



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE



**ACCELERATED EDUCATION PROGRAMME**

# **Integration of Guidance and Counselling**





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# **Integration of Guidance and Counselling**



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**National Curriculum Development Centre**

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## Foreword

Education is a fundamental tool for protection of conflict-and-disaster-affected children and youths from harm and exploitation. This is a crucial part of UNESCO's advocacy messages. Under appropriate conditions of security, provision of education can protect children and youth from recruitment into fighting forces, forced labour, prostitution, drug abuse and other criminal activities. In post-conflict settings, education contributes to the reintegration into society of former soldiers and other children and youths associated with fighting forces.

The National Curriculum Development Centre (NCDC), in collaboration with War Child Canada, embraced Accelerated Education Programme (AEP) that focuses on providing relevant and appropriate education to learners in refugee camps and the host communities of secondary school age (ages 16-45+) in Adjumani District. The programme will help them to acquire the necessary competencies that will enable them to 'catch-up' and re-join learners of the same (or near) age group in the formal education programme.

Accelerated Education Programme subjects were selected based on the Ugandan regulation which states that learners must study the seven core subjects: Mathematics, English, Physics, Chemistry, Biology, History and Geography. So learners under AEP shall take all the core subjects. In addition, learners shall take: Religious Education which will help to address the prevalence of early marriages for the girl-child, cases of indiscipline and moral modelling- Personal Social and Health Education/Physical Education which will help to develop physically, learn to live together, develop talents and become emotionally balanced; Guidance and Counselling in which teachers will be trained on integration of guidance and counselling services in the delivery of the education curriculum.

This Programme will equip teachers and other stakeholders in schools and the communities with relevant information, values and skills that will enable them to effectively facilitate the teaching and learning processes.

We recommend AEP and trust that the materials will be valuable; in your endeavour to meet the educational needs of the refugee learners and other beneficiaries from the host communities.

**Hon. Janet Kataaha Museveni**  
Minister of Education and Sports

## Acknowledgement

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NCDC recognizes the work of the editors who worked with the writers through the development of this document.

NCDC takes responsibility for any shortcomings that might be identified in the publication, and welcomes suggestions addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box7002, Kampala or e-mail [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug).

**Grace K. Baguma**

Director

National Curriculum Development Centre



## List of abbreviations and acronyms

AEP	Accelerated Educational Programme
AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immunodeficiency Virus
NCDC	National Curriculum Development Centre
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
MoES	Ministry of Education and Sports
PIASCY	Presidential Initiative on AIDS Strategy Communication to Youth
PEP	Post-exposure Prophylaxis
STI	Sexually Transmitted Infection



## Introduction

For many years, Uganda has been a host country to many refugees from South Sudan who are currently settled in the refugee camps of West Nile region due to the escalating rebellion, civil war and armed conflict in their home country. The most affected are always the children and youth whose formal education is heavily disrupted by immigration into new areas as they roam about within the settlement (NCDC, 2018).

Access to formal education is one of the fundamental rights of every child. The Dakar Framework for Action on Education for All asserts that “All young people and adults must be given the opportunity to gain the knowledge and develop the values, attitudes and skills that will enable them to develop their capacities to work and participate fully in their society”. Moreover, in post-conflict settings, education contributes to the reintegration into society refugees, former soldiers, disaster affected and other vulnerable children and youth (UNESCO, 2000). Education is supposed to equip young people with knowledge and skills which will serve them throughout their lives within society. This view of education means that it should go beyond academic achievement and contribute to the development of well-rounded individuals who can actively participate in their communities. In 2015, it was made clear that all children have a right to survive, to education and be protected. Education gives these children hope for a better future, and leaders must commit to getting them back to schools (Save the Children, 2017).

## Rationale

According to Save the Children Report (2017), many children—some as young as 11 years—are making the journey alone desperately scared of their future, having fled from their homes or villages due to insecurity and violence. Some children report witnessing terrible atrocities whose scars will last a lifetime. Many have missed school, further stunting their future and life chances. In the refugee community, negative social and cultural practices such as child marriages, are prevalent both among the refugees and host communities. In addition, secondary school locations are far away from homes, raising concerns about the safety of young girls and boys.

The UN Children’s Fund Report (2017) indicates that children of school going age represent at least 50 per cent of the refugee population and only 46 per cent of them have access to formal and informal education. It also

highlights a significant gender gap in enrolment, especially at secondary level where fewer girls are in school compared to boys. Insufficient learning facilities in settlements hosting South Sudanese refugees are also characterized by severe overcrowding in temporary schools. Lack of institutional latrines and limited number of qualified teachers pose significant challenges to the learning capacity, safety and dignity of the children.

With such traumatic background of refugee learners, the provision of education requires integration of guidance and counselling intervention so that its effectiveness can create an impact in achieving the learning outcomes. Therefore, the teachers need specialized training on integration of guidance and counselling services in the delivery of AEP curriculum.

## Objectives

This resource book aims to:

1. prepare the teachers to support the exceptional learners like those who come through traumatic experience.
2. inform teachers of the various needs of learners.
3. equip teachers with skills of guidance and counselling.
4. enable teachers to support learners through their different challenges

## How to Use the Resource Book

This book introduces the teachers to the principles of and information on guidance and counselling, emphasising the challenges learners in refugee camps may face. It is prepared for the teachers and counsellors working in school with refugees and other learners under the AEP. It provides information and skills of Guidance and Counselling to the teachers. Teachers need to read, comprehend this information and skills, and use them in guidance and counselling. Therefore, it is not meant to be used as an academic book but as a practical training resource book.

# UNIT 1: Why Integrate Guidance and Counselling in Teaching and Learning

## Definition of Guidance and Counselling

Guidance and counselling is defined as a widely applied method of treatment for all age groups intended to provide psychological support to individuals, groups or organisations for more successful management of everyday situations presenting challenges as a result of social pressures or personal issues.

Primarily, guidance and counselling services help the individual to understand him/herself, know how to get on with others, learn manners and etiquettes, pursue leisure activities, practise social skills, develop family and family relationships, and understand social roles and responsibilities. Therefore, guidance and counselling services are means by which the helper expresses care and concern towards the person(s) with a problem, and facilitates that person's personal growth and brings about change through self-knowledge.

## Aims of Guidance and Counselling

The basic aims of guidance and counselling are to:

- i) help learners gain an insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions.
- ii) assist learners to amend maladjusted behaviour.
- iii) assist learners to move in the direction of fulfilling their potential, and to achieve an integration of conflicting elements within themselves.
- iv) provide learners with the skills, awareness and knowledge which will enable them to confront social inadequacy.

## Beneficiaries of these Services

The immediate beneficiaries are the youth and young adult and natives ranging from the age of 16- 45+; and are out of school or in school but being challenged with the curriculum.

Many of the learners in refugee communities have lost homes, parents and spouses; and or participated in murdering, are heads of families, are child mothers/fathers, are sick, infected with HIV and AID. Many are insecure, are rape victims, are addict (drug, alcohol), are child solders, and are forced into marriage or are special educational needs. Guidance and counselling empowers them to develop positive attitudes towards themselves and to acknowledge their areas of expertise and free to make positive choices.

## Categories of Learners

Different people learn in different ways using different methods. Therefore, to be able to teach and supervise learners, it is important that teachers know the categories of learners and how each category learns. When working with young learners, the teacher should know that each of them is unique. Psychologically, learners are classified into four major categories.

### **i) Imaginative learners**

The typical characteristics of these learners are that they:

- learn by feeling, watching and seeing all sides presented.
- want to actually see the words written down.
- want to see pictures of something being described.
- want to see the assignments written on the board or handed out on paper.
- will need illustrations, diagrams and charts to help understand and remember information.
- interact with other learners and develop interpersonal relationships.
- are curious and ask questions, listen and share ideas with other learners.

### **ii) Factual learners**

The typical characteristics of these learners are that they:

- expect the teachers to be the primary source of learning and analyse all facts presented.
- appreciate the teacher taking time to explain something to them.
- listen to the teacher and are perfectionists who believe in only right answers. They are usually on top of the class.
- need all the ideas before making a decision.
- are interested in facts and nothing but the facts.

### **iii) Common sense learners**

The typical characteristics in this group of learners are that they:

- play with ideas and see if they are rational and workable.
- test what they have learnt within the real world.
- love to get the job done, are hands-on and can analyse problems and solve or fix them.
- excel when dealing with issues which are practical and of relevance to them.
- learn best when learning is combined with doing.
- make best craftsmen, handymen, or have the practical skills to build things well or get tasks done efficiently.

#### iv) **Dynamic learners**

The characteristics of dynamic learners are that they:

- prefer, and actually learn better, when they touch and are physically involved in what they are studying.
- want to act out a situation, make a product, do a project. Generally, they want to be involved in what they are learning. They enjoy action as part of the learning process.
- understand something better and remember it for a long time when they physically do it.
- are risk takers, enjoy and thrive in conditions which call for flexibility.
- like starting something new which they will own.
- want to be as active as possible during the learning experience. They express their enthusiasm by jumping up and getting excited when something is going well. Practical lessons are the best for them.

All learners acquire knowledge through the four styles, but they tend to have one style that is stronger than the other three. Learners with multiple styles of learning often have a better chance of success than those with a single focus, because they are able to process information in whatever way it is presented. As a teacher, it is important to take into consideration the different learning styles when you are teaching. The lesson should be structured so as to suit the individual learning styles. When we do this, the learners are enabled to:

- participate actively.
- learn faster.
- understand and communicate with others better and tolerate/understand those unlike them.
- make career decisions correctly.
- put into practice what they have learnt.





## UNIT 2: Life Skills

“Life skills refer to a group of psychosocial and interpersonal skills that can help people make informed decisions, communicate effectively and develop coping and self-management skills that would help lead to a healthy and productive life”(UNICEF, 2012).

Teaching and learning in refugee communities faces quite a number of challenges. The feasibility study by NCDC (2018) indicates some of the challenges faced by young people in the refugee community of Adjumani. These include: irregular school attendance, trauma, new environment, age difference, forced/early marriages and indiscipline. These challenges clearly show that life skills should be integrated into formal education system to help young people cope with their difficult situations. Therefore, teachers should be equipped with life skills in order to support learners in the refugee communities.

Life skills enable young people resolve their problems or learn to live with them without being stressed. The skills will help young people make the right choices, live safely, avoid being infected by diseases; and to pursue their goals and aspirations so that they can reach their full potential. The skills also help individuals develop the flexibility to adjust to different life circumstances and strengthen their ability to develop solutions in the face of challenges.

Life skills are divided into three broad categories:

- The skills of knowing and living with oneself.
- The skills of knowing and living with others.
- The skills of critical thinking and decision-making.

### The skills of Knowing and Living with Oneself

- i) **Self-awareness:** we are all different and relate to our environment differently. Our self-awareness helps us to know our individual personality, value, beliefs, inclinations, tendencies and how we relate with others. Our awareness about who we are, gives us the ability to understand how our personal beliefs and experiences affect our understanding of others and how we react and respond to various situations.
- ii) Self-awareness enables us to establish our areas of strength and of weakness; and thus, allows us to build on our strength, and identify and work on the areas of weakness.

As the saying goes: ‘You cannot give what you do not have’, so as a teacher, you need self-awareness skills before you can help others to know themselves.

### Teacher’s Self-awareness Worksheet

SN	Assessment	Comments
1.	Who are you (name and home area)?	
2.	What are your beliefs (religious, cultural and social)?	
3.	What are your values (principles, standards, ideals, morals and ethics)?	
4.	What are your strongly developed life skills?	
5.	What type of young people are you most comfortable working with and why?	
6.	What are your likes?	
7.	(What makes you happy or motivates you)?	
8.	What are your dislikes?	
9.	What de-motivates?	
10	What are your life dreams?	
11	Career advancement	
12	What are your personal strength (what you do very well e.g. talents or competencies)?	
13	What are your personal weakness or where do you feel you don’t measure up or what do you not do well?	
14	What are your attributes (e.g. appearance and character traits)?	
15	Where do you want to be in the next ten years?	
16	What challenges do you envisage?	
17	How do you plan to overcome them?	
18	How would you feel if you find out that you are a refugee?	
19	How would you like to be treated if you were a refugee?	
20	How would you work with a young person who is a refugee?	
21	What professional and social support would you offer to refugees in your school?	

## The Role of the Teacher

As a teacher, help your learners to identify their strength and weaknesses and assist them to appreciate themselves as they are by using the self-awareness skill.

### iii) ii) Self-concept or self-image

Self-concept refers to one's acceptance of oneself after clearly understanding who one really is (the self-image). When creating a self-concept, an individual accepts and loves/acknowledges herself/himself without judgment or making comparison with others. This concept may be in relation to position, location/ home background, sex, gender, size, beauty, age, abilities, competencies or talents. Learners need to be encouraged to develop positive self-concept or self-image. It is important for young people to understand that every individual is unique in his own way: tall and short, fat and thin, dark and light-skinned. Even in academics individuals do not have the same abilities. It is these differences that make each person special, and every person should be proud to be who she/he is.

#### Activity

Divide the learners into three groups, each group identifies a situation in the classroom or school environment and role-plays or discusses how they would build their self-image

Group-1: Classroom situation during debate

Group 2: School situation during morning assembly

Group 3: School situation during leadership campaign

### iv) Self-esteem

This is the awareness of the good qualities, abilities, competencies, or potentials in oneself. It refers to how an individual feels about such personal aspects: How well he thinks about his looks, how well he thinks the way he works or does things, and how well he gets along with others. It is the feeling of self-worth, a mental picture that an individual person has about herself/himself.

However, if an individual is not strong enough, his/her self-esteem may be influenced by the people he/she relates with, such as family members, friends, peers or teachers. Depending on how they interact with him/her, the individual can have her/his self-esteem either developed or destroyed.

Individual young people need the following messages to build their self-esteem.

- **Body image:** Young people should like and accept their bodies the way they are. Remember that sometimes poverty makes both boys and girls uncomfortable about their maturing bodies especially if they are growing fast or slowly. However, it is their responsibility to love their bodies.
- **Positive attitude:** Young people should appreciate that they are human beings and can make mistakes, so they should not think that they are not good enough or are failures.
- **Self-talk:** Everyone talks to himself every day. If one feels that he is ugly, shabby, clumsy, or stupid, his self-esteem goes down. Individuals are encouraged to engage in positive self-talk about themselves to raise their self-esteem (I am strong, I am capable, I am beautiful, am able etc.).
- **Work habits and schedule:** Young people should set their own goals (not their peers or parents', but their own). They should learn that putting off work and not finishing tasks hurt self-esteem, so they should finish their work in time. **Liking oneself:** Everyone has something they wish could be changed. However, something cannot be changed, such as tribe, background, skin colour and talents, whereas some can be changed for example habits, performance in classrooms. Therefore, they need to learn to live with those that cannot change and work to change or improve on what can be changed.
- **Remind yourself of your strength often:** Young people should create mental pictures of the things they do well and the times they have succeeded, especially when their self-esteem is low.

**Activity:** Divide the learners into three groups to act out a situation below. Learners work in groups, but choose at random from each group one or two learners to present the findings on behalf of the group.

**Task:** Imagine you are standing for a leadership post (head boy or girl) in this school. Identify some challenges/gaps you feel you can minimise to convince your voters.

#### v) **Assertiveness**

This is the ability to express or affirm one's rights; to stand up for oneself, to be straightforward and honest; to openly express and articulate one's true feelings, beliefs, likes, dislikes, rights and values. However, as one

does so, he/she needs to bear in mind other people's beliefs, likes, dislikes and rights. Therefore, as one asserts himself/herself, he should do so in mutual respectful way (MOES-PIASCY, 2016).

Young people need to learn to be assertive in all situations, but the way they assert themselves matters. Their "No" should always be "No" when responding to situations that would be against their health, academics and relationships. For instance, in this era of HIV and AIDS, and high competitions in the world of work, young people need to master this skill to protect themselves from dangerous situations such as sexual abuses and harassments, drug and substance abuse, dropping out of school, dodging lessons and absenteeism.

**NB:** Assertiveness is different from aggressiveness. Aggressive individuals do not care about other people's feelings, beliefs and values. Such people do not take into account other people's needs, feelings and rights, so they leave their friends hurt.

### Activity

Prepare a role-play in which learners demonstrate assertiveness as a life skill.

Learners role-play the skill of assertiveness.

Summarise the role-play by emphasizing when and when not assertiveness or aggressiveness is necessary.

### vi) Coping with Emotions

Emotions such as fear, anger, shyness, disgust, jealousy, bitterness and the desire to be accepted are subjective and usually thoughtless responses to situations. Sometimes, the emotions can be unpredictable and might lead to actions which are not based on logical reasoning. If not controlled, they can easily lead young people into reaction they might later regret.

### Activity

- Prepare a role-play and ask the learners to demonstrate how an individual can—control emotions when faced with the following challenging situations: threat, fight, rape, failure, abuse
- Discuss with the learners the negative impact of not coping with emotions.

### vii) Coping with Stress

Stress is an inevitable part of life. Losses of a home, parents, siblings; and living a refugee life, witnessing blood, broken relationships, loss of hope and future are examples of situations that cause stress in young people's lives. Therefore, there is need for the teachers to equip young people with skills to cope with stress in their everyday life. For example, participating in co-curricular activities such as drama, dance; forming and participating in clubs; and creating friendly learning environment where young people can share their experience are some of the things that can make young people cope with stress.

#### Activity

- Ask some willing learners to share with the class situations that have ever caused them stress.
- Guide the learners to identify four activities that can be promoted in the school to help them release stress.

## The Skill of Knowing and Living with Others

People come from different homes with different and unique backgrounds which can influence their ways of living. Due to varying backgrounds, such as neighbourhoods associated with violence or addicts like alcohol and drugs young people can easily adopt similar behaviours. They need to also resist unhealthy pressures from adults and peers; and to negotiate their way through difficult life situations in interpersonal relationships. Therefore, it is the responsibility of the teacher to help young people develop positive relationship skills through empathy and friendship formation.

### i) Interpersonal Relationship

Relationships are the core ties of life. Relationships also come in different shapes and sizes. As children grow up, they have to develop relationships with adults in their lives such as parents, relatives, neighbours, teachers, peers in and out of school; and people they meet in life such as friends of their parents, local leaders and shopkeepers. However, they need to know how to relate effectively with each of them so that they can develop positive/friendly and beneficial relationships. The teacher's responsibility is to work with the learners to understand the usefulness of different categories of relationships and their limitations.

**Activity**

Work with the learners to identify the different relationships and then discuss

- Importance of having relationships
- Relationship challenges

**ii) Friendship Formation**

At the level of peers, this is one of the most important aspects of interpersonal relationships. Every human being needs friends to share life with. For example, to share activities, hopes, fears, successes, failures and achievements. Friendship formation starts from the earliest stages of life, but adolescents and young adults need to understand how friendships are formed, especially how to form and develop those that are mutually beneficial. They need to recognize and resist friendships that would lead them into dangerous or risky situations, for example, sexual behaviours, stealing, taking alcohol and drugs, dodging classes, absenteeism and fighting.

**Activity**

Discuss with the learners how they can form friendship and when or where it is necessary.

**iii) Empathy**

Showing empathy involves putting oneself in other people's shoes, particularly when they are faced by serious problems caused by circumstances of their own actions. It means understanding and internalizing other people's circumstances and finding ways to lessen the burden by sharing with them rather than condemning or looking down on them (or even pitying which is another form of looking down on people) for whatever reason. The learners should know how to feel for others. Therefore, it is the teacher's responsibility to create an environment that could encourage the learners to share experiences so that peers empathize with them.

**Activity**

Prompt the learners to share stories where they have ever shown empathy.

Ask other learners to listen carefully and share their feelings about the story.

#### **iv) Peer Resistance**

Peer resistance means standing up for one's values and beliefs in the face of conflicting ideas or practices from peers. Friends, can come up with unacceptable or dangerous suggestions, and may put pressure on an individual to accept them. One needs to desist from doing things that one believes to be wrong and be able to defend one's decision, even if it means being threatened with ridicule or exclusion from group membership. With young people in particular, the pressure to be like other group members is great. Thus, if the group is turning to negative influences and habits, peer resistance is a very important skill. It is the teacher's responsibility to discuss with the learners the types of peer groups young should guard against.

**Activity: Ask the learners to form two groups to discuss advantages and disadvantages of peer pressure**

#### **v) Negotiation**

Negotiation is an important skill in personal relationships. It involves assertiveness, empathy and also the willingness or ability to give up on issues without compromising one's principles. It involves being able to cope with potentially threatening or risky situations including peer pressure and being able to state one's own position and build mutual understanding.

#### **Activity**

Develop skits to demonstrate how the learners can negotiate in different situations.

#### **vi) Non-Violent Conflict Resolution**

This is connected to interpersonal relationships, negotiating skills, and coping with emotions and stress. Conflicts are unavoidable and sometimes necessary but the skill of non-violent conflict resolution ensures that such conflicts do not become destructive. This can either involve a person resolving his or her own conflict situations or assisting others to come to an understanding without resorting to fighting.



**Activity**

**Read out the story to the learners and ask them the questions that follow.**

*Juma runs to your office crying, eyes red, with scars on his body. Tabana and a group of six boyss running after him, very furious, shouting, raising big sticks in the air. Taban claims that Juma had stolen his money.*

- a) How do you resolve this using non-violent conflict resolution skill?
- b) What other skills would you equip Juma and Taban to solve their problems?

**vii) Effective Communication**

Communication is the core of human relationships. Therefore, one of the most important life skills is being able to communicate effectively with others. This includes effective listening skills and understanding how others are communicating as well as realizing how one communicates in different ways. For example, while one's mouth is saying one thing, one's body maybe saying something completely different; and therefore, there is a need for one communicating to make sure that both the body and the words are in agreement. It is the responsibility of the teacher to train young people on how to communicate effectively.

**The Skills of Making Effective Decisions****i) Critical Thinking**

Children growing up in the world today are confronted by multiple contradictory issues, messages, the media, music, advertisements, expectations, demands from parents, peers, teachers and religious leaders. These situations interact with their aspirations and ambitions, which constantly require them to make decisions. They need to be able to analyse critically the environment in which they live and the multiple messages that bombard them.

**ii) Creative Thinking**

Coming up with new things, new ways of doing things, new ideas, new arrangements or organizations is called creative thinking. This is an important life skill because people are continually placed in unexpected or unfamiliar situations where creative thinking is required to make an appropriate response. For example, the furniture in a room can be

arranged in a way that looks pleasing to the eye. Another person may come and arrange the furniture in a different way and make the room look even more attractive.

### **iii) Decision-making**

Each day one wakes up, one must make decisions. Should one go to school or work in a quarry to get money? Should I marry this rich man or continue with my studies and be economically independent in future? This means that an individual is frequently confronted with serious decisions in regard to education, relationships, future life and career. These are frequently conflicting demands all of which cannot be met at the same time. One must make a choice but at the same time one must be aware of the possible consequences of one's choice. Thus, it is important for teachers to equip young people with skills to weigh the consequences before making a decision, and have a framework for working through these choices and decisions.

### **iv) Problem-solving**

Problem-solving is related to decision-making and needs many of the same skills. It is only through practice in making decisions and solving problems that young people can build the skills necessary to make the best choices in whatever situation they are confronted with.

## Unit 3: Understanding your Learners

Understanding the development stages and unique characteristics of your learners is a central task for all teachers. It is therefore important for you to acknowledge the learners in terms of age ranges and abilities. You should be knowledgeable about the stages of development, roles and responsibilities associated with every stage in order to help the learners deal with their growth and developments, achievements and challenges.

According to Erik Erikson (1902-1994) there are eight stages of psychosocial development: prenatal, infancy, early childhood, middle childhood, adolescence and early adulthood.

During each stage there is a crisis or task that is needed to be resolved. Successful completion of each development task or role results in a sense of competence (ability) and healthy personality. Failure to master these tasks or roles on the one hand leads to feelings of inadequacy in attitudes, ideas and skills.

- Between ages 16-20, the main task is developing a sense of identifying self. Adolescents struggle with questions such as “Who am I?” and “What do I want to do with my life?” Along the way, most adolescents try on many different ventures and activities to see which ones fit; they explore various roles and ideas, set goals, and attempt to discover their “adult” selves. Adolescents who are successful at this stage have a strong sense of identity (they know who they are, what they are capable of doing) and are able to remain true to their beliefs and values in the face of problems and other people’s perspectives (chances of resisting pressures are high).

On the other hand, when such individuals are not able to develop a sense of self or identity, they may develop a weak sense of self and experience role confusion. They will not be sure of their identity and can be confused about their future.

- People in early adulthood (20s through early 40s) are concerned with intimate relationships and with the fear of loneliness. After an individual has developed a sense of self in adolescence, she/he is ready to share her/his life with others. However, if other stages have not been successfully resolved, young adults may have trouble developing and maintaining successful relationships with others. Erikson said that we must have a strong sense of self before

we can develop successful intimate relationships. Adults who do not develop a positive self-concept in adolescence may experience feelings of loneliness and emotional isolation.

- When people reach their 40s, they enter the time known as middle adulthood, which extends to the mid-60s. The social task of middle adulthood is generativity vs. stagnation. Generativity involves finding your life's work and contributing to the development of others through activities such as volunteering, mentoring, and raising children. During this stage, middle-aged adults begin contributing to the next generation, often through childbirth and caring for others. They also engage in meaningful and productive work which contributes positively to society. Those who do not master this task may experience stagnation and feel as though they are not leaving a mark on the world in a meaningful way. They may have little connection with others and little interest in productivity and self-improvement.

However, it is very important for every teacher to always ask him/herself the following questions concerning his learners: who is this learner? What is his/her background? What are the circumstances this learner has gone through at this age? What are his/her fears, goals and expectations?

For this particular group of learners, in addition to their developmental struggles, they are likely to have experienced some of the following challenges:

- i) Lost their homes
- ii) Experienced bloodshed
- iii) Homes destroyed or burnt down
- iv) Witnessed killings, fighting, raping
- v) Lost their country and expectations of being leaders, MPs, ministers etc.
- vi) Socio-economic challenges (no school fees, scholastic materials, etc.)
- vii) Some want to study with set goals while others want to just grow in school.
- viii) Some are in the world of fear, emptiness
- ix) Some are soldiers, so can handle guns
- x) Some are heading families
- xi) Some are in early marriages
- xii) Some have health problems e.g. with HIV and AIDS, malaria, sickle cells and others
- xiii) Are adolescents and young adults
- xiv) Some have special education needs

- xv) Some are young mothers or fathers
- xvi) Some have been introduced to business
- xvii) Have been introduced to drugs and alcohol
- xviii) Have been abused sexually, physically and emotionally
- xix) Some are in a foreign land, with new language, new culture etc.

## **The Role of the Teacher**

As a teacher, you should be resourceful and use various methods and resources to meet the learning needs of each learner. You need to be enthusiastic, determined, flexible, creative and positive.

However, you should note that the learners are a heterogeneous group and therefore one strategy used for a learner may not be applicable for another, even if it is the same task. They have unique learning characteristics or styles that require creativity and adaptive teaching/learning strategies. In order to meet the needs of individual learners, there is need to create a friendly learning environment by:

- acknowledging and appreciating the growth and developmental stages; and the traumatic experiences the learners go through.
- teachers being knowledgeable on how to equip young people with life skills and knowledge to deal with the growth and developmental changes for instance dealing with hormones, emotions and environmental changes. It is essential to empower them with knowledge and skills they need to take responsibility for their lives to address life challenges in order to function successfully at all levels.
- giving all learners equal chances in leadership, co-curricular activities, classroom participation etc.
- encouraging group discussions as much as possible.
- respecting and supporting learners according to their unique abilities; for example, reducing on the speed of covering the content and allow the time for learners to copy notes.
- encouraging peer counselling for every learner to take charge and care of one another.



## UNIT 4: HIV and AIDS

Uganda has made significant progress in working towards achieving set targets for the “Education for all” goal. However, Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) are amongst the major concerns that pose a serious threat to gains achieved in our education system thus far.

The Ministry of Education and Sports has taken an active role in seeking to understand and effectively address this challenge, which impacts young people significantly. In 2002, the president’s initiative on AIDS strategy for communication to youth (PIASCY) was launched to ensure that young people in schools across the country received correct and consistent education about HIV, and that they were imparted with the necessary skills and practices to make correct decisions affecting their lives. Despite the documented successes arising from implementation of PIASCY, there is still an urgent need to sustain the momentum and address the emerging challenges faced by young people in Uganda today.

One of the most important variables in the success of HIV education programmes is the teacher. The teacher’s background knowledge on a topic, comfort level in discussing sensitive issues and willingness to provide a variety of learning opportunities are all factors that contribute to high quality and effective school HIV programmes. HIV education, therefore, requires a professional who has the ability to present accurate information and is sensitive to the needs of the young people and the community.

### Integration of HIV Education into Lesson Plans

HIV education in Uganda is integrated into one main curriculum subject (Science) for primary schools and is captured as co-curricular topic in secondary schools. The MoES encourages innovative approaches for the integration of HIV education into classroom lessons. Such integration places facts, concepts and messages about HIV and AIDS in the classroom. Therefore, every teacher should be able to contribute to the school’s HIV programme.

When planning a lesson, you should first answer the following questions:

- How might this lesson connect to HIV and AIDS?

- How could this lesson connect to home, community or any social issues that impact young people's vulnerability to HIV?
- Can HIV facts/concepts/messages be innovatively used to deliver the learning outcomes for this lesson? How?
- Is the environment supportive?

### **Supportive Environment**

The talking environment has become an established method of facilitating behaviour change communication targeting for young people and the entire school communities in Uganda. It has been most widely used to communicate messages on HIV and AIDS under the PIASCY programme in primary and secondary schools. These messages are posted or displayed in the school compound and surrounding environments. The following guidelines have been adopted from the Guide on Talking Environment for Teachers (MoES, 2006). They have been developed to help teachers design effective messages for talking environments, specifically with regard to HIV education.

Remember that a talking environment alone cannot impact behaviour change. Young people need a supportive environment that will enable them to start and continue practising desired behaviours.

### **Activity**

Work with the learners to prepare as many messages as possible to effectively communicate HIV and AIDS. With the learners, discuss and edit the messages and display them in the school compound.

## **Updates on HIV and AIDS in Uganda**

In Uganda, many young people are at a high risk of being infected or affected by HIV and AIDS. Some are on treatment, whereas some may not be. Therefore, there is a need to provide clear a message to all the young people about HIV and AIDS, and to present comprehensive knowledge on how HIV is transmitted and prevented. Teachers in Uganda have a great opportunity to support young people to avoid infection. They can also identify young people who may be affected by HIV and support them in completing school by helping them avoid stigmatization in the school setting. To do this, you can emphasize that:

- HIV is still a serious health problem in Uganda.
- there is still no cure for AIDS despite the advances made in its treatment.



- staying in school and receiving education can reduce the chances of getting infected.
- it is possible to delay sexual activity until one is ready to handle its implications.
- HIV can exist for a long time in the body before causing AIDS. Indeed, no symptoms of AIDS may occur for as long as 10years or more. As a result, this infection spreads quietly.
- Many young people are aware of HIV and AIDS, but lack accurate and complete information on how to avoid exposure; hence, advocacy for increasing the level of HIV and AIDS knowledge in schools and communities is needed.

### **The Impact of HIV and AIDS on the Education and Sports Sector**

- Decreased demand for education because of increased numbers of orphans, deterioration in the health of young people, increased absenteeism/irregular attendance and dropouts.
- Decreased supply of education because of increased teacher morbidity and mortality, workload, absenteeism, attrition and poor quality of teaching and increased demand for treatment and other AIDS services and costs within an already struggling sector.
- Resource reallocations because of the need to reform curricula, policies, plans and budgets in this sector.
- Reduced overall quality of education, with negative impacts on the attainment of the “Education for All” goal.

### **The Impact of HIV and AIDS at the Individual Level**

- Illness and suffering
- Shortened lifespan
- Loss of work and income
- Death of family members, grief, poverty and despair
- Barriers to healthcare related to stigma and discrimination
- Weakened integrity and support structure of the family unit

## The Impact of HIV and AIDS on Learners

Young people are affected by HIV in four major ways:

- i) They may be infected with HIV.
- ii) They may have lost one or both parents to AIDS.
- iii) They may be nursing or living with a parent who has AIDS.
- iv) They may have an increased risk of HIV infection.

When a young person is infected with HIV, they may:

- i) suffer from frequent diseases if they are not on treatment.
- ii) suffer from discrimination from peers because of the signs and symptoms (for example, their friends may begin to avoid them when they have persistent coughs, fevers and skin rash) and may need psychological support.
- iii) be unable to attend school regularly because of frequent illness.
- iv) be taking daily medications and need specific attention for adherence purposes.
- v) be source of infection to others when experimenting with sex.

When young people lose one or both parents, they may:

- i) face rejection and may fail to fit in school.
- ii) experience intense stress trying to cope with loss of their parents.
- iii) be unable to afford basic needs including scholastic materials.
- iv) receive insufficient care and guidance from new families.
- v) be vulnerable to abuse because of inadequate security.
- vi) be prone to social ills because of lack of or inadequate guidance.
- vii) assume adult responsibilities at a young age, and may begin to live alone and look after themselves and their siblings.

When young people live to take care of their parents who have AIDS, they:

- i) may live in fear, expecting the parents to die at any time.
- ii) may have experienced interrupted education because of their new responsibility.
- iii) often miss school, and if they attend, they may be too tired to concentrate on their studies.
- iv) may experience intense stress as they observe their parents' condition and think about being orphaned, having to live with other /new families or having to take on adult responsibilities (psychological and emotional trauma).
- v) may be subject to role reversal: the young people may have to parent the parent. They may face an increased risk of HIV infection.

- vi) may be left under the guardianship of uncaring and abusive relatives.
- vii) may experience family disintegration and in cohesion, which may lead to incest or other abuse.

## Basic Facts about HIV and AIDS

There is a need to provide young people basic information on HIV and AIDS, including the difference between HIV and AIDS; facts, myths and misconceptions about HIV; and signs and symptoms of STIs. This is to help young people understand basic terms related to HIV, identify the most common ways through which HIV is transmitted and distinguish myths from facts about HIV and AIDS.

## Definitions

### HIV – Human Immunodeficiency Virus

H – Human (only attacks human beings)

I – Immunodeficiency (lowers immunity)

V – Virus (germs)

**HIV infection** is when an individual has the virus in their blood but their body's defence mechanism remains strong. The person may not necessarily have any symptoms or signs (diseases).

**HIV disease** is when the body's defence mechanism is weakened and a person begins to experience some symptoms and signs (diseases) because of infection with HIV but not enough to conclude that she/he has AIDS.

### AIDS – Acquired Immune Deficiency Syndrome

A: Acquired (something you get)

I: Immune (protection against disease)

D: Deficiency (lack of)

S: Syndrome (a group of different signs and symptoms)

## Relationship between HIV and STIs

Sexual transmitted infections (STIs) can be transmitted from person to person through sexual contact. It can be acquired through bodily fluids including saliva, blood, semen and vaginal fluids. Such infections can be caused by viruses, bacteria, and parasites and fungi. People may not realise that they have STI because many of these infections do not show any symptoms in some people, and that is why experts prefer the term sexually transmitted infections as opposed to sexually transmitted diseases. Common types of STIs include gonorrhoea, Chlamydia, syphilis, herpes, cancrroids, and candidacies.

## Common Signs Symptoms of STI

- Discharge from the vagina or penis
- Smelling fluid coming from the genitals
- Itching around the private parts
- Pain when passing urine
- Lower abdominal pain
- Swellings, wounds, sores, rashes, or blisters in and around the genitals

- Swelling of the skin covering the testicles
- A discharge from the eyes of a new-born baby.

Effective management of STIs can reduce the risk of HIV infection. This is because STIs increase the transmission and acquisition of HIV. Awareness of the relationship between HIV and STI is very important for teachers to help young people seek early treatment.

### **Similarity between other STIs and HIV**

1. Both are transmitted through having unprotected sex with an infected person. Anyone who has unprotected sex puts him/herself in danger of contracting HIV and other STIs.
2. A person with an STI has a higher risk of getting or transmitting HIV.
3. Both HIV and other STIs can be prevented with the same methods (e. g. abstinence and delaying sexual intercourse and using condoms).
4. STIs accelerate the multiplication of HIV in the human body, leading to the development of AIDS soon.
5. They both carry stigma.
6. They can both be passed on from a mother to her child. However, most STIs can be cured with proper treatment, whereas HIV is not.

### **Myths and Misconceptions about How HIV is Transmitted**

HIV cannot be transmitted by the following:

1. Eating together or sharing food and eating utensils
2. Shaking hands, touching or hugging
3. Sitting on the same desk
4. Sharing a pen
5. A peck on the cheek, hands or forehead
6. Coughing, sneezing or spitting
7. Being bitten by mosquitoes and other insects
8. Sharing towels, bed sheets or clothes
9. Using public latrines or toilets
10. Sharing combs
11. Sharing bathwater
12. Casual person-to-person contact at home, school or in social or public places
13. Food, air or water and
14. Sharing swimming pools or toilets.

## Mode of HIV Transmission

HIV is transmitted (spread) only in certain body fluids from a person who infected HIV:

- Blood
- Semen
- Pre-seminal fluids
- Rectal fluids
- Vaginal fluids
- Breast milk

### Scenario

Sineda comes to your office and reports that she has been raped. What help can you give to Sineda?

The first step is to support Sineda to go to a health centre to ensure that she gets emergency treatment to prevent HIV transmission.

A doctor may need to assess the risk of HIV infection before prescribing PEP.

Post-exposure prophylaxis, or PEP, is a method of preventing HIV infection. It involves using a short course of the drugs used to treat HIV, taken within 72 hours after a person has been exposed to the virus.

To have the best chance for it to be effective, you need to start taking PEP soon after the possible exposure to HIV. It is better to start PEP within 24 hours, but certainly within 72 hours.

PEP drugs can be got in all health centres.

After supporting Sineda to visit a health centre, what else should you do?

## UNIT 5: Prevention of Substance/Drug Abuse

Preventing substance abuse by young people has been one of the agendas of the government of Uganda for a long time. Government has tried its best using various policies and legislations to curb the habit of substance abuse by young people in particular. However, there is ample evidence showing increased levels of substance abuse by young people including those in secondary schools. In addition, it was found out that traditions, slum environments, extended family backgrounds, and adolescent's sex (particularly male sex) were strongly linked with behaviour to substance abuse.

Lately, the biggest threat to schools is the new drug called Kuber, often disguised as a mouth freshener and currently being sold in sachets similar to the ones used for packing tea leaves. Kuber is a central nervous system stimulant. The drug is smuggled by most learners and some schools innocently let them in, thinking they are tea leaves. Kuber goes into the market without the approval of National Drug Authority. The nicotine-rich stimulant made in India is also easily available in shops and is widely consumed by the learners since it is not smoked but chewed. The drug does not have a smell to it and it makes children high. Drugs such as Kuber, amphetamine, caffeine, nicotine and cocaine are central nervous system (CNS) stimulants. Central nervous system stimulant drugs increase behavioural activity, thought processes and alertness or elevate the mood of an individual.

Some learners believe that such drugs boost their concentration during studies, help them do away with shyness and fear and forget problems related with poor performance, though these are not true and are baseless.

In this case, refugees are at a high risk of substance misuse due to stressors experienced in areas of trauma, loss, adjustment and other disadvantages. Losses for refugees start in their country of origin when possessions and homes are seized, loved ones are killed, and in some cases, the entire country is destroyed. In flight and even when settled in the new host country, refugees may feel uprooted, homesick and acutely aware of the loss of social networks. In this situation, it is difficult to maintain traditions and rituals from the home culture, and with this comes that loss of traditional social control especially those surrounding acceptable use of alcohol and drugs. These stressors place refugees at an increased risk for mental health problems which in turn increase risk for substance misuse.

A certain amount of risk taking is a normal part of young people's development. The desire to try new things and become more independent is healthy, but it may also increase their tendencies to experiment with drugs. The parts of the brain that control judgement and decision-making do not fully develop until people are in their early or mid-20s. This limits young people's ability to assess the risk of drug experimentation and makes them more vulnerable due to peer pressure.

Because the brain is still developing, using drugs at this stage has more potential to disrupt brain function in areas critical to motivation, memory, learning, judgement, and behaviour control. It is not surprising that young people who use alcohol and other drugs often have family and social problems, poor academic performance, health related problems (including mental health conditions) and involvement with the juvenile justice system. Therefore, drug and alcohol abuse is associated with a variety of negative consequences including school failures, violence, poor judgement, accidents, illicit and unsafe sex, suicide, and serious drug use later in life.



## Measures of Preventing Drug Misuse or Abuse

While it is practically impossible to prevent anyone from using drugs, there are things we can all do to avoid drug and/or alcohol abuse. Drug dependence or addiction can happen to anyone who uses any type of substance to alter his or her mood.

Simple actions to prevent drug abuse include the following:

### 1. Abstinence

Abstinence is the best way to prevent drug abuse or addiction. Some drugs are highly addictive with many people becoming addicted after using them just once. For some people it is really easy to never touch drugs. However, for others it can be incredibly difficult especially for people experiencing peer pressure or who are in chronic physical or emotional pain. In these cases, completely abstaining from drug use can take a lot of skill and willpower.

### 2. Learning coping mechanisms

Many people abuse drugs and alcohol in order to numb negative feelings. To prevent drugs abuse for this reason, it is important to learn health coping mechanism. Everyone feels sad, lonely, isolated, ashamed, embarrassed, unworthy, and other negative emotions at various points in his or her life. There is nothing wrong with feeling these emotions. The best way to deal with them is to learn how to properly process them, which may include talking to someone, exercising, meditating and application of life skills. Through knowing the right way to cope with these thoughts and feelings, a person will not be attempted to numb them through drugs.

### 3. Effectively deal with peer pressure.

The biggest reason young people start using drugs is because their friends utilize them. No one likes to be left out, and young people find themselves doing things they normally would not, just to fit in. In these cases, young people need to find a better group of friends that would not pressure them into doing harmful things, or they need to find a good reason to say no. It is therefore, the responsibility of teachers to prepare young people with good excuse, or plan ahead of time to keep from giving in to tempting situations.

#### 4. Examine the risk factors

If one is aware of the biological, environmental, and physical risk factors one possesses, one is more likely to overcome them. A history of substance abuse in the family living in a social setting that glorifies drug abuse and/or community life that models drug abuse can be risk factors.

#### 5. Education

Knowing about the risk, health and legal consequences, and other information about drug use will provide many people with a stronger reason for avoiding drugs. It is the responsibility of the teacher to provide young people with information about the consequences of drug abuse. When young people are unaware of the health risks involved, it is easier for them to join their peers and abuse drugs.

#### 6. Engage in mindfulness activities

Mindfulness activities such as joining clubs, meditation and exercises have been shown to help with managing negative emotions, reducing anxiety and stress and improving a person's overall health and wellbeing.

## Teacher's Responsibility

1. Avail young people with information on drug/substance abuse. Keep yourself updated with new information on causes and effects of drug abuse.
2. Network with the community, parents and the rest of the teachers to fight drug abuse. Teacher also need to network with different organisations offering services and support to young people who abuse drugs.
3. Equip young people with life skills that will enable them to avoid or quit drug abuse such as assertiveness, self-esteem, decision-making, and resistance against pressure.
4. Involve young people in constructive activities and formation of clubs that promote positive living.
5. Build a capacity in refugee communities by working with leaders to develop a shared understanding of substance use and facilitate participation in training and decision-making.
6. Identify opportunities for health promotion and dialogue about substance use with interested young people.

**ACTIVITY**

Guide the learners to identify the drugs commonly used in the refugee community.

Ask the learners to investigate and report the effects of drugs on their peers or family members who may be abusing drugs.

Discuss with the learners how their peers or family members abusing drugs can be assisted, and identify the referral centres.

Discuss with the learners measures that can be taken to ensure that young people do not become victims of drug abuse.



## UNIT 6: Counselling Procedures

Some learners may identify their problems by themselves and come to you for counselling, or you may identify the learners with problems and feel that they need counselling.

When conducting counselling session, there are three stages you need to go through with the learners.

### Introduction to the Counselling Session

Welcome the student and offer him/her a seat. Introduce yourself by telling her/him your name and your capacity (counsellor).

Ask him/her to introduce himself/herself also. Do not assume that you know him/her. Ask about his/her home background, class work, his relationships. You may tell him/her why you called him or her to come and meet you.

If the learner is the one who has requested to have a meeting with you, ask him/her what she/he would like to talk about. Be mindful of:

- **Friendship formation:** Make sure you build friendship as assurance of knowledge, maturity and confidentiality.
- **Use direct question:** For example, what can I do for you today? This is in case the learner identifies the problem by himself/herself. Make the learner feel at ease.
- **Non-directive (nonverbal) communication:** Use of appropriate posture, gestures, or actions which encourage the learner to talk about himself/herself.

### Information Gathering

Get information from the learner to enable you assess her/his needs. If you want to take notes or write down information, obtain her/his permission first.

In order to gather information, you need to use appropriate techniques, for example:

- Create a friendly situation to put the learner at ease.
- Minimize 'yes' or 'no' answers. Avoid questions that may sound judgmental.
- Clarify your understanding by paraphrasing what the learner has said.

- Speak in clear and simple language.
- Re-direct the learner to more relevant areas and non-verbal messages.
- Help the learner to explore different solution or options for his/her problems.

## Ending the Counselling Session

- i) Help the learner to plan from the identified options.
- ii) Equip the learner with the life skills.
- iii) Refer the learner if you are not able to help her.
- iv) Give an assignment if you have another counselling session.
- v) Prepare the learner to end a counselling session if you have come to the end.

As a mentor and a counsellor, you should always remember that there are some obstacles to counselling.

- i) Language, age. These hinder effective communication
- ii) Personality of the counsellor, that is, the counsellor's attitude, behaviour
- iii) Lack of counselling skills, experience and knowledge
- iv) Unrealistic expectations of the learner
- v) Lack of trust and confidence between counsellor and learner.

## Basic Counselling Skills for Counsellors

### 1. Communication

Since counselling is a conversation or dialogue between the counsellor and counsee, the counsellor needs certain communication skills in order to facilitate change. The counsellor needs the following basic communication skills to do effective counselling:

#### a) Attitudes

Attitudes can be positive or reactive. Good attitudes can be learned and practised. They include the following:

- **Respect**

This is having good intentions and warm regards for young people. Respect young people and avoid imposing your values on them. **Genuineness/Congruence**

Genuineness is at times referred to as congruence. It is the consistency or harmony between what you say and **what you are, as a teacher**. This condition reflects honesty, transparency and

trust. This element is basic to a counselling relationship. Once it is established, open communication, warmth and respect for the counselee gradually develop.

- ***Unconditional Positive Regard (Warmth)***  
Unconditional and positive regard makes young people feel welcomed and valued as individuals.

#### **An example to illustrate this warmth**

*'Hello, Jane. Can I help you?' Please have a seat and talk to me.'*

You may have experienced situations where the learner approached you with a concern, and you blamed him/her, or acted as if he/she bothered you. These are negative attitudes which are ineffective in counselling.

#### **Example to illustrate lack of warmth**

*'I am sorry, I am very busy. I prefer you to be very brief.'*

*'Hello. Can I help you? I am sorry I am very busy and prefer that you be brief.'*

#### ➤ ***Empathy***

Basic empathy involves listening to the learners, understanding them and their concerns as best as you can, and communicating this understanding to them in such a way that they might understand themselves more fully and act on their understanding.

- To listen with empathy means that the counsellor must temporarily forget about his or her own frame of reference and try to see the client's world and the way the client sees himself or herself as though he or she were seeing it through the eyes of the counselee.
- Empathy is thus the ability to recognise and acknowledge the feelings of another person without experiencing those same emotions. It is an attempt to understand the world of the counselee by temporarily "stepping into his or her shoes".
- This understanding of the counselee's world must then be shared with him/her in either a verbal or non-verbal way.

#### ➤ ***Self-disclosure***

Self-disclosure is where the counsellor shares his/her experience(s) that is related to the counselee's challenge. This helps the counselee to communicate easily. It is one of the attitudes that help your counselee to reveal something about him/her. It helps to create mutual trust, and disarm counselee so that he/she feels free and talks openly. In addition, it promotes a relationship through increased communication and better understanding of the counselee. It also helps the counselee to understand himself/herself better, and help him/her get rid of the burden of guilt.

**Example:**

**Learner:** I am frustrated. I have failed to raise my scores in mathematics. Every test scores are below average.

**Teacher:** I also used to score below average in mathematics until I made it a point to calculate at least 10 numbers per day.

➤ **Confrontation**

This is when you use your learner's behaviour or words, to point out inconsistencies between what is said and what is done. When handling a response, confrontation or challenging attitude is a healthy development in counselling.

For example, a learner may say he/she is disciplined and has clean record in the school. But your records show that she/he fights in class with peers and teachers. This is inconsistent. You could draw the attention of such a learner to this inconsistency by saying, 'You said that you have a clean record, but the records indicate that you have been fighting with your fellow learners and teachers. What exactly do you mean?'

Remember to bring this out in a 'feeling' and not in a threatening way. You will in this way initiate action in your client.

**b) Clear Communication**

The use of words in counselling is a skill which, like any other skill, requires practice to master. Verbal communication takes place first in the literal or content phase. If a teacher uses inappropriate vocabulary, rapport and understanding will be hindered. When this happens, miscommunication occurs.

In addition to the literal phase of verbal communication, there is also the emotional phase. This refers to other attributes involved in vocal interactions, such as volume, the emotional edge, and other non-verbal cues such as gestures. For instance, picture a learner saying: 'I don't care' while angry, or while indifferently walking away from you, or while weeping with his head in his hands. Although the words are the same, the message conveyed is vastly different. As helpers, we must be sensitive to both the literal and emotional phases of verbal communication.

**c) Leads**

When talking to a client/learner, the counsellor/teacher should use leads. Leads may be defined as statements that counsellors use in



communication with the young people. Leads have been classified into categories of techniques, namely:

- Restatement of content: Attempts to convey understanding by repeating or rephrasing the communication.
- Questioning: Seeks further information and asks the person being counselled to elaborate a point.
- Reflection of feeling: Understanding from the client's point of view and communicating that understanding.
- Reassurance: Serves as a reward or reinforcing agent. It is often used to support the client's exploration of ideas and feelings or test different behaviour.
- Interpretation: Explains meaning behind the client's statements.

### **Example**

Below is a statement by a learner immediately after seating herself in the counsellor's office.

The counsellor had not met the learner before. Different leads or counsellor responses are given and classified.

*'Madam Koki told me to come down here to talk to you. I don't know why. She said I couldn't go back to class until I have learnt to stay awake. I work at a restaurant until one o'clock every morning in a part-time job, and I am tired. Anyway, who could stay awake in there? She bores you to death!'*

Among some of the responses the counsellor could make are the following:

1. 'You were bored and fell asleep, and Miss Koki asked you to leave the class?'

*Restatement of content = understanding*

2. 'What does she do that you find boring?' *Questioning = investigating*

3. 'You feel put off.' *reflection of feeling = understanding*

4. 'I am sure that something can be worked out between you and Miss Koki in this situation.' *reassurance = supporting*

5. 'Do you think that you might be disowning responsibility for what has happened?'

*Interpretation = interpretation*

### **d) Attending**

This refers to the ways in which counsellors can be "with" their learners both physically and psychologically. Effective attending tells the learners that you are with them and that they can share their world with you.

Effective attending also puts you in a position to listen carefully to what your learners are saying.

Effective attending puts counsellors in a position he/she can carefully listen to what their learners are saying or not saying.

### ***e) Listening***

Listening refers to the ability of counsellors to capture and understand the messages the learners communicate as they tell their stories, whether those messages are transmitted verbally or nonverbally.

Active listening involves the following four skills:

Listening to and understanding the client's verbal messages. The counsellor has to listen to the mix of experiences, behaviour and feelings the client uses to describe his or her problem situation. Also interpret what the client is "not saying". He/she needs to interpret the voice (tone, pitch, voice level, intensity, inflection, spacing of words, emphases, pauses, silences and fluency).

Listening to and interpreting the client's nonverbal messages. Counsellors should learn how to listen to and read nonverbal messages such as bodily behaviour (posture, body movement, mannerisms and gestures), facial expressions (smiles, frowns, raised eyebrows, twisted lips), observable physiological responses (quicken breathing, a temporary rash, blushing, paleness, pupil dilation), general appearance (grooming and dress), and physical appearance (fitness, height, weight, complexion).

### ***f) Probing or questioning***

Probing involves statements and questions from the counsellor that enable learners to explore further any relevant issue of their lives. Probes can take the form of statements, questions, requests, single word or phrases and non-verbal prompts.

Probes or questions serve the following purposes:

- to encourage non-assertive or reluctant learners to tell their stories.
- to help the learners to remain focused on relevant and important issues.
- to help the learners to identify experiences, behaviours and feelings that give a fuller picture to their story; in other words, to fill in the missing pieces of the picture.
- to help the learners to move forward in the helping process.
- to help the learners understand themselves and their problem situations more fully.

### **Keep the Following in Mind When You Use Probes or Questions**

Ask closed –ended questions - that is, questions that require more than a simple yes or no answer. Start sentences with: “how”, “tell me about”, or “what”. Closed-open questions are non-threatening and they encourage description.

### **Use Questions with Caution**

Don't ask too many questions. They make young people feel “grilled”, and they often serve as fillers when counsellors don't know what else to do.

Don't ask a question if you don't really want to know the answer!

If you ask two questions in a row, it is probably a question too many.

### ***g) Reflecting and Paraphrasing***

Reflecting in counselling is part of the ‘art of listening’ to make sure that the **client knows their story is being listened to**. This is achieved by the helper/counsellor repeating a shorter version of their story back to the client. This is known as ‘paraphrasing’.

### ***h) Summarising***

It is sometimes useful for the counsellor to summarise what was said in a session so as to provide a focus to what was previously discussed, and also to challenge the client to move forward. Summaries are particularly helpful under the following circumstances:

- At the beginning of a new session. A summary at this point can give direction to young people who do not know where to start; it can prevent young people from merely repeating what they have already said, and it can pressure them to move forward.
- When a session seems to be going nowhere. In such circumstances, a summary may help to bring back the client to the point.
- When a client gets stuck. In such a situation, a summary may help to move the client forward so that he or she can examine other parts of his or her story.

### ***h) Integrating communication skills***

Communication skills should be integrated in a natural way in the counselling process. Counsellors should continually attend and listen, and use a mix of empathy and probes to help the client to come to grips with their problems. Which communication skills will be used and how they will be used depends on the client, the needs of the client and the problem situation.

## 1. Building Rapport

Building rapport with the learners in counselling is important, whatever model of counselling the counsellor is working with. Rapport means **a sense of having a connection and building a friendly/warm relationship with the person**. The process of building rapport should include the following steps:

- Introduce yourself to the client.
- Chat briefly about outside activities.
- Treat the client's comments seriously.
- Explore the issue that concerns the client.

## 2. Ensuring Confidentiality

Young people need to be assured that all issues discussed in the counselling sessions will remain confidential. It is also important to provide the privacy needed so that the client can freely disclose their problems.

## 3. Exhibiting High Emotional Intelligence

Emotional intelligence refers to the ability to be aware of one's own and other's emotions and the ability to control and express one's emotions.

## 4. Use of Silence

Counselling gives **the client control of the content, pace and objectives**. This includes the counsellor listening to silences as well as words, sitting with them and recognising that the silences may facilitate the counselling process.

## 5. Focusing

Focusing in counselling involves making decisions about **what issues the client wants to deal with**. The client may have mentioned a range of issues and problems, and focusing allows the counsellor and client together to clear away some of the less important surrounding material and **concentrate on the central issues** of concern.

## 6. Ensuring Appropriate Follow Up

Teachers/counsellors support the client should ensure that they follow up and support adolescents in overcoming the problems they share and related consequences. Do not leave the client in suspense.

### i) Referrals

Making appropriate referrals is part of the professional practice. Learners come from all walks of life and can present many difficulties. One

of the counsellor's ethical obligations is to **work within their competence** and job description. Sometimes young people need help with other things such as medical issues, debt, claiming benefits, legal difficulties and so on. This is where a referral is useful.

Referrals are also useful when a counsellor finds that the counselling relationship is developing into an intimate relationship with the client.

Or, sometimes referrals are useful if the client becomes depended on the counsellor.

### **ii) Providing closure or terminating counselling**

The counselling processes should have timeframe. You should prepare clients to be independent in all your counselling sessions. When you discover that the client can now stand on his/her own, inform him or her that there is need for further counselling sessions.

#### **Note**

1. When working with refugees, teachers need to be aware of the importance of a multicultural approach in understanding and respecting differences.
2. The counsellor's attitude, non-verbal communication and welcoming approach, as well as any physical contact, if acceptable by the context of the learner's background, are particularly important in the treatment of refugee youth.
3. Familiarity with their mother tongue represents an advantage in the treatment of children. Curiosity and playfulness, as well as any experience in treatment of traumatised children, foster better understanding of their universe.
4. Exploitation or abuse of the learner's rights is unprofessional and is legally punishable. For example, sexual harassment/abuse, favouritism, bribes etc.

## Styles of Counselling

### **1. Individualised/personal counselling**

Counsellors can provide counselling to individuals. Individual counselling provides an opportunity for direct treatment of issues affecting the individual and his or her environment. It can help the individual develop specific, personalised skills for more effective and appropriate interaction with other people, and more successful management of challenging situations.

### **2. Group counselling**

Group counselling is when the counselling session involves more than one counselee. This can be useful in dealing with feelings of isolation, because it gives adolescents the means to express conflicting feelings, explore self-doubts, and realize that they share these concerns with their peers. A group allows adolescents to question openly their values and talk freely about their deepest concerns. In the group, adolescents can learn to communicate with their peers; benefit from the modelling provided by the leader and can safely experiment with reality and test their limits.

A unique value of a group is that it offers adolescents a chance to be instrumental for one another's growth and change. Because of the opportunities for interaction in groups, the members can express their concerns and be genuinely heard, and they can help one another gain increased self-acceptance.

## UNIT 7: Typical Counselling Encounters

In this unit, we shall present a typical counselling interview between a learner and a teacher. In doing so we shall make clarifications, interpretations, and reflections as the interaction progresses. The rationale is to help teachers understand the procedure of counselling being followed.

### Counselling Auma

#### Review of the Problem

Auma is fifteen years old. She is a refugee from Torit in Southern Sudan living in Adjumani district. Auma left Sudan when she was in P.5. She is right now in S.2. She lost her parents during the insurgency in Sudan and does not know of any relative still living. She wants to identify herself, know who her parents were, and also wants to meet some of her relatives. She believes that some of her relatives live in Uganda but she does not know exactly where they are. Auma prefers to search for her lost family instead of continuing with her studies.

*The first interview between Auma (counselee) and the teacher (counsellor)*

Teacher: Good afternoon Auma (*as she walks in looking up at the ceiling. The teacher happens to know Auma by name and her background*).

Auma: Good afternoon Sir (*Very softly*).

Teacher: How are you today?

Auma: Fine

Teacher: How about your studies, your friends, and your home?

Auma: (*She starts crying*).

Teacher: Sit down and tell me what is hurting you. (*Teacher encourages Auma, to have a seat in front of his table.*)

Auma: (*She sits down but continues crying for some time.*)

Teacher (*Observes Auma silently until she stops crying.*)

Auma (*Softly*) I want to know the whereabouts of my parents; if they are dead, at least a relative. Everyone is abusing me, calling me a lost child. They mistreat me. While some boys want to rape me.

Teacher: Some boys want to rape you?

Auma: Whenever my foster mother is not at home, the boys at home try to rape me. I always escape to the neighbourhood until my foster mother comes back.

Teacher: Did you talk to your foster mother?

Auma: I told her, but when she confronted the boys, they denied it. I think she does not believe me.

Teacher: How do they mistreat you?

Auma: When she is not around, they deny me food yet I do most of the house chores such as fetching water and firewood and cooking food.

Teacher: Ah .....I see. Do you think your parents are still alive?

Auma: I am not sure because we were told that many people were killed after we had left.

Teacher: Do you have relatives in Uganda?

Auma: I was told by Foni that my Mum has a sister who lives in Uganda, but I don't know where exactly.

Teacher: Do you know her name?

Auma: No. But I want to ask Foni her name.

Teacher: How do you plan to look for your Auntie after getting her name?

Auma: I want to go to the office of the Prime Minister, Refugee Desk to find out the whereabouts of my Auntie.

Teacher: Have you ever thought of joining the boarding section?

Auma: I don't want to join the boarding section because I will not be able to look for my Auntie.



**Activity:** In groups, ask the learners to discuss how to help Auma.

Ask them to role-play the scenario, including their suggested measures to help Auma.

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National Curriculum  
Development Centre,  
P.O. Box 7002, Kampala.  
[www.ncdc.go.ug](http://www.ncdc.go.ug)

