practised. In your culture it is essential that everyone be served and eat at the same table. It could be offensive for anyone to eat apart from the whole group and you would insist on everyone observing your customs.

### Role 3

In your culture the oldest person in the group would share out the food equally. As the oldest person present, you would expect everyone to respect this custom. If that does not happen, it is a serious breach of your customs, which is punishable by offenders forfeiting any food they take without waiting for you to carry out the ritual. Also, people should respect your age by giving you any Black or green food they have.

### Role 4

In your culture sharing food from a common bowl is acceptable, but only after everyone has washed their hands. You are in a mixed cultural group and must explain the custom and insist that it is carried out before the meal begins. You are happy with any colours as long as everyone has an equal quantity.

### Role 5

In your culture it is forbidden during the meal to eat or talk with the opposite sex. Indeed, it is offensive to you to sit at a table in a mixed group. You, therefore, insist that the food be divided in half and placed in 2 bowls, -1 for men, one for women. Each group should then divide the food equally between its members.

### Role 6

In your culture dividing food is done by starting with the youngest person who takes one piece. The next oldest takes two pieces with everyone in rising order of age taking one more piece than the person before them. The colour food is irrelevant.

### Role 7

In your culture it is perfectly acceptable to take as much as you can and disregard the needs of others. However having piled up your food you must not start eating until all the food has been taken. It is quite acceptable to trade from your pile with anyone who wishes to obtain colours in their food.

*Important: you must initiate this role-play by taking as much as you can once the order to begin has been given. Do not wait for anyone at your table to clarify rules or explain their role.*