

Group PM+ Role Play Instructions and Scripts for Helper and Actor-Clients

This document includes standardized instructions and a version of role play scripts for group-based PM+-based structured role-play assessments, to be paired with items on GroupACT and Problem Management Tool. The character background and actor prompt checklist should be adapted to the local context and experiences of the local setting. More information on adaption is below.

Table of contents

Parts of the role play instructions and scripts _____	2
PM+ Instructions for Helper-Facilitator (Barriers to attendance) _____	3
Instructions for Group Participant-Actors 1 (Barriers to attendance, brainstorming solutions) _____	4
Actor prompt checklist with key concerns, Narrative_1 _____	5
PM+ Instructions for Helper-Facilitator 2 (Confidentiality, ground rules) _____	7
Instructions for Group Participant-Actors 2 (Ground rules and Confidentiality) _____	8

Parts of the role play instructions and scripts

1. **Preparing the Helper for the role play:** This step is crucial. Be sure to talk with your Helper to explain the overall process. Sample steps and script are below:

“Welcome to your Helper role play! In this role play, you will pretend to be a Helper supporting a person who may need your help. This role play is a great way to practice your skills, and it is a chance for us to see your strengths. We don’t expect to be able to see all your skills in 10 minutes. Therefore, we’ll give you instructions that outline the areas you can focus on.

Your PM+ role-play has two parts. The first part will be 10 minutes. It will focus on PM+ Session [#, eg 2], [Name of PM+ Strategy, eg Managing Problems]. After 10 minutes, we’ll end the role-play. We will take a short 1-minute break [with the camera off, if remote]. During the break, you can read the instructions for the second part and ask any questions as needed. Then, we will begin the second part, where we will focus on Session [#, eg 4]. We will end after 10 minutes.

1. **Instructions for the Helper:** These instructions can be adapted to the competencies you want the Helper to show.
 - a. *Provide these instructions to your Helper before the role play begins. You may let the Helper read on their own, or someone may read the instructions to them. The Helper should read these instructions before meeting the client-actor.*
 - b. *If conducting this role-play remotely, you may also send the instructions ahead of time via email.*
2. **Person-Actor Narrative:** Actors should rehearse prior to the formal assessment role plays. The actor should have enough time to practice the character, the actor prompts, and ask any questions or make changes as needed to feel comfortable. This set of instructions has 3 parts:
 - c. **Instructions for the Person-Actor:** These instructions have four steps.
 - d. **Distressed narrative, character background:** Each narrative is a description of the pretend client’s background, including name, age, gender, location, brief description of current situation and current or past concerns.
 - e. **Actor prompt checklist with key concerns:** This is unique to each role play narrative. It is in a table format.
 - i. **Actor prompts:** Includes prompts that the person-actor should use with the Helper during the role play. Pay special attention the prompts that are only actor-led. These prompts will cue the Helper on what skill we’re looking for. Other prompts are Helper-led. They are actor-client responses to something the Helper says or asks.
 1. *Note:* As each Helper is unique, not everything is scripted for the person-actor. The person-actor should feel comfortable to carry along with the Helper, while ensuring the actor-led prompts are used at some point in the role play.
 - ii. **Topic:** Each prompt is linked to a corresponding tool item for tracking purposes. These topics can be adapted to fit the competency tool items you want to observe with the Helper(s).
 - iii. **Prompt details:** This is optional. It is to help track whether the actor used a prompt and the number of times it was used. This can be filled out after the role plays either by the actor, rater or another person. If the role play is being recorded (audio or video), the checklist can be filled out at a convenient time.
 - iv. **Notes:** An extra space to take notes as needed.

Welcome to your Helper role play! In this role play, you will pretend to be a Helper supporting a person who may need your help. This role play is a great way to practice your skills, and it is a chance for us to see your strengths. We don't expect to be able to see all your skills in 10 minutes. Therefore, below are instructions that outline areas you can focus on.

Please follow the instructions below.

PM+ Instructions for Helper-Facilitator (Barriers to attendance)

Pretend that you and your co-facilitator have begun Session [#, eg 1] of Group PM+. You have already greeted each other, introduced group members to each other and talked about distress.

During that session, a participant mentions to the group that they are unsure whether they can attend all sessions.

In 10 minutes, your role is to ensure all participants can get to sessions as best they can. Work with the group on problem solving and addressing barriers to attending group sessions. You may begin by clarifying with the participant what they think might keep them from attending all sessions.

Instructions for Group Participant-Actors 1 (Barriers to attendance, brainstorming solutions)

Note: ideally performed with at least 2 actors but can be adjusted as needed

- a. **ACTOR 1: IF/WHEN** the Helper-Facilitator asks what might keep you from attending all sessions, say, “The time of group is too close to my church service time, so I will be late or might miss sessions because the walk is too long.”
- b. **ACTOR 2: IF/WHEN** Helper-Facilitator prompts the group if they have similar problems, “I am okay with the current times, but I cannot attend sessions in the evenings.”
- c. **IF/WHEN** Helper-Facilitator asks the group for solutions (e.g., has anyone addressed a similar problem with schedules, what might be a solution), offer a couple solutions:
 - i. **Actor 1:** 1) skipping some sessions, 2) changing the group session time
 - ii. **Actor 2:** 1) not everyone practices with the same church, so group schedule should not be changed because group is important 2) change the location of sessions

Distress Narrative 1: Client-Character background

Note: Please do not read this to the Helper. They are only for the actor and give information on the background and needs of the pretend person using services, to help the actor feel comfortable and confident in their role as a pretend person using services.

My name is Mukur/Shewit. I am a 35-year old Eritrean refugee, currently residing in Ethiopia. I am married and have a 10-year old son. I am Protestant and I fled Eritrea 5 years ago because of religious persecution. Some of my fellow worshippers were arrested and I was afraid they would find me and arrest me and my son. My wife/ husband is still in Eritrea.

Since arriving in Ethiopia, I have had limited contact with my wife/husband because it is too dangerous and I don't know how to contact her/him. I have only gotten news from people we know who cross the border. Although I am told my parents are alive, I have not had contact with them since I left. They had disapproved of my decision to convert to become a Protestant. My son and I have been given a house to live in and we receive rations, but we're struggling with basic necessities. My son attends school, but I am struggling to adjust. I feel alone in a foreign land and stressed about how to make ends meet. I get angry very easily and yell at my son or people around me. Most nights I have difficulty sleeping. During the days I feel weak and tired. I also have pains in my chest, but the doctors say there is nothing wrong. I used to share stories with others in the refugee community, but this has become more difficult in the past 12 months, especially since some are frustrated that I have gotten angry at them. I feel useless and helpless. Sometimes I wish I would fall asleep at night and never wake up; even though I know thinking like this is a sin and of course I want to be there for my son.

Actor prompt checklist with key concerns, Narrative_1*

TOPIC/ ITEM	Prompt type	ACTOR PROMPTS ¹	NOTES	PROMPT DETAILS
GroupACT 5 Barriers to attendance	Helper-led	1. ACTOR1: IF/WHEN asked by the Helper-Facilitator what might keep you from attending all sessions, say, “The time of group is too close to my church service time, so I will be late or might miss sessions because the walk is too long.”		<input type="checkbox"/> Correctly done-provided reason when asked <input type="checkbox"/> Incorrectly done-provided reason without being asked
	Helper-led	2. ACTOR 2: IF/WHEN the Helper-Facilitator prompts the group if they have similar problems, mention, “I am okay with the current times, but I cannot attend sessions in the evenings.”		<input type="checkbox"/> Correctly done – provided name only if prompted <input type="checkbox"/> Incorrectly done – provided name without prompting
GroupACT 4 Problem solving/ brainstorming	Helper-led	3. When the helper asks you what your problem is, you should say, “I am tired and very nervous lately. I’m having headaches and problems sleeping.		How many times was this prompt used? (circle your response): 0 1 2 >2
	Helper-led	4. IF/WHEN Helper-Facilitator asks the group for solutions (e.g., has anyone addressed a similar problem with schedules, what might be a solution), offer a couple solutions: Actor 1: 1) skipping some sessions, 2) changing the group session time Actor 2: 1) not everyone practices with the same church, so group schedule should not be changed because group is important 2) change the location of sessions		<input type="checkbox"/> Correctly done – provided feelings only if prompted <input type="checkbox"/> Incorrectly done – provided feelings without prompting
BODY LANGUAGE	Actor-led	5. [create as needed]		<input type="checkbox"/> Correctly done – holds head when speaking of troubles <input type="checkbox"/> Incorrectly done – does not hold head when speaking of trouble
	Actor-led	6. [create as needed]		<input type="checkbox"/> Correctly done – avoids eye contact intermittently <input type="checkbox"/> Incorrectly done – always avoids eye contact or does not avoid eye contact at all

	Actor-led	7.[create as needed]		<input type="checkbox"/> Correctly done – speaks in low tone of voice <input type="checkbox"/> Incorrectly done – speaks in regular tone of voice or loudly
--	-----------	----------------------	--	--

*Checklist if optional to use

Welcome to your Helper role play! In this role play, you will pretend to be a Helper supporting a person who may need your help. This role play is a great way to practice your skills, and it is a chance for us to see your strengths. We don't expect to be able to see all your skills in 10 minutes. Therefore, below are instructions that outline areas you can focus on.

Please follow the instructions below.

PM+ Instructions for Helper-Facilitator 2 (Confidentiality, ground rules or fostering empathy)

Pretend that you and your co-facilitator are running Session [#, eg 4] of Group PM+. You have already greeted each other, covered the weekly PM+ assessment, you also had a brief group break (10 minutes), and started a new group activity after everyone returned [insert exercise/ session activity].

During the activity, one of the participants tells the group that they do not want to share, because during the break they saw [names a group member] visiting with their [family/friend] and talking about the group, using other members' names.

In 10-15 minutes, your role is to address and review group confidentiality, including what to do if unexpected individuals arrive near to sessions. Work with the group reviewing ground rules, getting feedback on any adjustments needed.

One of the actor's will begin the role play, and you can respond accordingly.

Instructions for Group Participant-Actors 2 (Ground rules and Confidentiality)

- a. [Start role-play]: Tell the Helper-Facilitator, “*I saw Mukur/Shewit talking with their boyfriend/girlfriend/husband/wife during break. They talked about our group—I heard our names. I don’t want to share in this group anymore!*”
- b. **IF/WHEN** Helper-Facilitator asks how you [or all group members] feel, say, “*I feel disrespected.*”
- c. **IF/WHEN** the Helper-Facilitator begins to explain confidentiality or is asking other members’ feedback, cut-in and say, “*Its all Mukur/Shewit’s fault.*”
- d. **IF/WHEN** Helper-Facilitator explains that part of the ground rules is to respect one another, including to not interrupt when others’ are speaking, to blame members or argue with one another, etc, respond with, “I did not know that is a part of the rules.”
- e. **IF/WHEN** Helper-Facilitator reviews ground rules and asks for feedback, respond with one of the following that best suits the situation,
 - a. “I’d like to add ‘do not interrupt others when speaking.’”
 - b. “I’d agree with these rules.”

Distress Narrative 1: Actor-Character background

Note: Please do not read this to the Helper. They are only for the actor and give information on the background and needs of the pretend person using services, to help the actor feel comfortable and confident in their role as a pretend person using services.

My name is Mukur/Shewit. I am a 35-year old Eritrean refugee, currently residing in Ethiopia. I am married and have a 10-year old son. I am Protestant and I fled Eritrea 5 years ago because of religious persecution. Some of my fellow worshippers were arrested and I was afraid they would find me and arrest me and my son. My wife/ husband is still in Eritrea.

Since arriving in Ethiopia, I have had limited contact with my wife/husband because it is too dangerous and I don’t know how to contact her/him. I have only gotten news from people we know who cross the border. Although I am told my parents are alive, I have not had contact with them since I left. They had disapproved of my decision to convert to become a Protestant. My son and I have been given a house to live in and we receive rations, but we’re struggling with basic necessities. My son attends school, but I am struggling to adjust. I feel alone in a foreign land and stressed about how to make ends meet. I get angry very easily and yell at my son or people around me. Most nights I have difficulty sleeping. During the days I feel weak and tired. I also have pains in my chest, but the doctors say there is nothing wrong. I used to share stories with others in the refugee community, but this has become more difficult in the past 12 months, especially since some are frustrated that I have gotten angry at them. I feel useless and helpless. Sometimes I wish I would fall asleep at night and never wake up; even though I know thinking like this is a sin and of course I want to be there for my son.

TOPIC/ ITEM	Prompt type	ACTOR PROMPTS ¹	NOTES	PROMPT DETAILS
GroupACT 6 Confidentiality	Actor-led	1. Actor start: “I saw Mukur/Shewit talking with their boyfriend/girlfriend/husband/wife during break. They talked about our group—I heard our names. I don’t want to share in this group anymore!”		<input type="checkbox"/> Correctly done-provided reason when asked <input type="checkbox"/> Incorrectly done-provided reason without being asked
	Helper-led	2. IF/WHEN Helper-Facilitator asks how you [or all group members] feel, say, “ <i>I feel disrespected.</i> ”		<input type="checkbox"/> Correctly done – provided name only if prompted <input type="checkbox"/> Incorrectly done – provided name without prompting
GroupACT 1 Groundrules	Helper-led	3 IF/WHEN the Helper-Facilitator begins to explain confidentiality or is asking other members’ feedback, cut-in and say, “ <i>Its all Mukur/Shewit’s fault.</i> ”		How many times was this prompt used? (circle your response): 0 1 2 >2
	Helper-led	4 IF/WHEN Helper-Facilitator explains that part of the ground rules is to respect one another, including to not interrupt when others’ are speaking, to blame members or argue with one another, etc, respond with, “I did not know that is a part of the rules.”		<input type="checkbox"/> Correctly done – provided feelings only if prompted <input type="checkbox"/> Incorrectly done – provided feelings without prompting
	Helper-led	IF/WHEN Helper-Facilitator reviews ground rules and asks for feedback, respond with one of the following that best suits the situation, a. “I’d like to add ‘do not interrupt others when speaking.’” b. “I’d agree with these rules.”		<input type="checkbox"/> Correctly done – provided feelings only if prompted <input type="checkbox"/> Incorrectly done – provided feelings without prompting

BODY LANGUAGE	Actor-led	5. [create as needed]		<input type="checkbox"/> Correctly done – holds head when speaking of troubles <input type="checkbox"/> Incorrectly done – does not hold head when speaking of trouble
	Actor-led	6.[create as needed]		<input type="checkbox"/> Correctly done –avoids eye contact intermittently <input type="checkbox"/> Incorrectly done –always avoids eye contact or does not avoid eye contact at all
	Actor-led	7.[create as needed]		<input type="checkbox"/> Correctly done – speaks in low tone of voice <input type="checkbox"/> Incorrectly done – speaks in regular tone of voice or loudly