



THE REPUBLIC OF UGANDA  
MINISTRY OF EDUCATION AND SPORTS



# BASIC TRAINING FOR SCHOOL SERVICE PROVIDERS

# FACILITATOR'S GUIDE



BASIC EDUCATION  
AND  
POLICY SUPPORT  
(BEPS)



USAID  
FROM THE AMERICAN PEOPLE

## Facilitators Guide

### Basic Training for School Service Providers



Ministry of Education and Sports

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# Preface

This Guide provides a simple step-by-step instruction intended to update teachers in the knowledge, skills and practice of Guidance and Counselling in their schools. The hands-on-approach provides learning, through a participatory approach. This creates a more friendly attitude of teachers towards helping their pupils in all spheres of their lives, within and outside of the classroom. The simplicity of the Guide seeks to make Guidance and Counselling enjoyable to do, while providing effective help to the children in a school setting.

# Acknowledgement

This Facilitator's Guide was developed with the practical and technical input of the MoES headquarter staff in the Department of Guidance and Counselling as well as the DPOs of the Core PTC's in the pilot districts of Kasese, Ntungamo, Masindi, Lira, Katakwi, and Luwero. Their commitment and untiring participation in the training at the district and school levels and continuous review of the original materials provided the final version of Primary School Guidance and Counselling Handbook with the accompanying Therapeutic Play Handbook for Primary Schools. It is out of these two books that this Guide derives its current content.

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Lastly we recognise the contribution of Madam Joy E. Ogutu, whose technical assistance gave shape and professional outlook to the Guidance and Counselling materials developed.

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# Introduction

The training of teachers in elementary skills of Guidance and Counselling for children in primary schools has been designed to equip classroom teachers with basic knowledge, skills and positive attitudes, to enable them offer helping services that empower their pupils to make better personal, social and academic choices.

The training manual has five modules, divided into two major parts to it: Module 1 forms the first part, offering the theories and skills of Child Guidance and Counselling and the remaining 4 modules offer suggested areas and activities that may constitute group (in class) Guidance and Counselling during the process of lesson delivery as well as one-on-one follow-up help outside of the official classroom setting.

# Duration of the training: 5 days

## Before the Training

### 1. Background Reading

The facilitator should read through the whole manual to get conversant with the flow of topics and activities before planning their own training.

### 2. Learning/Training Materials

Assemble all relevant training materials/aids - for illustrations and/or use during the training activities. The standard training kit includes (but not limited to) the following materials:

- News print (butcher paper)/chalk board;
- Markers or chalk;
- Masking tapes;
- Office glue;
- Scissors or razor blades for cutting and making objects;
- Manila cards (or improvised pieces of papers) for participatory Discussions;
- Ordinary pens and pencils;
- Coloured pencils/crayons;
- Paint and paint brushes;
- Real clay or palsticine (artificial clay);
- MDD props and materials (that enable children to express themselves through music, song and dance);
- Soft toys and dolls (locally made or bought as may be relevant to the nature of the school location i.e. rural or urban);
- Other 'hard' toys (locally made or bought as may be relevant to the nature of the school location, i.e., rural or urban);
- Household pretend play toys like furniture, cooking utensils, plates cups, spoons and forks, etc. (where relevant and readily available). However children rarely go for already made household utensils - they are very

good at improvising, e.g. tins bottles, empty boxes, (previously holding beverages, water, food, biscuits, etc.). The participants can improvise during the role-plays;

- Storybooks/readers, which are age-appropriate and with themes that carry empowering morals;
- Indoor and out door games and materials needed (e.g. ropes stones, cards, checkers (could be improvised from bottle covers), etc.;
- The normal classroom teaching aids (building blocks, abacus performing arts materials and props excise books, etc.).

### **3. The Training Venue**

Make sure that, the training happens in a very spacious place where participatory learning can be done. All the practical activities are 'child related' and the participants are expected to go a step lower to act/role play like their own pupils would, in given circumstances.

#### **I. Arrangement of the Training Room/Place**

Arrangement of the training room/place should be done before the participants arrive at the venue. Some of the suggested arrangements could be; semi circle, horseshoe or U -arrangement to enable the facilitator make eye contact with all or the majority of the participants

#### **II. Learning Materials**

If participants are going to use folders or files, each should include the following:

- Writing paper (foolscap) writing pads,
- Pen and pencil,
- 16 handouts and other additional notes (previously lifted out of the manual and photocopied).

## Beginning the training

### 1. Welcome and Registration

As the participants arrive, they should find someone to welcome, register them and provide the necessary learning materials. If tags are available, each participant receives theirs, if not names can be written on masking tape and fixed on the chests.

### 2. Settling Down and Opening Remarks (5 to 10 minutes)

These should be very brief and limited to the training objectives and expected outcomes.

### 3. Participatory introduction (45 minutes)

A relevant icebreaker should be used to ensure participatory introductions and comfortable interactions begin straight away with day 1. An example is outlined below:

- Request participants to pair up with persons they are not well-acquainted with and share the information in the box below:
- Each pair will come to the front and introduce each other to the rest of the group (i.e. each person of the pair will introduce his/her colleague to the rest).
- Facilitators should equally mingle with the participants to form pairs and have others introduce them.
- By the end of this activity, participants and their facilitators should have their name-tags on.

### 4. Expectations, Fears and Norms [15 minutes.]

Participants should be allowed some time to set their expectations of the training as well as mention some of the fears they may have. The facilitator should use his/her own creative approaches that achieve a lot in a short time. Below is an example that can be used:

- In buzz pairs or groups of three, participants discuss and compile 2 or 3 expectations and 2 or 3 fears (in a summarized form) and written on small pieces of paper.
- Request for a volunteer from the participants to write down and tally (where there is a recurrent theme) on newsprint at the front of the training room/place.
- One by one of the members from the buzz groups reads out their discussion outcomes.
- One list is compiled and the facilitator(s) should clarify on what is possible and within the scope of this training and what may not be. This helps to keep the focus of the training. The list of expectations can then be put up for reference during and at the very end of the training activity to gauge the extent to which they may have been met.

## **5. Training Goal and Objectives**

These have been outlined at the beginning of the Manual, but can be rewritten on newsprint and put up at the front of the training room or place for reference. The facilitator should allow the participants time to absorb and ask questions, concerning the goal and objectives, to ensure they understand their role in the roll-out plan of the Guidance and Counselling programme in schools. Again, the facilitator may use any creative method to ensure all are on board. For example;

- Request a participant to read out aloud each of the goals and objectives as the rest follow quietly;
- Allow for some time of clarification where those who need it may ask questions.

## **Training Goal**

To establish a standardised Guidance and Counselling programme in primary schools.

### **Objectives**

- To clarify the role of Guidance and Counselling in schools.
- To orient school services providers to the Principles and Practice of Child Guidance and Counselling.
- To enable teachers integrate Guidance and Counselling into the formal classroom teaching and other school/community services.
- To foster meaningful collaboration between School Guidance and Counselling and other school/community services.

### **6. Administrative Issues**

Any administrative matters, concerning the comfortable 5-days stay of the participants at the training, should be discussed and clarified before the main training happens. Some of the major issues include:

- Clarifications arising out of the expectations;
- Transport refunds (if availed);
- Accommodation arrangements (if applicable);
- Types of allowances (if applicable);
- The Workshop schedule;
- Certification arrangements (if applicable);
- Any other issues that may arise.

## **The Actual Training**

### **1. The Time Table**

The timetable has been laid out to assist the facilitator to systematically carry the participants through the training programme. However they have the discretion to alter some of the arrangement if they feel there would be better and effective outcomes.

### **Overview of findings from the Rapid Assessment of the State of Guidance and Counselling in Schools**

#### **Part 1: The principles and Practice of Child Guidance and Counselling (2½ days)**

The main purpose of this module is to allow the participants to review child growth and development theories, in order to understand their pupils better as well as apply them during the process of Guidance and Counselling. The approach below was tried and proved effective.

### **Session 1: The Role of Guidance and Counselling in Schools**

**Purpose:** clarification of the role Guidance and Counselling as being distinct from those of the disciplinary committees of the school.

Methodology: Brainstorming

#### **Further reading:**

- (i) PIASCY Handbook P3-P4 Chapters 8; Pages 86-87,
- (ii) PIASCY Handbook P5-P7 Chapter 9; Pages 111-112.

### **Session 2: Touching base with the inner child**

**Purpose:** To set the climate for the teachers to appreciate the relevance of developmental theories to Child Guidance and Counselling in schools.

## Session 3: Theories of Growth and Development

**Purpose:** To enable participants to identify what is expected (normal) growth and development and what may indicate abnormal or inadequacy on the developmental continuum.

To appreciate the relevance and application of developmental theories to the practice of Guidance and Counselling children (see note and activities Child Guidance and Counselling for Primary schools; Teacher's Handbook, pages 714).

**Note:** It seems more relevant, to begin with the physical (biological) development as the most obvious and tangible and use the developmental milestones to compare with the other developmental aspects.

### Further reading:

- (i) PIASCY Handbook P3-P4 Chapter 3; Pages 23-41;
- (ii) PIASCY Handbook P5-P7 Chapter 6; Pages 5880.

## Session 4: Types of Families, their modes of governance and how they impact on a child's behaviour.

**Purpose:** Orient teachers to the emotional and behavioural implication of the particular family relationships.

**Methodology:** Brief interactive lecture

### Further reading:

- (i) P1ASCY Handbook P5-P7 Chapter 2; Pages 13-14, Section 2:10.

## Session 5: How Children Communicate

**Purpose:** Setting the climate and re-orienting participants to limited verbal and more non-verbal methods of Guidance and Counselling of children.

**Methodology:** Group work, using different types of play materials to communicate emotions.

### Further reading:

- (i) PIASCY Handbook P3-P4 Chapter 8; Pages 87-38;
- (ii) PIASCY Handbook P5-P7 Chapter 9; Pages 119-120.

## Session 6: Client Profiling

**Purpose:** To help the participants construct real life or imaginary clients of their choice to enable them to apply every aspect of the training to it.

**Methodology:** individual work

### Reference:

Tutor's Guide, Page 74

## Session 7: The Process of Child Guidance and Counselling (each step is followed by a role play from one or two groups).

### Purpose:

Clarification of concepts and using the client profiles document procedures.

**Methodology:** Using the client profiles, lead participants through a step by step process (theory and practice).

**Reference:**

- (i) Tutor's Guide Pages 73-131;
- (ii) PIASCY Handbook P3-P4 Chapter 8; Pages 88-89;
- (iii) PIASCY Handbook P5-P7 Chapter 9; Pages 120-121.

**Note: Though the training handles the process in a step-by-step approach, the participants have to be reminded that Guidance and Counselling is spontaneous and can begin at any stage in the process, depending on the circumstances. Assessment can be done using the existing assessment tools and mechanisms within the primary school curriculum and many approaches including the normal spontaneous child play (see Handbook on Therapeutic Play).**

**Reference:**

PIASCY Handbook P5-P7 Chapter 9; Pages 120-121.

**Step 1:** Assessing the Guidance and Counselling needs of the child - two major methods: Observation & Active Listening.

**Step 2:** What to do with the information gathered from step 1:

- Making Assumptions;
- Recording, analyzing and reaching tentative assumptions.

**Step 3:** Making sense of the assumptions and taking note of emerging issues in order to clarify on 'the tentative assumptions'.

**Step 4:** Inviting the child into a one-on-one Guidance and Counselling relationship.

**Step 5:** Establishing a trusting relationship with the child - three major issues:

- Characteristics of a trusting relationship;
- Attitudes and behaviours needed by the teacher to establish a

trusting relationship with the child and

- Characteristics of a child-friendly counselling place (physical setting) and atmosphere.

**Step 6:** Setting the counselling goals: Important to create goals from the child's interaction and not from any other sources. Hence the child's goals are deduced from the issues that emerge in the course of play or any other behavioural interaction. Sources of information, which bias the process and should be ignored include:

- The counsellor's own goals and
- The parent/guardian's goals.

**Important Note: Two goals for Guiding and Counselling children**

**Key goal:** The child's goals.

**Universal goal:** To enable the child function more adjustably in own environment.

**Step 7:** Selecting appropriate play medium of communication.

- Uses of play materials/activities by age and situation.

**Step 8:** Sustaining the child's interaction:

- Dealing with transference and counter-transference,
- Dealing with destructive beliefs and
- Building life skills.

**Step 9:** Recording the process.

**Step 10:** Final evaluation, case closure and termination of counselling relationship.

**Final role play:** Groups select one client profile and practice the process of counselling.

## Applying theories to the 4 aspects of Guidance and Counselling

### Activity 1: Personal Guidance - discussing sexual maturation with pupils.

**Purpose:** Help participants apply their knowledge, skills and attitudes in a real school setting.

**Methodology:** individual work, discussions in plenary.

### Session 1: Individuals construct an anonymous question box [using available materials]

- Each participant writes down a question that a child below 18 may ask, concerning growing up (this information should be included: class level, sex and age (e.g. P3, F, 9yrs)).
- Questions are collected, reshuffled and re-distributed (ensure that the writers do not get their own questions).
- Each participant attempts to answer the question before her/him according to age of writer.
- Plenary substantiation of answers.

### Activity 2: Divide participants into groups of 4

- Re-distribute topics according to modules so that each group has about 3-4 activities to practice with.
- Allow for presentation of sample classroom presentations from each module.
- Plenary discussions and supplementation.

### **Activity 3: Record Keeping (see samples at the end of the Tutor's Guidance & Counselling Handbook).**

To make record keeping easy for the teachers, the steps described in the process of counselling constitute the report format.

#### **Reference:**

Guidance and Counselling Record cCard.

#### **Further Reading**

- (i) PIASCY Handbook P3-P4 Chapter 3; Pages 23-41;
- (ii) PIASCY Handbook P5-P7 Chapter b; Pages 58-80;
- (ii) Teacher's Guidance and Counselling Handbook Unit One Page 12-30.

### **Session 9: Using Play for Therapeutic purposes in Guidance and Counselling**

**Purpose:** To help teacher: appreciate the role of normal child play in the healing process during Guidance and Counselling.

**Methodology:** Group work.

#### **Process:**

- Brainstorm the different types of child assessment procedures and tools used in the school.
- In plenary, discuss the importance of each of the assessment procedures to the child.
- Compile contributions for reference.
- Divide participants into groups for each individual to share any favourite childhood play activity they can remember.
- Each group chooses one of the play activities discussed to present in plenary.

- Plenary discussion along the following lines:
  - Name of play activities/game,
  - Rules (if any),
  - How many people are involved,
  - How is it played (procedure),
  - Which human faculties are involved (cognitive physical, etc.), explain and
  - Benefits derived out of the play.
- Distribute the Therapeutic Play Handbook to groups to study the classification of play activities games.
- Refer to the child assessment procedures and tools already discussed and allocate one to each group for them to create scenarios in which they employ play/games to do the following;
  - assess the child's problems and issues of concern;
  - use as a medium for the Guidance and Counselling process.
- Groups present role plays.
- Conclusion with more need to read and internalise the use of play for therapeutic purposes before they can fully apply the principles back in their respective schools.

**Reference:**

- (i) PIASCY Handbook P3-P4 Chapter 3; Pages 87-88;
- (ii) PIASCY Handbook P5-P7 Chapter 9; Pages 119-120 up to letter writing;
- (iii) Play for Therapeutic Purposes.

This simple Guide to the training of Guidance & Counselling personnel in Primary School Guidance and Counselling offers climate setting strategy as well as step-by-step approach to the training sessions.

The tripartite blend on the use of the teacher's Handbook, The tutor's Guide and the Handbook on Play for Therapeutic Purposes, gives complete range of guide for the trainer to be competent and flexible enough, during the course of training.



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