

Module on Facilitation Skills - Child Protection

Module
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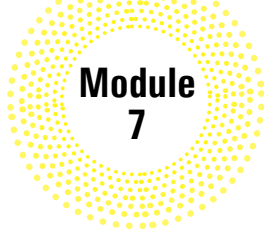


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Abbreviations

CCI	Child Care Institution
CCL	Child in Conflict with Law
CNCP	Child in Need of Care and Protection
CWC	Child Welfare Committee
DCPU	District Child Protection Unit
IPC	Interpersonal Communication
JJB	Juvenile Justice Board
PO	Probationary Officer / Protection Officer
SJPU	Special Juvenile Police Unit
SWOT	Strengths, Weaknesses, Opportunities and Threats



Time
8 Hours

Module on Facilitation Skills – Child Protection.....

Facilitating training sessions can be a thrilling experience with a fair dose of satisfaction, provided it is done in the right spirit of enhancing learning.

Overview

This module is an introduction to the concept of facilitation skills that are required for communicators and facilitators who would need to train different participants involved in child protection activities. Considering that the trainee participants would all be adults, the module also covers adult learning principles and different learning styles required for making training sessions and retention of the content effective.

In addition, the module talks about communication, communication skills required to talk to children such as active listening, empathy and teamwork amongst others. It is highly recommended that all the facilitators who use the smart kit must go through this facilitators guide thoroughly before using any other module of the smart kit.

Section 1

Section 1.1

Creating a Positive Learning Environment



Time
1 Hour 45 Minutes



Session Outcomes

At the end of the session, participants will be able to:

- ◆ list the factors that contribute to a positive learning environment in a training; and
- ◆ describe the role of a facilitator in creating a positive learning environment during the training.



Materials Required

- ◆ Writing board, chalk/marker pens and duster



Process

1. One of the facilitators welcomes the participants and tells them, “I’m going to tell you a story now. But the story demands that each one of you become part of it.”

Two sisters and two brothers had a property, which was square in shape. When the time came to divide the property equally among themselves, each of them wanted their piece of the property to be exactly equal in area and shape. Though they were able to divide the land equally in size and shape in two to three ways, they were not satisfied with the outcome. They fought with each other and almost stopped talking or looking at each other. It became very unpleasant.

This is where you come in. In order to resolve this problem, you have to suggest whatever option comes to your mind. The square land has to be divided according to the following two conditions:

- ◆ All four parts should be equal in area.
- ◆ All the parts should be exactly the same shape (look the same).

Please take your note books and try to divide the square into four parts according to the conditions above.

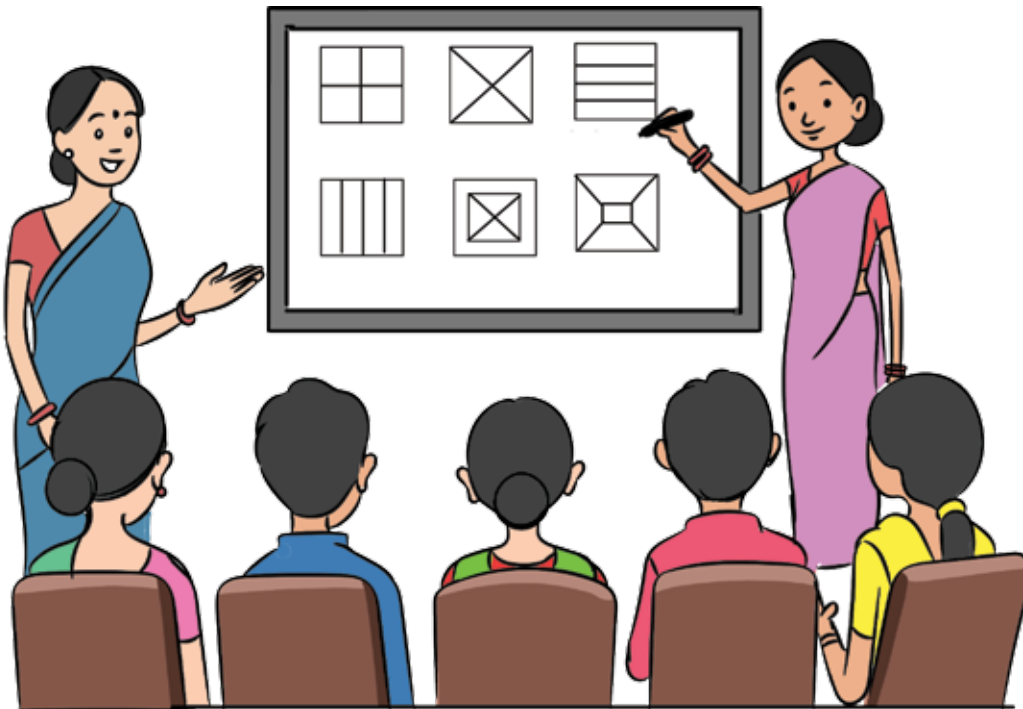
2. To facilitate the efforts of the participants, one of the facilitators should draw several squares on the writing board and invite the participants one by one to do the land division on the board.
3. When a particular division is completed on the board, the facilitator should verify its correctness with other participants.
4. The facilitators should encourage the participants to come up with new possibilities. And finally, humorously, the facilitator completes the story:

It so happened that once the various possibilities were presented to the siblings, they decided upon one and divided the property accordingly. They lived happily ever after.

Post-story Discussion

5. Ask the participants to stop the exercise and get back to the discussion. Some participants might be continuing to try options and not listening to you. Request them to stop and listen to the ongoing discussion.
6. Now ask the participants the following questions:
 - ◆ How did you find the exercise?
 - ◆ Was it interesting?
 - ◆ How did each one of you feel during the exercise?
 - ◆ When did the exercise become interesting and involve everyone?
 - ◆ What did you observe during the exercise?

Allow sufficient time for the participants to reflect and share their thoughts and experiences.



As they share their thoughts and experiences, capture the highlights on the board.

The following points might emerge from the discussions:

- ◆ It was easy to make the first two to three divisions.
- ◆ After that, many felt that there were no more possibilities of dividing the square. A few participants lost interest and gave up.
- ◆ Since the facilitators were prompting them to continue, some kept trying. Then one of the participants came up with another possibility.
- ◆ This generated interest once again and all the participants started trying again. More methods of square division came up.
- ◆ It could be seen that participants who had succeeded in giving new options were interested in creating more and more. Their success also motivated others to keep trying.
- ◆ Those who were able to make new shapes were happy and felt good which made them work harder.
- ◆ Even when the facilitators told them to stop, many continued trying to find more options.

7. Now ask the following questions:

- ◆ What was the role of the facilitators?
- ◆ Did they demonstrate how to divide the square?
- ◆ What were they doing during the exercise?

Allow participants time to reflect and share their thoughts.

Generate a good discussion. After about five to seven minutes, stop the discussion.

Concluding the Session

1. Thank the participants for taking the exercise seriously and participating in the discussions actively. Then ask, “What do we learn from this exercise?”
2. Highlight the following:
 - ◆ New shapes and designs came from the participants and not from the facilitators.
 - ◆ The exercise helped in keeping the participants involved and the encouragement from the facilitators sustained their interest.
 - ◆ As the participants succeeded in creating new designs, they became interested in doing more. Success raises both motivation and self-esteem, two important factors that promote learning.
 - ◆ This exercise contained four important ingredients that promote learning:
 - There was an activity that involved the participants and helped them experience the process.
 - It demanded creativity from the participants which challenged them, providing them an opportunity to express themselves.
 - The learning took place in a joyous and fun environment with the facilitators posing no threat to the participants. Instead, they were encouraging and appreciative of their efforts.
 - At no time during the activity did the facilitators highlight any mistakes on part of the participants, something often done by facilitators that demotivates the participants.
 - ◆ Discussions conducted after each activity are crucial – the effort is to get the participants to share all such thoughts, feelings and experiences through which learning takes place.
 - ◆ A good learning session will bring out the best in the participants and help them learn at their own pace.

Section 1.2

Theory of Adult Learning and Learning Styles



Time
45 Minutes



Session Outcomes

At the end of the session, participants will be able to:

- ◆ describe key features of the adult learning theory and application of the same during training sessions; and
- ◆ describe different types of learning styles and importance of applying all the three styles during facilitation.



Materials Required

- ◆ Writing board, chalk/marker pens and duster
- ◆ Sample test for assessment of learning style

PART A



Process

1. Post the following question on one half of the writing board:
 - ◆ “Where do you get motivation to learn something?”
 - ◆ Note responses from the participants on the writing board (below the question)
2. Post the next question on the other half of the writing board:
 - ◆ “How do you learn?”
 - ◆ Note the responses once again on the writing board.
3. Generate a discussion to draw the following points and write them on the writing board. Continue discussions with reference to the earlier session, ‘creating a learning environment’.
 - ◆ Adults must have a vested interest in learning.
 - ◆ They need to be self-directed.
 - ◆ They need to draw on their experience in learning situations.

4. Follow up with a discussion around the enabling factors that help adults learn best, when
 - ◆ They understand why something is important to know or do
 - ◆ They have the freedom to learn in their own way
 - ◆ Learning is experiential
 - ◆ The time is right for them to learn
 - ◆ The process is positive and encouraging.
5. All through the discussion, make references to the participants' experiences.

Concluding the Session

Reiterate the key points and remind the participants that they should find ways of using the theory on adult learning during training sessions.

PART B



Process

1. Distribute the format of self-assessment (attached as Annexure 1) to know how they learn.
2. Read the statement one by one and tell the participants to tick one option in each row.
3. After completion, ask the participants to count the ticks in each of the columns. The tick marks will differ for almost all the participants.



4. Discuss with the participants, highlighting the following facts:

- ◆ There are three general learning styles: Visual, Auditory and Kinesthetic.
- ◆ Visual learners rely on pictures. They love graphs, diagrams and illustrations. "Show me" is their motto. They often sit in the front of the classroom to avoid visual obstruction and to watch the facilitator. They want to know what the subject looks like. You can best communicate with them by providing handouts, writing on the board and using phrases like 'Do you see how it works?'
- ◆ Auditory learners listen carefully to all sounds associated with the learning. 'Tell me' is their motto. They will pay close attention to the sound of your voice and all of the subtle messages, and they will actively participate in the discussions. You can best communicate with them by speaking clearly, asking questions and using phrases like 'How does that sound to you?'
- ◆ Kinesthetic learners need to physically do something to understand it. Their motto is "Let me do it". They want to actually touch what they are learning. They are the ones who will get up and help you with role plays. You can best communicate with them by involving volunteers, allowing them to practice what they are learning and using phrases like 'How do you feel about that?'



Conclusion

Emphasise that most people use all the three styles while they are learning but one particular style is dominant.

Now the big question is: 'How do you as a facilitator know which participant has which learning style?' Without training in neurolinguistics, it might be difficult. So it is better to involve activities in your session which cover all the three styles and this will make your facilitation effective and interactive.

Also, using different learning styles maintains learning environment by retaining the participants' attention as use of any of these learning styles for a long time inhibits learning.

Section 1.3

Perception



Time
30 Minutes



Session Outcomes

At the end of the session, participants will be able to explain:

- ◆ that perception differs from one person to another; and
- ◆ its bearing on people's attitude which leads to either action or inaction.



Materials Required

- ◆ The picture of dancing devil (five copies)



Process

1. Divide the participants into 4-5 groups and distribute one copy of the picture to each of the groups. If the picture is being shown on the projector, then there is no need to divide them into groups.
2. Show the picture and ask the participants what they see in it. Tell the participants that this is an individual based activity and they should not discuss about it with each other (Annexure II).
3. Give them 2-3 minutes for observing the picture.
4. There will be different types of responses. Possible responses would be: a devil, cartoon character, dancing monster, evil, faces of child, violation of child rights, etc.
5. Then ask the participants, 'Why are the responses different?'
6. Generate a discussion and then conclude by explaining that participants have their own perception about everything they do and see. As a facilitator, how would you overcome those perceptions to ensure similar learning experience by all the participants?



Conclusion

The key points emerging during discussions are reinforced. Emphasise on how perceptions can differ, resulting in differences in opinions on something trivial or something of great importance. A good facilitator should have the ability to bring all participants on the same page without judging anyone's perception or point of view.

Section 2

Section 2.1

Understanding Communication



Time
15 Minutes



Session Outcomes

At the end of the session, participants will be able to describe:

- ◆ What is communication
- ◆ Verbal and non-verbal communication.



Step 1: Introduction to Communication

Communication is a process by which information, ideas, and/or feelings are exchanged between individuals.

Communication plays a very important role in the job and task of all officials dealing with child protection. The ability to communicate can simply be seen as the ability to convince other people more rapidly, so that they fall in with your own plans as quickly as possible. Communication is a two-way process which involves listening as well as talking.

The skills and knowledge required to supervise adult offenders on probation are completely different from the skills and understanding required for supervising juveniles in conflict with law.¹

¹ Juvenile Justice System, Working Manual for Stakeholders, UNICEF and Legal Assistance Forum.



Step 2: Defining Communication

Exercise: Ask participants to brainstorm about the meaning of “communication”.

Definition and types

Communication is a process of exchange/transfer of information (including ideas, emotions, knowledge, data and skills, etc.) from one person or persons to another or others. Every day, we perform activities of listening, speaking, reading or writing or take recourse to facial expressions, gestures, movements of hands and arms, body movements and feelings. Spoken words are the most important means of communication. This is known as “**verbal communication**”.

We also communicate to others through eyes, gestures and body movements which is often described as “**non-verbal communication**”.

Everything one does – or does not do – communicates a message to the audience, whether it is those whom people serve, volunteers, donors, staff, the media or the government.



Note for the facilitator: For more understanding on communication model and elements of communication, refer handout on ‘Communication Model and Elements’ (Annexure III).

Verbal and Non-verbal Communication

Verbal Communication

Speech or spoken words are the most common means of communication with children in their home settings or at a child care institution (CCI)/home. It is an accepted method of giving information. Some Probationary Officers (POs)/Child Welfare Committee (CWC) members or Juvenile Justice Board (JJB) members are very good at speaking and they articulate so well that it leaves indelible impressions on the minds of other people. What to speak, when to speak, how to speak and with what objectives to address should be clear to the speaker. The situations vary and the contexts differ. The spoken words should be clear and adhere to local dialects, clearly audible and specific to a subject, simple enough to be understood. Use of technical terms and jargons must be avoided, especially when communicating with children. Verbal communication is both an art and skill which gets enriched with experience.

Limitation of verbal communication is that one cannot hold the attention of listeners for too long; it is forgotten quite often and poorly understood or comprehended and least acted upon. Common saying is that, “I hear, I forget”.



Non-verbal Communication

Ask the participants the following questions:

- ◆ Do we often communicate without speaking? If so, how?
- ◆ Describe some ways in which we communicate without words.
- ◆ What are some gestures or expressions that we commonly use?
- ◆ Why do you think people use non-verbal communication signs instead of expressing themselves verbally?
- ◆ As counsellors/POs/JJB members/CWC members or Special Juvenile Police Unit (SJPU) officials, why do we need to be aware of non-verbal communication?

List all the responses on a flipchart and summarise as below:

- ◆ Children/Clients communicate non-verbally in the form of fear, embarrassment, discomfort, shame, anger, resentment. We also need to be conscious of what we communicate non-verbally to children/clients, for example, disappointment, frustration, etc.
- ◆ Silence also communicates a lot and makes much sense.
- ◆ Communication is also done through visual contacts, by frowning, gazing, nodding head, symbolic movement of body parts, facial expressions, gestures, laughter, sadness and anger.

Combining verbal and non-verbal skills is an art to enrich the process of communication. Sometimes not a single word is said but the meaning is expressed using silence and thereby, a lot of communication has been done.

Section 2.2

Skills for Effective Communication



Time
75 Minutes



Session Outcomes

At the end of the session, participants will be able to:

- ◆ list out the importance of building rapport, active listening, giving examples, paraphrasing, encouragement while making effective communication;
- ◆ appreciate the importance of listening and comprehending before responding during a dialogue; and
- ◆ differentiate between open-ended and close-ended questions and shall be able to use them.



Materials Required

- ◆ Black board and chalk or chart paper and sketch pen
- ◆ Case studies for the respective skills
- ◆ Film Clip (Munna Bhai MBBS) (Link given in note for facilitator)
- ◆ Audio clip - Song for active listening (Link given in note for facilitator).



Step 1: Discuss with the Participants

More than just the words used, effective communication combines a set of skills including non-verbal communication, engaged or active listening, managing stress in the moment, the ability to communicate assertively and the capacity to recognise and understand one's own emotions and those of the person who is being communicated with. Let us discuss some important communication skills that are essential to make communication effective.

1. Building Rapport

Rapport is a state of harmonious understanding with another individual or groups that enables greater and easier communication. In other words, rapport is getting on well with another person, or group of people, by having things in common. This makes the communication process easier and usually more effective.

Discuss: A child in conflict with law (CCL) would not open up or feel confident with the PO. List out reasons for PO not being able to build rapport with the CCL to open up and share the story from his/her perspective.

Simple tips help in reducing tension in the situation, enabling both parties to feel more relaxed and thus communicate more effectively. Some helpful rapport building behaviours are:

- i. Break the ice.
- ii. Use non-threatening and 'safe topics' for initial small talk. Talk about established shared experiences, the weather, 'how you travelled to where you are'.
- iii. Use the child's/other person's name early in the conversation. This is not only seen as polite but also reinforces the name in the mind, so one is less likely to forget it.
- iv. Avoid asking direct questions about the other person.
- v. Listen to what the other person is saying, and looking for shared experiences or circumstances gives more to talk about in the initial stages of communication.
- vi. Look at the other person for approximately 60% of the time, giving plenty of eye-contact but being careful not to make them feel uncomfortable.
- vii. Lean forward towards the person one is talking to, with hands open and arms and legs uncrossed. This is open body language and helps the speaker as well as the child who is being talked to feel more relaxed.
- viii. Make sure the other person feels included but not interrogated during initial conversations.
- ix. Put the other person at ease; this will enable him to relax and conversation to take on a natural course.
- x. Although initial conversations can help to relax, most rapport-building happens without words and through non-verbal communication channels.
- xi. Vary voice, pitch, volume and pace in ways to make what we are saying more interesting but also to come across as more relaxed, open and friendly. Try lowering tone, talk more slowly and softly, as this will help to develop rapport more easily.
- xii. When in agreement with the child/other person, say so openly and tell why, building on the child's/other person's ideas.
- xiii. Be non-judgemental, letting go of stereotypes and any preconceived ideas about the child/other person.
- xiv. If there is disagreement with the other person, give the reason first, rather than saying that you disagree.
- xv. Admit when don't know the answer or having made a mistake. Being honest is always the best tactic, acknowledging mistakes will help to build trust.
- xvi. Be genuine, with visual and verbal behaviours working together to maximise the impact of communication.
- xvii. Offer a compliment, avoid criticism and be polite.
- xviii. Create and maintain rapport subconsciously through matching non-verbal signals, including body positioning, body movements, eye contact, facial expressions and tone of voice with the other person. It is important that appropriate body language is used.

2. Show Empathy

Demonstrate that you can see the other person's point of view. Remember rapport is all about finding similarities and 'being on the same wavelength' as somebody else, so being empathetic will help to achieve this.

Understanding empathy

Empathy is, at its simplest, awareness of the feelings and emotions of other people. It is a key element of Emotional Intelligence, the link between self and others, because it is how we as individuals understand what others are experiencing as if we were feeling it ourselves. Empathy goes far beyond sympathy, which might be considered 'feeling for' someone. Empathy instead is 'feeling with' that person, through the use of imagination. Some Definitions of Empathy: "[Empathy is] awareness of others' feelings, needs and concerns" (Daniel Goleman, in *Working with Emotional Intelligence*).



Note for the facilitator: SHOW FILM CLIP: Munna Bhai MBBS
<https://www.youtube.com/watch?v=9b04PIVrxIQ>

The film clip from Munna Bhai MBBS: The character Munna sees a health worker cleaning the floor and a nurse passes over the cleaned floor making him angry. Munna shows how he approaches the angry and disgruntled worker and makes effective communication. His body language (*Jadu ki Jhappi*) makes the worker happy, even though he also makes the mistake of walking over the cleaned floor.

Empathy, Sympathy and Compassion

There is an important distinction between empathy, sympathy and compassion.

Both compassion and sympathy are about feeling for someone: seeing their distress and realising that they are suffering. Compassion has taken on an element of action that is lacking in sympathy, but the root of the words is the same. Empathy, by contrast, is about experiencing those feelings for yourself, as if you were that person, through the power of imagination.

Role Play/Skit

Body Language: Participants do a role play in which they use "inappropriate" body language which puts the child on the defensive and he refuses to open up.

3. Listening

Listening is the most fundamental component of Interpersonal Communication (IPC) skills. Listening is not something that just happens (that is hearing), listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker. Listeners should remain neutral and non-judgemental, this



means trying not to take sides or form opinions, especially early in the conversation. Active listening is also about patience — pauses and short periods of silence should be accepted. Listeners should not be tempted to jump in with questions or comments every time there are a few seconds of silence. Active listening involves giving the other person time to explore their thoughts and feelings. They should, therefore, be given adequate time for that.



Activity on Listening



Process

Part 1

1. Group the participants in pairs and tell them that they will take part in a debate with their partners.
2. The members of each pair are asked to sit facing one another and maintain adequate distance from the other pairs.
3. Two topics for debate are written on the writing board:
 - ◆ Spare the rod and spoil the child
 - ◆ It is difficult to change the behaviour of a CCL
4. The pairs are told to choose a topic and decide among themselves (toss of a coin may be used) who will speak in favour of and against the topic.
5. Give the following instructions:
 - ◆ At a given signal the pairs are to start debating.
 - ◆ Both the members of each pair are to speak simultaneously.
6. Signal the debate to start. Stop the exercise in about two minutes.



Part 2

7. The pair should select the other topic now which was not selected by them during the first round and instruct them as follows:
 - ◆ At a given signal, the pairs have to start debating.
 - ◆ When a partner speaks, the other must listen carefully to what is being said.
 - ◆ The listener has to repeat what has been said to the satisfaction of the speaker before responding (using statements such as, "Have I understood you correctly?" or "Did I miss out on anything you said? or "You are saying that ..., am I right?").
8. Stop the exercise after about two minutes.

Post-exercise discussion

- ◆ Initiate a discussion around the exercise. The following questions may help to take the discussion forward:
 - What happened during the first part of the exercise?

- Does this type of dialogue happen in real-life situations? Give examples.
- What do you think about the second part of the exercise?
- What were the difficulties you faced during listening?
- How was the mandated task of 'Listen-Repeat-Talk' helpful?
- ♦ Note the responses on the writing board in two columns: 1st Part and 2nd Part.

Concluding the Activity

- ♦ Briefly re-visit the key issues emerging from the exercise. Reinforce the point that often by listening carefully to the speaker, we may find the answer. We may find a way to make the speaker think differently or consider other points of view. Conclude by reinforcing the need for practice and endurance to hone this necessary dialoguing skill.
- ♦ The Listen-Repeat-Talk technique that you practiced here will help you make the discussions during your training sessions more productive. It will help you avoid unnecessary arguments during training sessions.

Active Listening



Note for the facilitator: Play Audio Clip: Tum itna jo muskura rahe ho.
<https://www.youtube.com/watch?v=C8eAKT-zQXk>

First 50 seconds to be heard during training

'Active listening' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker. Active listening involves listening with all senses as well as giving full attention to the speaker. It is important that the 'active listener' is also 'seen' to be listening, otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.

Interest can be conveyed to the speaker by using both verbal and non-verbal messages, such as maintaining eye contact, nodding head and smiling, agreeing by saying 'Yes' or simply 'Mmm hmm' to encourage them to continue. By providing this 'feedback', the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.

Signs of Active Listening

A. Non-verbal Signs of Attentive or Active Listening



a. Smile

Small smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood.



b. Eye Contact

It is normal and usually encouraging for the listener to look at the speaker. Eye contact can however be intimidating, especially for more shy speakers – gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker.



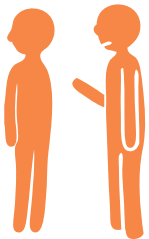
c. Posture

Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head or resting the head on one hand.



d. Mirroring

Automatic reflection/mirroring of any facial expressions used by the speaker can be a sign of attentive listening. These reflective expressions can help to show sympathy and empathy in more emotional situations. Attempting to consciously mimic facial expressions (i.e. not automatic reflection of expressions) can be a sign of inattention, demonstrating that you can understand how the child feels and can see things from his/her point of view



e. Distraction

The active listener will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails.

When listening, nod and make encouraging sounds and gestures.

Be Aware that: It is perfectly possible to learn and mimic non-verbal signs of active listening and not actually be listening at all. It is more difficult to mimic verbal signs of listening and comprehension.

B. Verbal Signs of Attentive or Active Listening

a. Positive Reinforcement

Although a strong signal of attentiveness, caution should be used when using positive verbal reinforcement.

Some positive words of encouragement may be beneficial to the person who is speaking. The listener should use them sparingly so as not to distract from what is being said or place unnecessary emphasis on parts of the message.

Casual and frequent use of words and phrases, such as: 'very good', 'yes' or 'indeed' can become irritating to the speaker. It is usually better to elaborate and explain why you are agreeing with a certain point.

b. Remembering

Remembering a few key points, or even the name of the speaker, can help to reinforce that the messages sent have been received and understood – i.e. listening

has been successful. Remembering details, ideas and concepts from previous conversations proves that attention was kept and is likely to encourage the speaker to continue. During longer exchanges, it may be appropriate to make very brief notes to act as a memory jog when questioning or clarifying later.

c. Questioning

Listeners can demonstrate that they have been paying attention by asking relevant questions and/or making statements that build or help to clarify what the speaker has said. By asking relevant questions, listeners also help to reinforce that they have an interest in what the speaker has been saying.

Asking open-ended questions as they require more than a yes or no answer.
(Discussed in more details later in session.)

d. Reflection

Reflecting is closely repeating or paraphrasing what the speaker has said in order to show comprehension. Reflection is a powerful skill that can reinforce the message of the speaker and demonstrate understanding.

e. Clarification

Clarifying involves asking questions of the speaker to ensure that the correct message has been received. Clarification usually involves asking open questions which enable the speaker to expand on certain points as necessary.

f. Summarisation

Repeating a summary of what has been said back to the speaker is a technique used by the listener to repeat what has been said in their own words. Summarising involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker a chance to correct if necessary. It also includes talking about things that refer to what the child had said earlier.

Role Play

A PO interviews a CCL. Another sub-group observes the mistakes in Active Listening.



Time
10 Minutes



Note for the facilitator: Depending upon the availability of time, the facilitator can ask two volunteers to enact a role play where a PO is interviewing a CCL. The team is instructed not to follow active listening skills. The plenary/observers are then asked to highlight things that could be improved upon.

4. Giving Examples

Examples should be based on the situation and relevance. While giving examples, following points should be kept in mind:

- ◆ Examples should be correct.
- ◆ They should be easy to understand.
- ◆ They should be in local context.
- ◆ They should be related to the topic of discussion.
- ◆ While giving examples, one must ensure privacy of the person being cited.



Activity for Giving Examples

Divide the participants into two groups. Handout one case study each to both the groups and ask them to give their opinion on whether the example mentioned in the case study was as per points to be kept in mind while giving an example. Each group shall share pros and cons of the case studies given to them with the audience.

Situation: Ask the participants to imagine that CWC members organised a small function on Republic Day at the local Observation Home. After the function was over, CWC members addressed the children. The following two incidents were narrated as examples:

Case Study 1:

“In Nigeria, the Observation Homes have stringent rules. Any child who breaks the rules of the Observation Home is reprimanded, whereas children maintaining discipline are encouraged. Therefore, it will be nice if you all also maintain discipline of this Observation Home. The CWC member also shared that a child was felicitated for being proactive in community service.

Case Study 2:

Harsh was in an Observation Home for about two weeks when this function on Republic Day was held. He had been brought to the Observation Home while trying to save his sister from molestation and the molester had got killed. He was finding it difficult to adjust to the environment of the Observation Home and had been aggressive with other children who had been branding him as a murderer. He even got into a scuffle with few of the children there. The CWC members gave example of Harsh to others as to how he had not been adjusting with fellow children and that how all children should behave well and live cordially.

5. Paraphrasing

While paraphrasing, the communicator rephrases the content of the message given. Example: "I have been waiting in the queue for so long, I have been sick. I know it doesn't help by getting angry with the cook for taking so long to serve the food."

Communicator: "It sounds like you know you should avoid getting angry at the cook."

Purpose of paraphrasing

- ◆ To convey that you are understanding the person who is talking.
- ◆ To help the person by simplifying, focusing and crystallising what was said.
- ◆ It may encourage the person to further elaborate.
- ◆ Provide a check on the accuracy of your perceptions.

6. Encouraging

No communication is effective till the time it is two-way communication. Encourage people to speak out, ask questions, and give their opinion, even if they disagree. Respect their ideas and opinions. Encourage them. It is important to have good rapport with them.

Example 1: I had explained to you about the benefits of mixing up with other inmates and participating in helping younger children at the Observation Home. It is nice that you have started doing all this after listening to me.

Example 2: It is really nice that you mix up with other inmates and participate in helping younger children at the Observation Home.

Discuss the two examples and let the participants share which one is better and correct way of giving example and why.

7. Summarising

A summary is a collection of two or more paraphrases that summarises messages or a session.

Purpose

- ◆ To tie together multiple elements of client messages
- ◆ To identify a common theme or pattern
- ◆ To interrupt excessive rambling
- ◆ To start a session or to end a session
- ◆ To review progress
- ◆ To serve as a transition when changing topics.

8. Asking Questions

Questions are part of communication interventions. Here we are talking about two main types of questions: open-ended questions and close-ended questions.

(i) Open-ended Questions are those questions that cannot easily be answered with “Yes,” “No,” or one- or two-word responses. For example:

- ◆ Tell me what kind of problems you face while staying in Observation Home.
- ◆ What is your routine at the Observation Home?
- ◆ What are the reasons for not getting along with other inmates?

Purpose of open-ended questions

- ◆ To encourage elaboration
- ◆ To motivate and encourage the person

(ii) Close-ended Questions are those that can easily be answered with a “Yes”, “No” or one- or two-word responses.

Examples

- ◆ Are you getting along well with other inmates?
- ◆ Do you participate in community service activities?
- ◆ Do you ever discuss your matters with other inmates?

Purpose of close-ended questions

- ◆ To obtain specific information
- ◆ To identify parameters of a problem or issue
- ◆ To narrow the topic of discussion
- ◆ To interrupt an over-talkative person

Exercise: Tell the participants that they have to identify the type of question from the list given below:

1. Do you know that it is important to follow the rules of the Observation Home?
2. Are you getting along with other inmates?
3. What are the challenges that you are facing here?
4. What activities are you undertaking as part of community service?
5. Do you participate in community service?
6. How do you spend your time here?

Tell the participants that there are few things to be kept in mind in addition to asking open-ended or close-ended questions. Ask the following questions:

1. While asking questions, is it alright to use such words which people cannot understand?
2. Is it ok to ask too many questions in one go?
3. Is it alright to wait for the answer after asking the question?
4. If a particular question has not been understood, should it be repeated in the same manner or should it be asked differently?



Step 2: Summarise

The following points should be kept in mind to ensure effective communication:

- ◆ Give due respect to the person.
- ◆ Give correct and complete information.
- ◆ Be sensitive to people's needs, timings and convenience.
- ◆ Maintain confidentiality.
- ◆ Remain positive. Accept people, as they are. Do not try to point out their shortcomings.
- ◆ Do not form opinions or be judgemental.
- ◆ Remain calm and maintain balanced attitude.
- ◆ Maintain relationships.
- ◆ It is important to give correct and complete information at the right time. In case information is not known, accept the fact that you need to update yourself.
- ◆ Encourage people to ask questions and to make their point of view.

Section 2.3

Barriers to Effective Communication



Time
20 Minutes



Session Outcomes

At the end of the session, participants will be able to:

- ♦ describe various types of barriers to effective communication; and
- ♦ appreciate the importance of listening and comprehending before responding during a dialogue.



Step 1: Discuss with the Participants

Ask participants to list out what could be possible barriers to effective communication. Listen to their answers and summarise as below:

It is important that communicators seek feedback to check that their message is clearly understood. The skills of Active Listening, Clarification and Reflection may help but the skilled communicator also needs to be aware of the barriers to effective communication and how to avoid or overcome them.

Barriers may lead to the message becoming distorted and therefore, there is risk of wasting both time and/or money by causing confusion and misunderstanding. Effective communication involves overcoming these barriers and conveying a clear and concise message. There are many barriers to communication and these may occur at any stage in the communication process.

Common barriers to effective communication are:

(i) Language Barriers

Language and linguistic ability may act as a barrier to communication. However, even when communicating in the same language, the terminology used in a message may act as a barrier if it is not fully understood by the receiver(s). For example, a receiver who is not familiar with the terminology used will not understand a message that includes a lot of specialist jargon and abbreviations.

(ii) Psychological Barriers

The psychological state of the communicators will influence how the message is sent, received and perceived. For example, if someone is stressed, they may be preoccupied by personal concerns and not as receptive to the message if they were not stressed.

(iii) Physiological Barriers

Physiological barriers may result from the receiver's physical state. For example, a receiver with reduced hearing may not grasp spoken conversation in its entirety, especially if there is significant background noise.

(iv) Attitudinal Barriers

Attitudinal barriers are behaviours or perceptions that prevent people from communicating effectively. Attitudinal barriers to communication may result from personality conflicts, poor management, resistance to change or a lack of motivation. A communicator, as an effective receiver of messages, should attempt to overcome his/her own attitudinal barriers to facilitate effective communication.

(v) Inter-cultural Awareness Barriers

Understanding that people from different cultures have different values is the foundation to effective communication between people from different cultures. For those who live or work away from native areas/states, or who live or work closely with those from another region, understanding of inter-cultural awareness is absolutely vital for preventing any misunderstanding or causing offence. What may be 'routine' or 'accepted' in a particular area may be 'taboo' or 'not acceptable' socially.



Step 2: Barriers that may affect Communication (Summarise the topic)

- ◆ The use of jargon, over-complicated unfamiliar and/or technical terms.
- ◆ Emotional barriers and taboos. Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo.
- ◆ Lack of attention, interest, distractions, or irrelevance to the receiver.
- ◆ Differences in perception and viewpoint.
- ◆ Physical disabilities such as hearing problems or speech difficulties.
- ◆ Physical barriers to non-verbal communication. Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective.
- ◆ Language differences and the difficulty in understanding unfamiliar accents.
- ◆ Expectations and prejudices, which may lead to false assumptions or stereotyping. People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.
- ◆ Cultural differences. The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings.

A skilled communicator must be aware of these barriers and try to reduce their impact by continually checking understanding and by offering appropriate feedback.

Closing the Session



Time

5 Minutes

Summarise the session by saying that communication is not only giving information, but it is also motivating people, praising them, making emotional connects, asking the right questions.

Recapitulate the following:

- ◆ Listening is an important skill for effective communication.
- ◆ In order to make people open up and have proper communication, encourage them to give their opinions and ask questions.
- ◆ It is important to give relevant and contextual examples.
- ◆ Messages should be simple and short.
- ◆ Summarising helps to understand the message better in-between long conversations.
- ◆ Communicator must be aware of the barriers to effective communication and ensure steps are taken to minimise them.

Section 3

Counselling for Children and Families² under the Juvenile Justice (Care and Protection of Children) Act, 2015



Time
90 Minutes

Section 3.1

Introduction to Counselling



Time
25 Minutes



Session Outcomes

At the end of the session, participants will be able to describe:

- ◆ counselling
- ◆ goals of counselling
- ◆ objectives of counselling
- ◆ basic principles of counselling.



Step 1: Introduction to Counselling and Counselling Goals

Ask the participants what do they understand by counselling and what are the goals of counselling. Listen to their responses and add missing points as given below:

Counselling is a process that helps children and their families to help themselves to recognise and identify the factors responsible for the circumstances that lead to a child being in need of care and protection or coming in conflict with law.

Counselling also facilitates the children and their families to:

- ◆ recognise their strength
- ◆ identify such resources that can help them overcome their problems
- ◆ explore the available options and take healthy decisions.

² Dr. Tejinder Kaur - https://nalsa.gov.in/sites/default/files/document/Training_Module_Samvedan.pdf

Counselling can also be an important support in certain set of circumstances for avoiding the children from being at risk of being repeatedly declared as child in need of care and protection (CNCP) or CCL.

Counselling is a way to help children and their families find their own solutions to their problems and at no point of time should the counsellor or others in touch with them impose their own views and beliefs on the child and/or the family. Although counselling is a specialised branch of psychology, yet, certain individuals who come in contact with CNCP or CCL can be trained to assume counselling responsibilities, as it may be necessary for such lay-counsellors to intervene from time to time, if the child needs some immediate support or in cases when child is involved in illegal or potentially dangerous or harmful behaviour/situations. Such lay-counsellors may include PO, Panel Lawyer, member of the CWC, member of a JJB and Social Worker.

Goals of Counselling

The goals of any process of counselling are:

- ◆ helping the child and/or the family to develop problem solving skills and facilitate solving the identified problem;
- ◆ helping the child and/or the family through an emotionally difficult time by building resilience and teaching coping skills; and
- ◆ helping a child and/or the family to develop skills to adopt a positive outlook, and learn to live in peace and harmony with the given situation, which may not change soon (e.g. death of a parent, low income, etc.).



Step 2: What Counselling is not

Discuss with participants that as lay-counsellors, we must all be clear what is counselling and what it is not. Show the table to the participants and discuss as below:

Counselling is	Counselling is not
Establishing relationships with children that are helpful	Judging children
Helping children tell their story	Interrogating children

Counselling is	Counselling is not
Listening to children with all your attention	Blaming/Labelling children
Giving children correct and appropriate information	Making promises you cannot keep
Helping children make informed decisions	Making decisions for children
Helping children to recognise and build on their strengths	Preaching or lecturing to children
Helping children develop a positive attitude towards life	Arguing with children
Having conversations with a purpose	Imposing your own beliefs on children
Referring when situation requires therapy	Giving good advice
	Becoming the child's best friend



Step 3: Objectives of Counselling

Ask the participants what are the objectives of counselling CNCP, CCL and their families. Discuss the points below:

Counselling of CNCP/CCL or their families is done to:

- ◆ create a safe place for the child and/or the family to open up and share information;
- ◆ help the child and/or the family to identify the problem;
- ◆ help the child to acquire skills to be more aware of his own feelings and experience;
- ◆ help the child and/or the family to work through various options and make reasoned and informed choices;
- ◆ allow the child to express his/her emotions in an uninhibited manner; and
- ◆ help the child to identify how he/she feels after the counselling process and having found a solution to his/her problem.



Note for the facilitator: The session focuses on understanding what is counselling and what are its goals and objectives. In order to understand detailed steps and phases of counselling for CNCP/ CCL and their families, kindly read handout on 'Steps and phases of counselling', Annexure III.

Section 3.2

Basic Principles of Counselling



Time
45 Minutes



Step 1: Ask the participants to imagine a situation given below

A boy named 'K', aged 17 years, is passing through a very stressful period owing to the death of his father who was the only breadwinner for the family. His sister's wedding had been scheduled in the next two months. His mother is in shock and bedridden. 'K' is finding it hard to deal with the situation. The CWC member is meeting 'K' and planning to counsel him.

Imagine if you were in place of 'K'. What would it take you to trust CWC member, the lay-counsellor whom you would be meeting for the first time?

Divide the participants into two groups and ask them to brainstorm and then share it with the larger group. Once they have shared their inputs, summarise by adding any missing points from below:



- ◆ **Trust:** Counsellors cannot help a child if there is no element of trust. Before moving into counselling, establish trust. Child feels free to express and share his/her concerns when the child can trust somebody.
- ◆ **Confidentiality:** Respect the privacy of the child. Assure him/her that everything will be kept in strict confidence. Confidentiality in the entire process of counselling is very important and enhances the dignity of the child.
- ◆ **Self-Determination:** The child can make his/her own decisions about life, as much as is realistically possible. The role of the counsellor is to provide options and opportunity, or to help the child to explore alternatives best-suited to his/her capability and situation (coping strategies).
- ◆ **Positive Approach:** Emphasise what the child does well and focus on approval, instead of disapproval. Reward the child when he/she does things well or when he/she makes an effort.

- ◆ **Focus on Feelings:** It is often essential to discuss the child's feelings (both open and hidden ones) to help him/her understand himself/herself and his/her circumstances better and cope with life in a better manner.
- ◆ **Showing Empathy:** It is important to understand the child and his/her problems from his/her point of view. This provides emotional support.
- ◆ **The Lay-Counsellor must appear to be Genuine:** The counsellor should not only be but also appear to be completely involved in the interactive counselling process to demonstrate to the child his/her genuineness so that the child is able to draw benefit of such interaction, and the lay-counsellor is also able to discharge his/her function effectively and with correct knowledge and perspective of the situation and the circumstances of the child, to arrive at a proper decision in the 'best interest of the child'. Yet, it is essential that the lay-counsellor remains emotionally balanced and reasoned in his/her approach and action.



Step 2: Tips for Maintaining a Healthy Counselling Relationship

It is very easy to develop unhealthy counselling relationships. It is the counsellor's responsibility to maintain professional boundaries with the child being counselled during interaction.

- ◆ At times the child may become more attached than is appropriate. The child may begin to see the lay-counsellor as a parent, friend or romantic partner. It is imperative that the child understands that the lay-counsellor cares for him/her, yet the child also knows that the lay-counsellor is not able to fulfill some of the unmet needs, and the interaction is to look for how best to address the needs of the child within the juvenile justice system, so as to enable the child to become a productive member of the society.
- ◆ The lay-counsellor may develop feelings for the child and become overly involved in the child's well-being but needs to remind himself/herself, where his/her role ends.
- ◆ The child feels uncomfortable and/or threatened by the lay-counsellor and may not cooperate during interaction. The lay-counsellor may take support of another stakeholder within the juvenile justice system or give some time to change his perception about the lay-counsellor through use of tact and an improved communication strategy, as no two children are similar in sensitivity, experience and background, and each child is to be dealt with appropriately by arriving at the psycho-social plane of the child.

Section 3.3

Skills and Techniques of Counselling



Time
20 Minutes



Step 1: Motivate the participants to come up with what they know are effective counselling skills

Share with participants that since the process of counselling is also part of communication, all the skills required for effective communication are also skills for effective counselling.

- ◆ Active listening
- ◆ Paying attention: Eye-contact, nodding, etc.
- ◆ Hearing before evaluating
- ◆ Listening for the whole message
- ◆ Probe for causes and feelings
- ◆ Reflection – feeling and meaning: Recognising child’s feelings and letting him/her know that you have understood his/her feeling
- ◆ Questioning: Asking open-ended questions which allow for more explaining. Help the child to go deeper into his/her problems and gain insight
- ◆ Paraphrasing: Repeating in one’s own words what the child has said
- ◆ Interpretation: Giving back to the child the core issue that he/she is struggling with.

Rapport Building

- ◆ Rapport is a relationship of mutual respect, responsiveness and influence.
- ◆ It is an ongoing process.
- ◆ It is an honest attempt to understand a child from his/her perspective (i.e. a child’s world).
- ◆ A willingness to be open – it is not a formal agreement.
- ◆ In order to build rapport, respect the child’s beliefs and values. However, you do not have to agree with those.
- ◆ It is a willingness to see events from the child’s perspective.

Attending

1. Physical Attending

- ◆ Posture, eye contact, and general body position that communicates that the counsellor is paying attention to the child.
- ◆ Do not have a physical object between you and the child.
- ◆ Maintain a comfortable distance between you and the child.
- ◆ Face the child directly.
- ◆ Establish eye contact.

- ◆ Maintain an open posture.
- ◆ Lean towards the child.

2. Psychological Attending

- ◆ The ability to pick up on the child's non-verbal as well as verbal messages/cues.

Exploration Skills

Responding with Empathy: Listening and understanding as if you were the child and then communicating as per your understanding.

Self-Disclosure

Sharing Personal Information with a Child

- ◆ It must be for the benefit of the child and not the counsellor.
- ◆ It can be used as a model to help the child's self-disclosure.
- ◆ It should not take the focus off the child.
- ◆ Used sparingly and appropriately, it can enhance the therapeutic relationship.

Advising

A Form of Directive

- ◆ The advising should not be seen as a command or a demand.
- ◆ Counsellors need to take responsibility for the advice they give.
- ◆ Advise in such a way that it leaves the client with the ultimate choice.



Note for the facilitator: Share handout on steps and phases in the process of counselling as Annexure IV.

Qualities of an Effective Counsellor

- ◆ Positive regard or respect for people
- ◆ Open, non-judgemental and high level of acceptance
- ◆ Caring and empathetic
- ◆ Self-aware and self-disciplined
- ◆ Knowledgeable/Informed about the subject and awareness of resources available within the community.



Step 2: Summarise

- ◆ Listen more than you talk.
- ◆ Ask open-ended questions.
- ◆ Act in a calm and poised manner.
- ◆ Do not provide advice, and guide people to solutions.

Qualities of a Good Communicator



Time
45 Minutes



Session Outcomes

At the end of the session, participants will be able to:

- ◆ list the knowledge, skills and values/attitudes that a good communicator should have.



Materials Required

- ◆ Handout for quiz
- ◆ Chalk, writing board, marker pens
- ◆ Chart : Knowledge, Communication Skills and Values



Step 1: Generate a discussion

- ◆ Ask the participants what competency means. Conclude by saying that competency is the ability of a person to carry out an activity or a task effectively, producing the desired results.
- ◆ Then ask, “What are the essential ingredients that constitute competency?”. Generate a discussion on this. Conclude by saying that competency consists of three key elements: knowledge of the task, skills to perform the task and the right values and attitudes that make one perform the task well. In the case of a communicator, the skills required are good communication skills.



Step 2: Distribute the handout

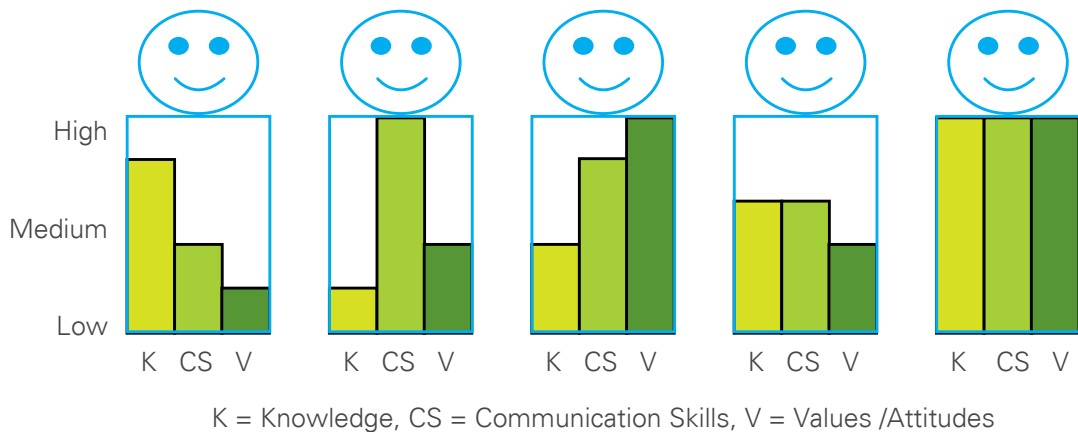
- ◆ Distribute the handout (given on page 36) having quiz on ‘Knowledge, Communication Skills and Values’ to the participants and ask them to mark the given columns with ‘K’, ‘S’ or ‘V’ based on their understanding. Encourage them to fill in the blank columns with additional knowledge, skills and values.
- ◆ Give them about 10 minutes to fill in the handout.

Handout Knowledge, Communication Skills and Values of Communicator

Knowledge on the topic and how it has to be handled	Ability to see oneself as one among the community		Ability to build rapport with individuals and groups
Ability to negotiate and handle arguments, etc.	Ability to empathise		Ability to use different tools for effective communication – posters, flip charts, exercises
	Information and knowledge on the local leaders, opinion makers, functionaries, etc.		Has a Plan B for reaching across
	Ability to speak effectively	Respect for all, including the poor and marginalised	Knowledge about the target population being addressed – their beliefs, values, traditions, social norms, etc.
Passionate and belief in the cause			Ability to listen attentively
Treating all equally irrespective of religion, caste, gender, age, physical condition and socio-economic status	Ability to analyse situations and different points of views	Works with full dedication	Knowledge of the region where one is working
Ability to use positive body language for best impact		Believes one's role is to provide them with the right knowledge and skills to make 'informed choices'	

Once the handout is filled in by the participants and discussions held, show them the slide having different levels of Knowledge, Skills and Values. (Illustration to be picked from SBCC Tarang Module 1-5 smiling communicators)

Just watch how all these facilitators are smiling. This is because they believe that they are doing their job very well, whereas they do not have adequate skills. The truth is that a facilitator with adequate skills brings smiles on the face of others by his/her communication.



Step 3: Summarise

From the above discussions it can be seen that good communicators should have the knowledge, skills and the right values and attitudes to be effective in the field. Lack of any one of the above qualities makes them ineffective. We need to be motivated and committed to bring about change within communities. Now we will find ways to acquire the knowledge and skills to perform our tasks better.



Understanding Team work



Session Outcomes

- ◆ How teams should work?
- ◆ What is the role of each member of the team?
- ◆ What type of leadership would bring about the best results?



Materials Required

- ◆ 12 pieces of a broken square
- ◆ The key (guide) to the Broken Square exercise
- ◆ Blackboard and chalk or chart paper and sketch pens



Methodology

The Broken Square exercise followed by discussions.



Step 1

Tell the participants, “Our session now will be on team work, what a team means, its characteristics and the role that the members and the leader play”.

Ask them whether they belong to any team/s. If some of them answer “yes”, ask them which team they are members of, and who are the other members of the team. Ask them whether they have worked as members of a team and if the participants answer “yes”; ask two or three participants to share their experiences very briefly.

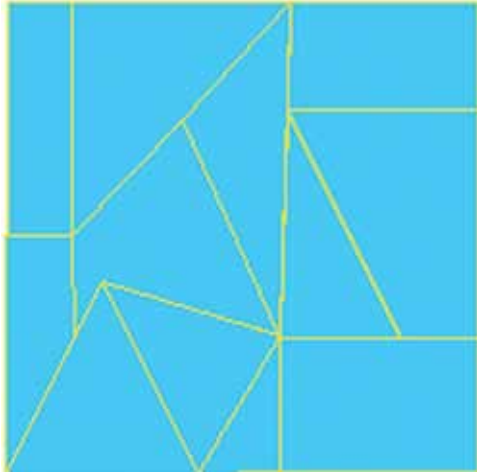
Tell the participants that usually they have to work in two types of teams. One within their own department, as a part of a team which comprises of their colleagues – peer level, juniors and seniors. The other team is outside the department at the field level where they interact with people from other departments and achieve a common goal. Like the CWC, JJB, District Child Protection Unit (DCPU), SJPU share a common goal of protection of child rights.

In this session, we will discuss the cross-functional teams.

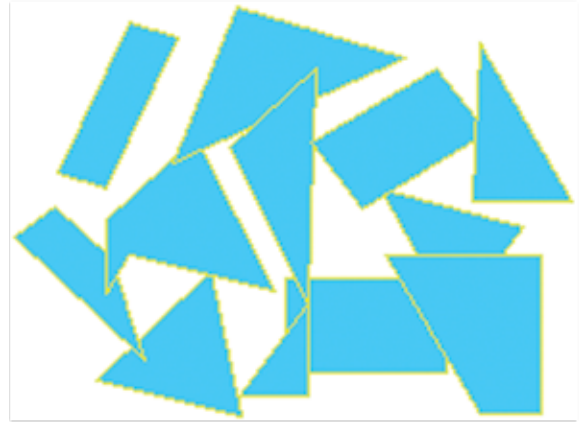


Process

1. Ask for five volunteers and send them out of the training room (Planning Team). Ask for five more volunteers (Implementing Team) and send them also out of the training room.



Guide to making the square



The 12 pieces that make the square

Address the participants inside the training room

“You are the observers. Your task will be to observe how each individual behaves in both the Planning as well as the Implementing Teams. Also note the dynamics among the members as well as between the two teams. You will also observe different leadership styles as well as leadership transfer from one person to the other. Make a note on each member and her/his behaviour.

At the end of the exercise, you will have to share your observations with all the participants.

Keep your eyes and ears open; you will have a lot of fun”.

2. Call in Team no.1 and tell them the following:

“You are the ‘Planning Team’ and you have an Implementing Team that will carry out the task of making a square under your instructions. Your task is to direct your Implementing Team to make a square by putting together the 12 pieces kept on the table. You will be given five minutes to look at the separate pieces of the square and plan how they can be put together to make a perfect square. The Guide on how the square could be made is also on the table to help you. After five minutes, the Guide will be removed.”

After five minutes, your Implementing Team will be called in and you will be given another five minutes to instruct and advise them on how they can make the square. At this time, you are not allowed to touch the pieces while instructing your Implementing Team. Your job is complete at the end of five minutes.

Your success depends upon making of 'square' by your Implementing Team.

Now give the Planning Team five minutes to plan making the square. After five minutes, tell them to stop and call in the Implementing Team.

3. Address the Implementing Team members:

"You are the Implementing Team." A square has been broken into pieces. You have to put these pieces together to complete the square. You have a Planning Team that knows how this can be done and they have been given five minutes to give you instructions to complete the task. During these five minutes, you are not allowed to touch the pieces. Once the Planning Team completes the instructions, you will be given another five minutes to make the square. You will not be allowed to consult any members of the Planning Team while you are making the square."

Your success in completing the square will also be the success of your Planning Team.



Step 2: Ask the Planning Team to start briefing the Implementing Team

1. Ask the Planning Team to start briefing the Implementing Team on how to make the square using the 12 pieces. Remember to put away the Guide. Also remind them that they are not allowed to touch the pieces. Give them five minutes to do this.

At the end of five minutes, tell the Planning Team members that their job is over and that they should move aside leaving the Implementing Team members to make the square.

2. Give the Implementing Team five minutes to make the square. After five minutes, ask them to stop work. In most cases, they would not be able to complete the task. Ask all the participants to go back to their respective seats.



Step 3: Ask the Planning Team members the following questions

- ◆ Did your Implementing Team succeed in making the square?
- ◆ Are you happy with the outcome?
- ◆ Why did they fail? What was the problem?
- ◆ Were you able to instruct the Implementing Team on how to make the square?
- ◆ Did you plan well?

Give the team members sufficient time to reflect and respond.

Ask the Implementing Team members the following questions:

- ◆ Did you succeed in accomplishing your task?
- ◆ Why did you fail?
- ◆ What was the problem?

- ◆ Did your Planning Team give you the right instructions?
- ◆ How was the coordination among your team members?

Give the team members sufficient time to reflect and respond.

Now ask the other participants the following questions:

- ◆ Why did the Implementation Team fail in its task?
- ◆ Did the Planning Team do its job well?
- ◆ What do you think went wrong?
- ◆ What were the dynamics among the members of both the teams and between the teams?
- ◆ Who were the leaders in the two teams? What was their style of leadership?
- ◆ Were there members who were dominating? Were there members who were passive?

Generate a good discussion around these questions and give sufficient time for the participants to respond.

Finally ask whether the members worked as a team. What are the important characteristics of a team? Bring out the following characteristics of a good team.

Every good team will have:

- ◆ Clear goals that all members share and aspire to achieve
- ◆ A detailed plan where tasks and responsibilities are clearly spelt out
- ◆ A maximum of about 15 members to be effective
- ◆ Strong bonding between members with mutual respect and appreciation
- ◆ A code of conduct with some rules and regulations that all members abide by
- ◆ A leader who is democratic and sensitive and respected by members.



Step 4: Summarise

Conclude the discussion by saying, “We are all members of different teams – the CWC, the JJB, the DCPU and the SJPU are a team. The team could be expanded by including non-governmental organisations (NGOs),, *Panchayat* members, civil society organisations (CSOs), etc., depending on the tasks to be accomplished. Only when all members work as a team, the results can be achieved. Everyone should have the same goals and share the same vision and values. Each one should play his/her role well since these roles are inter-dependent. If one member does not perform well, the team does not perform well. This is something that all of us should remember always.

Annexure I: Sample Test for Learning Style Assessment

		Visual	Auditory	Kinesthetic
1	When operating new equipment for the first time I prefer to...	read the instructions	listen to or ask for an explanation	have a go and learn by doing it
2	When seeking travel directions I...	look at a map	ask for spoken directions	follow my nose or maybe use a compass
3	When cooking a new dish I...	follow a recipe	call a friend for explanation	follow my instinct, tasting as I cook
4	To teach someone something I...	write instructions	explain verbally	demonstrate and let them do it
5	I tend to say...	"I see what you mean"	"I hear what you are saying"	"I know how you feel"
6	I tend to say...	"show me"	"tell me"	"let me try"
7	I tend to say...	"watch how I do it"	"listen to me attentively as I explain"	"you have a go"
8	Complaining about faulty items I tend to...	write a letter	phone	go back to the store, or send the faulty item to the head office
9	I prefer these leisure activities	museums or galleries	music or conversation	physical activities or making things
10	When shopping generally I tend to...	look and decide	discuss with shop staff	try on, handle or test
11	Learning a new skill...	I watch what the teacher is doing	I ask the teacher, exactly what I am supposed to do	I like to give it a try and work it out as I go along by doing it
12	When listening to a song	I sing along with the lyrics (in my head or aloud!)	I listen to the lyrics and the beats	I move in time with the music
13	When concentrating I...	focus on the words or pictures in front of me	discuss the problem and possible solutions in my head	move around a lot, fiddle with pens and pencils and touch unrelated things

		Visual	Auditory	Kinesthetic
14	I remember things best by...	writing notes or keeping printed details	saying them aloud or repeating words and key points in my head	doing and practicing the activity, or imagining it being done
15	My first memory is of...	looking at something	being spoken to	doing something
16	When anxious, I...	visualise the worst-case scenarios	talk over in my head what worries me most	can't sit still, fiddle and move around constantly
17	I feel especially connected to others because of...	how they look	what they say to me	how they make me feel
18	When explaining something to someone, I tend to...	show them what I mean	explain to them in different ways until they understand	encourage them to try and talk them through the idea as they try
19	Most of my free time is spent...	watching television	talking to friends	doing physical activity or making things
20	When I first contact a new person...	I arrange a face to face meeting	I talk to them on the telephone	I try to get together to share an activity
21	I first notice how people...	look and dress	sound and speak	stand and move
22	I find it easiest to remember...	faces	names	things I have done
23	I think I can tell someone is lying because...	they avoid looking at you	their voice changes	of the vibes I get from them
24	When I'm meeting with an old friend...	I say "it is great to see you!"	I say "it is great to hear your voice!"	I give them a hug or a hand shake.

..... **Annexure II: Perception – Picture of Dancing Devil**

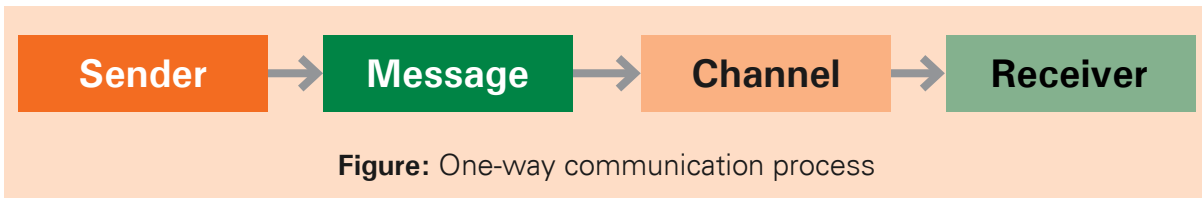


Annexure III: Handout on Communication Model and Elements

Communication Model and Elements

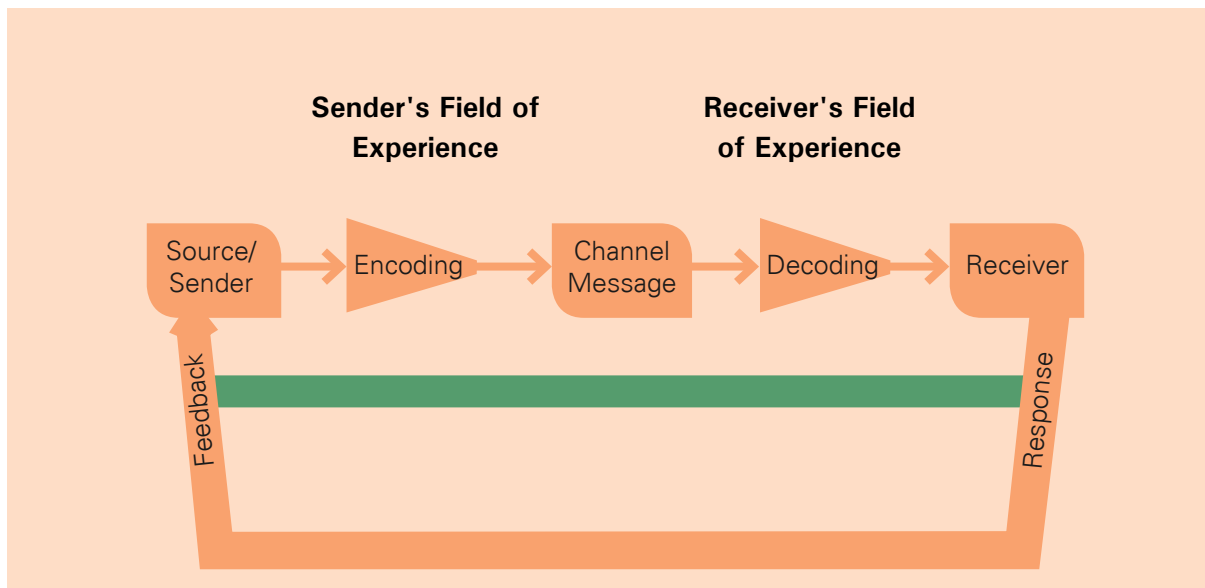
Communication can be a one-way process and a two-way communication. Let us first understand this difference.

One-way communication process: When information flows in one direction, it is known as one-way communication. In this communication process, information flows from sender to receiver and receiver does not send any feedback to the sender. One-way process of communication is shown in the following figure:



Two-way communication process: Two-way communication occurs when receiver sends response or feedback to sender's message. Communication process basically indicates the two-way process whereby both the sender and receiver can understand each other's view or opinion. It is also known as circuit communication process. The two-way process of communication is shown below in the figure:

Figure: Two-way communication process



Communication Model Elements

The Source

The first element in the process of communication is source. The source is the originator of the message. The source can be an individual, group of individuals or an institution or organisation. The source is important in communication planning process, because of credibility attached to the messages by virtue of their source. The source should be accessible, acceptable, and legitimate. Source creates an idea (ideation) or chooses a piece of information to communicate.

The Message

The message is the idea being communicated. The message should be simple, straightforward and action-oriented. The content of the message should be presented among the intended audience and not based on the perception of the programme staff. Too often, the messages are designed centrally and that may not be relevant to specific situations.

The Channel

A channel is the means by which the message travels from the source to receiver/ audience. The channels may be interpersonal where the message passes directly from source to receiver, or group communication where several receivers receive messages from one or several sources. They may involve media, such as news print, telephone or satellite transmission or radio. The choice of the channel is important in determining the efficiency and effectiveness of the communication. Multiple channels of communication should be used for better results. The other purpose is to ensure maximum coverage of audience if more than one channel is used.

Receiver or Target Audience

Who are the target audience for specific messages? Audience segmentation or grouping is essential to identify an audience. Some examples of target audience in broad categories are children, parents, friends, colleagues.

Feedback

Feedback is an essential element of communication. Feedback is the response or reactions by the receiver to the source. The perceptible feedback originating from the receiver serves as a useful data to the source to modify its messages. Experienced communicators are always sensitive to feedback and continuously modify messages in the light of what they observe or hear from the intended audience. Without feedback of audience, the communication is one-way traffic.

Noise

Noise is anything that interferes while receiving a message. At one extreme, noise may prevent a message from getting from source to receiver. A roaring noise or line static can prevent entire messages from getting through to phone receiver. At the other extreme, with virtually no noise interference, the message of the source and the message received are almost identical. Most often, however, noise distorts some portion of the message a source sends as it travels to a receiver. Just as messages may be auditory or visual, noise comes in both auditory and visual forms. Four types of noise are especially relevant:

Physical noise is interference that is external to both speaker and listener; it interferes with the physical transmission of the signal or message and would include the screeching of passing cars, the hum of a computer, sunglasses, blurred type or fonts that are too small or difficult to read, misspellings and poor grammar and pop-up ads.

Physiological noise is created by barriers within the sender or receiver and would include visual impairments, hearing loss, articulation problems and memory loss.

Psychological noise refers to mental interference in the speaker or listener and includes preconceived ideas, wandering thoughts, biases and prejudices, close-mindedness, and extreme emotionalism. One is likely to run into psychological noise while talking with someone who is close-minded or who refuses to listen to anything he or she doesn't already believe.

Semantic noise is interference that occurs when the speaker and listener have different meaning systems; it would include language or dialectical differences, the use of jargons or overly complex terms, and ambiguous or overly abstract terms whose meanings can be easily misinterpreted. This type of noise is regularly seen while talking to a doctor or a lawyer.

Annexure IV: Handout – Steps and Phases in the Process of Counselling

Steps in the Process of Counselling

Step 1: Joining in and building a rapport and trust

Step 2: Exploring to understand the situation of the child/family

Step 3: Sharing and exploring the possible options among solutions

Step 4: Helping the child/family to arrive at the best solution in a given set of circumstances

Step 5: Continue the process or terminate the process, as per the circumstances

Step 6: Building self-esteem in the child and generating life skills for healthy social existence

Phases in the Process of Counselling

- i. Trust building and establishing the relationship
- ii. Exploration (understanding the problem)
- iii. Resolution (decision making)
- iv. Termination



Step 1. Trust Building and Establishing the Relationship

It is important to start building trust from the beginning of the relationship and to be consistent about it thereafter.

Dos

- ◆ Make sure the child feels safe and comfortable (do not touch the child without asking his/her permission, allow the child to decide where the child would like to sit, leave the door open, if the child so desires).
- ◆ Speak to the child in an age appropriate way.
- ◆ Be honest with the child about the counselling relationship and what you believe is achievable.
- ◆ Be positive but realistic (i.e. if a child is upset because his/her father left the family, don't repeat that fact before the child, say it is 'ok' and that his/her father will come back).
- ◆ Genuinely care about and be interested in the child.

- ◆ Be sensitive to the child's language and cultural beliefs, respect the child's socio-cultural background (i.e. familiarise with the child using his/her cultural mores, if possible, making eye contact and try to be at the same emotional plane).
- ◆ Respect confidentiality – NEVER discuss the case of the child with your own friends and family, etc.

Don'ts

- ◆ Judge or tell the child what to do.
- ◆ Appear interrogative while finding out general information about the child (i.e. likes, dislikes, hobbies, friends, talents).

Exploring to Understand

The purpose of "exploring" is to get a better understanding of the problem by helping the child to tell his/her story (i.e. to help the child to express his concerns, what worries him/her and why). The exploring stage will also never end as the lay-counsellor can always learn more about the child's situation from time to time.

Some examples of questions that can be asked to help a child express himself include:

- ◆ How are you doing today?
- ◆ Tell me about your family. Who lives in your home? How is it going?
- ◆ How is school? Do you like your teacher?
- ◆ What is your happiest memory? What do you hope for?
- ◆ Is there anything specific that is troubling you that you would like to talk about?
- ◆ What can I help you with?

It is very important to understand more about the child's life (home, family, school, friends, etc.) so that lay-counsellor can fully understand the context of the problem, but also know how to help the child out of the present difficult circumstances that the child finds himself/herself in.

What resources are available to the child?

For instance, lay-counsellor may explore the following:

Family Life

- ◆ Who is the child's caregiver?
- ◆ Does the child have siblings?
- ◆ Are other relatives living with the child's family? Are all members of the family healthy? Have any close relatives passed away?
- ◆ What impact do these people have on the child?
- ◆ If the child has moved/run away from the family, what were the circumstances for doing so; who all were in touch with the child; what were the experiences of the child after leaving the family?

Social Life

- ◆ Who are the child's friends?
- ◆ Does the child go to school, temple/church/mosque/any other place of worship or other places in the community where he interacts with people?
- ◆ Have any close friends/family member passed away? What impact did the person have on the child and how did it affect the life of the child?
- ◆ Who was/is the child close to? What influence did/does the person have on the child?

Setting Priorities - If there are many issues raised or problems identified, it is the CHILD and not the lay-counsellor who should decide what is most important and thus what should be worked on first and the lay-counsellor should only facilitate such prioritisation.

Give the child some time - Do not expect a child to talk about the most sensitive areas of his/her life during the first session! Give him/her some time to open up to you.



Step 2: Sharing Possible Solutions



Our role, as a lay-counsellor, is to help the child grow and learn problem solving skills, and we can straightaway start doing so at this stage! As far as possible, let the child come up with the information and let the child work out what the related solution may be. The lay-counsellor would obviously have to use his/her judgement here – if the situation is severe or at crisis-level or if the child is too young, then the lay-counsellor would play a more active problem solving role, than in cases where the child is older and needs only facilitative support.

Remember whilst we want the child's problems to be solved, it is an even bigger success if we can teach the child to solve his/her own problems – we are not here to be the hero or to get any compliments! The reward of the whole counselling process is the enhanced psycho-social competence of the child to cope with his/her personal difficult circumstances and emerge as a stronger individual, who no longer would need support as CNCP or CCL.



Step 3: Helping the Child Choose the Best Solution for Self

Not all solutions are good solutions! A solution that works for one person may not be acceptable to another! It is the role of the lay-counsellor to help the child work through the possible solutions to find out what IS BEST FOR HIM/HER.

Key things that must be considered for each possible solution are:

Four Key Questions:

- ◆ What are the pros and cons of each solution?
- ◆ What are the consequences of each solution?
- ◆ How will each solution make the child feel?
- ◆ What impact will each solution have on other people?

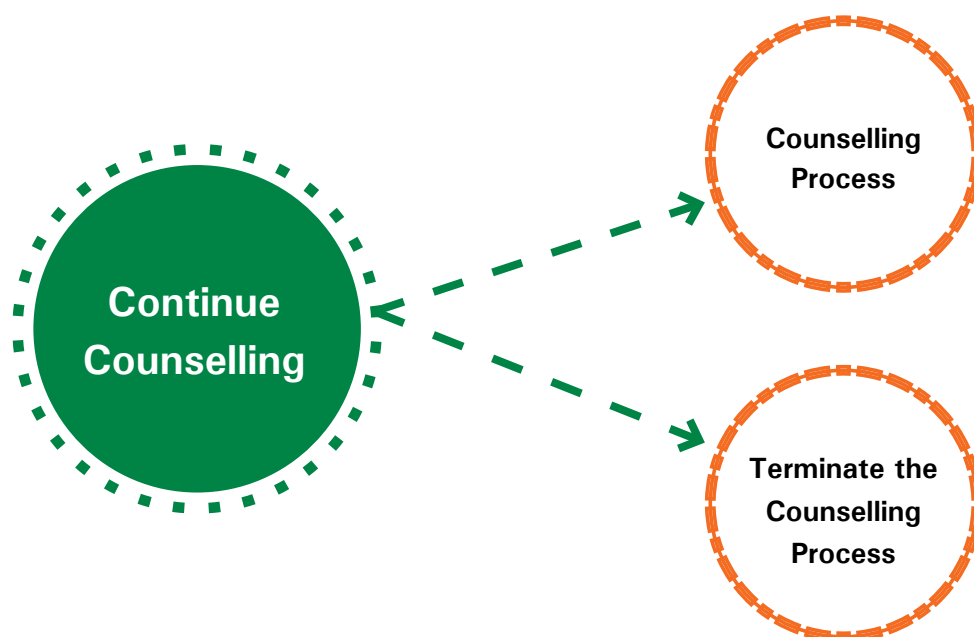
Once the child has narrowed down the solution/s he/she would like to pursue, help the child by asking action questions such as:

- ◆ How are you going to make this solution happen? What should the first step be towards solving the problem?
- ◆ Who could help you to bring about these changes?
- ◆ What could be a barrier (problem) to this solution and how will you deal with the barrier? (The reason for highlighting possible barriers is not to discourage the child, but to prepare him/her that the solution may not be easy or quick, to help him/her not give up when the first barrier is encountered.)



Step 4: Continue or Terminate

The following diagram demonstrates the most common next steps:



Continuing Counselling

- ◆ The child may not be able to express everything that is worrying him/her and work through all the solutions in one session! So you may need to see the child a few times! So long as you are making progress, that's absolutely fine!
- ◆ It may be difficult to bring a session to an end if it has been particularly emotional, but ideally, a counselling conversation should be less than an hour – so that it is not overly exhausting for the child or the lay-counsellor, to give the child time to think through what has been discussed, so that the lay-counsellor has time to attend to other children and to his/her other duties.
- ◆ It is also difficult to get back to that 'deeper' area of concern that needs counselling support in the next session after you have not seen the child for a few days. The technique of 'summarising' can help us bring one session to a close and start at the same place in the next session.
- ◆ Always remember to reassure the child that you are available, if something goes wrong before the next session, and agree to a time and place for the next conversation/session/hearing/interaction.

Terminate Counselling

Counselling can be terminated when you and the child feel that the child is ready to move on without further assistance. Remember the purpose of counselling is to help them grow, to be able to cope with or solve their own problems – and certainly not to breed dependency.

The following is important to remember in preparation for terminating counselling:

- ◆ Is the child emotionally ready to end the relationship?
- ◆ How can the family be involved to offer continued support?
- ◆ Help the child consider other coping structures (i.e. an aunt, a friend, a pastor/a priest, or a peer group).
- ◆ Always explain and agree with the child that the counselling will be terminated (or reduced in frequency).
- ◆ Assure the child of continued support, as and when necessary.
- ◆ Before terminating counselling, it may help to meet with the child less often and wean him/her from the counselling relationship (i.e. if you met once a week for three months, meet once every two weeks for a month, and so on, before termination).



Step 5: Building Self-Esteem in Children

Appreciation – A child's self-esteem will suffer if he or she is not appreciated. A child will know if an adult or other young person is insincere and/or does not enjoy the child's company. When spending time with a child who has low self-esteem, it is vital to honestly enjoy his company, to express your enjoyment, to congratulate or thank the child when he has done something well. Appreciate the child's special skills and his uniqueness. Make the child feel wanted and important. It reduces chances of coming in conflict with law as an 'attention-seeker'.

Encouragement – A child’s self-esteem is boosted by words of encouragement. Encouraging decision making in a child will also lead to feelings of confidence and independence in the child.

Praise – Self-esteem comes from what you think about yourself, while praise is an external expression by someone else. However, praise is also one of the ways for encouraging a child to value himself and his unique abilities. It helps reinforce positive behaviour in a child.

Mutual respect – A child’s self-esteem will be strengthened when he is treated with respect and taken seriously, especially when expressing his views. When a child is treated as an intelligent individual with the capacity to understand things and to learn from his mistakes, the child will understand that he/she is respected and valued for who he/she is. The child also learns to show mutual respect towards other members of the society, thereby reducing the chances of the child coming in conflict with law under many circumstances.

Dealing with failure – If a child fails, he must not feel that he is a failure. Remind the child that failure is only a temporary setback on the road to success. Never tell the child he has failed, let you down or cannot succeed. Be encouraging and help the child to believe in his ability to succeed, no matter how long it takes! When a child does not succeed in his endeavour, teach him that he can learn from the situation and encourage him to analyse the situation and understand what he can do better next time. Make the child appreciate that it may not be worthwhile to focus on an activity that the child did not succeed in and help the child to focus on another activity which may be more appropriate for the child. Also make a child appreciate that there can be disappointments in life, but these are not the end of the road for him, rather life is a combination of successes and failures, where we learn from our setbacks and make a new beginning. Let the child know and identify what is achievable and what is not achievable, and remodel his/her efforts and focus his/her energies accordingly.

Attitude – The way a lay-counsellor sees a child will make a big difference in the child’s attitude. Although many children are dealing with very difficult situations, it is important that the counselling relationship be a place where the child learns to see his/her strengths, identify his/her weaknesses and threats and works to reduce those, capitalise on his/her opportunities using his/her strengths and acquired/ upgraded skills. It is good to work with the child to undertake a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis to help the child emerge stronger and not persistently be in need of care and protection or repeatedly come in conflict with law. However, if the lay-counsellor pities him/her and only sees the negative in the child’s situation, it can keep the child from growing and coming out of the difficult circumstances, be it a CNCP or a CCL. The attitude of the lay-counsellor strongly impacts the psyche of the child and the way a child looks at himself/herself and the circumstances that the child is in.

