

CST-L3 Role-play Activities to Support the Internal Assessment Process

Notes for Candidates

The following role-play activities can be used to assess skills. This can provide the opportunity for several types of coursework to be included in your portfolio. For example:

Document	You could write a learning review or self-review following the experience of being any or all the participants in the triad and reflect on: <ul style="list-style-type: none">• What did you learn about yourself?• How did you feel?• What did you discover about this type of interaction?• What impact did the feedback have on your perception/understanding of self and others?
Tutor observation	Written feedback from your tutor.
Testimony	Feedback from the observer and the client.

Activity – Role-play

Triad work	20 - 30 minutes, with 10 minutes feedback time as follows: Observer feedback to counsellor – 2 minutes Counsellor's self-evaluative comment – 2 minutes Tutor feedback to counsellor – 4 minutes Client comment – 2 minutes. NB: The time allowed for each skills practice (triad) session will increase over the course of the training. Initially, 10 minutes will be enough. However as candidates become more proficient in the use of skills, then 15 – 20 minute sessions will be appropriate. Allow 10 minutes feedback time for each counsellor.
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Three candidates practising skills:

- Person A – the counsellor
- Person B – the client
- Person C – the observer

Each person has an opportunity to play all roles – therefore the activity will take at least one and a half hours.

The feedback and self-assessment sheets provided on the following pages can be completed and then filed as coursework in the portfolios.

It is the candidates' responsibility to ensure that they have been observed in roles of counsellor and observer by the tutor.

Example Scenarios

Example Scenario 1

A resident in a home for people with learning difficulties is seeking help with concerns about a shaky relationship with another resident in the house. You are the volunteer counsellor in the home. The resident is feeling insecure about expressing their feelings openly.

Example Scenario 2

You are working as a volunteer counsellor in a secondary school. You are approached by a tearful parent. They have just found out their child is being bullied and are very upset.

Example Scenario 3

You are a volunteer counsellor in a young person's drop-in centre. A student in the 6th form of a school is finding it difficult to concentrate and seeks help to discuss the problem.

Example Scenario 4

A client at a mental health day-centre asks to speak to the volunteer counsellor about the difficulty they are having within their marriage. They want to spend more time with their partner, but the partner finds it difficult as they think they are expected to be busy with the house and children. Things are not going well.