



**7 - ASSESSMENT SKILLS - ROLE PLAY**

<b>Outcome</b>	<ul style="list-style-type: none"> <li>To examine how existing assessment skills can be transferred to illicit needs on substance use/misuse</li> </ul>
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<b>Preparation:</b>	<ul style="list-style-type: none"> <li>Blank sheets of paper</li> <li>Powerpoint</li> <li>Note for trainer - De-role by allowing time for participants to return to reality, get them to talk about something personal, for example favourite film/song, favourite pastime/activity, or share a story</li> </ul>
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<b>Can be used with</b>	√ Staff
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<b>Total Time</b>	45 mins + 45 mins
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METHOD	TIME	TOOLS
1. Explain the purpose of the exercise is to examine how existing assessment skills can be transferred to working with children and young people who use/misuse substances.	1 min	
2. Ask each participant to spend 5 minutes writing down a particular scenario of either: <ul style="list-style-type: none"> <li>- a young person they know who uses/misuses substances (remember to keep names anonymous for confidential reasons)</li> <li>- or create a role of a young person, putting issues into this scenario they may not have encountered before, such as a particular substance,</li> <li>- or choose a set of circumstances they think they might find difficult to address in an assessment situation related to substance use/misuse.</li> </ul>	5 mins  Powerpoint  Blank sheets of paper	
3. Ask each participant to find a partner (one group of three if unequal numbers). Inform the group that the next part of the exercise will involve a role-play	2 mins	

Disclaimer – Developed 2003 and reviewed in December 2009





6. DE-ROLE  BREAK - ask all participants to return to their seats after the break	2 mins	De-role exercise
7. Ask all participants who have just played the young person to stand up, and go and sit with another participant. This should form new pairings. Explain that they will now all reverse roles, and undertake another role-play. Repeat as for previous exercise, giving out the same instructions for preparation, timings and processing of the role-play and DEROLE.	30 mins	Instructions  Derole exercise
8. Bring all participants back to the large group. The trainer/s should process the feedback on the learning of the exercise, especially in relation to the knowledge and skills of assessment they adopted from their current work to these particular scenarios.	10 mins	
9. Summarise key learning points from all exercises	3 mins	



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- Senario Prompts (powerpoint)

- a young person who you know who uses/misuses substances
- or create a role of a young person, put issues into the scenario you may not have encountered before, such as a particular substance,
- or choose a set of circumstances you have heard about and that you thought would be difficult to address in an assessment situation related to substance use/misuse.



# INSTRUCTIONS

The 'young person' should feedback on what aspects of the assessment they found useful, what helped them, how were they treated, etc.

Where possible the feedback should give specific examples of what they said or did.