

Common Law-Related Education Strategies

Client Counseling Role-Play

Teacher Instructions

Client Counseling Role-Plays provide students with the opportunity to develop a deeper understanding of the experiences of both clients and their counselors, to develop interviewing skills, to practice communication skills, and to learn content in a more meaningful and effective way.

STEPS

1. Ask all students to review the information contained in the lessons they will be using and to make notes, highlight, organize them so that they can be used more easily during the role-play. Transferring the most important points to 4"x 6" note cards can be very helpful. Color-coding information in relevant categories will also help.
2. Round One. Create teams of three people and assign roles. Give each team a number. Two members of each team will role-play counselors, one will role-play the client. Assign the letters "A, B" to the counselors and the letter "C" to the client. Ask them to remember their group number and individual letter.
3. Ask all students who are counselors to meet together and all students who are clients to meet together. Provide the following instructions for each group.

Counselors:

- Tell counselors their task is to determine what programs their clients can apply for. They will not have information about their clients until they meet them.
- Meet as a whole group and think about the questions counselors will need to ask? What information will be necessary for you to provide assistance and advice to your client. (For example, in the Public Assistance Client Counseling you will need to know whether the client has children, is disabled, has been on assistance before, etc.) Look at the materials reviewed in Step One for help in identifying the relevant information that must be obtained during the interview.
- Meet in counseling teams based on group number (see Step 2). Each team will have one "A" student and one "B" student. Ask them to design their interview. How will they interview their client? Who will make introductions? Who will ask what questions? How will the interview be ended?

Clients

- Review your roles. Discuss as a large group the character you are being asked to role-play. How would she feel in the situation? What would her concerns be? What questions might she have. Understand her story so that you can be believable and you are prepared to answer the questions asked by the counselors. If you are asked questions you don't have the answers to based on the facts in your role-play, make up your answers, keeping them consistent with your role.
4. Regroup according to the teams created in Step 2. Ask students to begin the role-play.
 5. After approximately 10 minutes, ask them to complete their work and conclude their interviews. Remind them to complete the interviewing form.
 6. Round Two. Repeat Steps 3-5. However, in this round groups stay the same but the "C" and "B" students are counselors and the "A" student is the client.
 7. Round Three. Repeat Steps 3-5. However, in this round the "A" and "C" students are counselors and the "B" student is the client. This will give every student the opportunity to counsel twice and act as client once.
 8. Debrief each role-play.
 - Compare the results. What programs did they select for each client?
 - How did they use the information they learned in the lessons?
 - How did the counselors feel about asking questions?
 - How did the clients feel about answering questions?
 - What would they do differently if they did the role-play again?
 - How is this similar to interviews in real life?
 - How might they act differently the next time they are interviewed?

Client Counseling Interviewing Form

Client's name	Date
Address	
Telephone: Daytime	Home
Facts:	
Additional Information needed:	
Programs eligible for:	
Counselor's name	Phone