



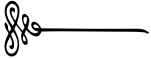
Trainer Skills Course for Anti-Trafficking Trainers

Lesson 10

Practical Exercises and Role Plays

Trainer Notes





Introduction

Many everyday incidents can be reconstructed in a training environment by the trainer through the use of imagination and some simple equipment. These reconstructions are known as **practical exercises**.

☞ *Performance Objective 1: Describe the purpose and structure of a practical exercise*

☞ *Performance Objective 2: Describe the purpose and structure of a role play*

Group Activity:



The trainer should hold a plenary discussion on the purpose, structure and difference between a practical exercise and a role play.

I. Practical Exercises

Practical exercises are an excellent training tool to test the participants' understanding of the subject material, and are extremely popular with participants eager to see if the theory of the classroom actually transfers to the real world. Practical exercises mainly test the participant in the cognitive and psychomotor areas of learning, although the participants' own affective zone is often revealed during these scenarios, and an examination of different levels of learning within these zones can also take place. Further learning follows the scenario during a plenary debrief when constructive feedback is given to the person selected to deal with the incident by both the trainer and those taking part in addition to those acting as observers. Strict guidelines are imposed on the way in which the scenario is constructed and directed in order to achieve the desired objective and effect of the practical exercise.

As with all training, the first requirement for a practical exercise is the identification of a learning objective, as there has to be some definite purpose and outcome to the exercise. For the purpose of this lesson, it will be assumed that the trainer wishes to test the participant's ability to deal with a simple offence of theft, where a shopkeeper has detained a person taking items from his/her store. The primary objective is to see if the participant has knowledge of the law, evidence and procedure, powers of arrest, and the ability to correctly affect an arrest. Secondary objectives would be to examine the way in which the selected participant communicated with the shopkeeper and the suspect in order to find out what had taken place.

The first requirement is to identify a location where this offence has taken place, and this is where the trainer needs to have a fertile imagination. Ideally the exercise should take place in a realistic location such as a purpose built room, or in the case of a traffic accident, on a road with vehicles. However, if the training establishment does not have a purpose built practical exercise area, then any place, including an area of the classroom, can be turned into a shop by simple use of desks, space and imagination. Care must be taken to select a location that will not be compromised by non-players passing by, such as friends or colleagues of the players, as this may lead to a disruption of the proceedings or even ruin the exercise.

Having identified the location, the trainer should consider how many characters or actors are required for the scenario. In this case, there is a need for a shopkeeper, a suspect and a police officer. Additional characters could be an independent witness or even a friend of the suspect whose role would be to tell a different story to that of the shopkeeper to create doubt in the mind of the police officer. However in this case it will be kept simple with just the three main characters involved.

The trainer then needs to identify which participant is to deal with the incident and also those participants who are to play the other parts. The participants portraying the shopkeeper and suspect are then given briefing sheets, which dictate to a large degree what they should say and do. The person selected to deal with the practical is generally the only one with no idea as to how events will unfold. The trainer may have a prepared skills or knowledge list to check on whether or not the objectives are achieved during the exercise. Another variation is if the situation or location allows, brief other members of the group to be observers looking for general or particular points to emerge, although other members of the group just being casual onlookers should be avoided if possible.

The exercise ends when all of the objectives have been achieved, or when it is obvious to the trainer that no more useful learning can come from continuing with the scenario. A debrief follows immediately when the person selected to deal with the incident is asked how they think they performed. Feedback is then given firstly from the other characters that took part in the scenario followed by any nominated observers before the trainer gives their own feedback during which all aspects are examined. The following points mentioned in lesson 5 are repeated for information:

- The trainer must always remember his/her responsibility as a supervisor in addition to that as a trainer as he/she is the quality control for what goes on.
- The trainer should remember to integrate human rights, community and race relations' issues.
- Where possible, realism is essential in everything from the scenario itself, to props, to locations, to briefing sheets.
- For safety reasons, some things obviously cannot be constructed realistically so use another method to examine such incidents.
- Build from simple to complex, practical exercises should build confidence, not destroy it.
- Avoid large use of participant onlookers. Consider the use of video or carousel of mini structured practical exercises.
- Vary the actors, using participants in preference to trainers.
- Avoid the use of so-called humorous names and do not allow anyone to overact.
- Debrief immediately afterwards and allow enough time. A 5 minute practical may easily take 30 minutes to debrief.

II. Role-play

A role-play is similar to the practical exercise in that it allows participants to experience work or life situations in a safe environment, but has fundamental differences in how it is designed and run.

The main difference is that a role-play deals more with the affective zone of learning. It does not have a script other than to inform the actors who they are playing and the type of

person they should portray. It also allows the actors to react realistically to how they feel about the way in which the participant selected to deal with the situation is treating them.

As the name suggests, a role-play is simply characters playing roles. Participants are given identities and personalities to assume and to react according to the character allotted as opposed to being directed as to what to say and do. The only person not to assume a character role is the one delegated to deal with the incident, which must play himself/herself and react as he/she would in reality.

The trainer selects a topic for the role-play, and for the purposes of this lesson it will be a domestic violence incident, and then decides the type of role the characters should adopt. As ever, there is a need for training objectives to be identified, and for this role-play, they are to see how the participant deals with having to enter a domestic situation and how he/she reacts to the different types of people encountered. Knowledge of the law and procedures is also tested.

The actors playing the roles are given a written description of the character they will portray and the incident that has occurred. In this case, the person playing the victim is to be a timid wife of a domineering husband who regularly beats her. She is given a name, an age and any other details pertinent to the objectives, but other than that the freedom to react. She has called the police because her husband has beaten her again. She has injuries on her face (make up essential) and is afraid that when the police leave her husband will kill her. This gives the role-player all the information she needs to play the part effectively. The husband is given similar instructions as to his role, including that he does not think that this is a police matter as his wife is his property and he can do, as he likes behind closed doors. It is important that the respective role-players do not share the information they have each been given.

Once the role-play has concluded, it is immediately debriefed, but this is done in a slightly different way to that of a practical exercise. The role-players remain in role during the initial debriefing, and at this time are referred to by their role-play names until brought out of role by the trainer.

☞ Performance Objective 3: Describe how to debrief a role play

Group Activity:



The trainer should hold a plenary discussion on how to debrief a role play.

III. Role-Play Debrief

The importance of debriefing a role play correctly cannot be overemphasised. As players are sometimes placed in very emotive situations, it is also imperative that they are brought out of role at the end of the debriefing. As a role-play is more about the affective zone, the trainer must first review the players in role, beginning with the principle characters and then going onto the secondary characters. Before starting the debriefing proper, it is important for the trainer to ask the players how they are feeling, particularly following emotive subjects such as being the victim of trafficking or domestic violence, to ensure they are able to take an effective part in the debriefing process. All players should be referred to by their role names,

as it is the feelings of the role person that should be sought. The players should be sat apart from the rest of the class at this time.

The victim should be the first person to be de-briefed and after making sure that this person is alright and able to answer the questions, the trainer should what happened and how they felt about the way in which they were treated. If not happy they should be asked to explain why. All role players are debriefed. The trainer can then keep these players in role whilst the person who handled the situation is also de-briefed or they can remain in role to challenge what happened. Once all players have been fully debriefed or at the discretion of the trainer depending on what is happening in the classroom, the role players are brought out of role one by one by the trainer now using their real names and thanking them in their real names for taking part. They must be checked to see if they are alright and are completely out of role. Observers then give their feedback according to their tasks as they relate to the role-play. The trainer then completes the debriefing session by identifying all learning points, giving feedback where required and thanking all concerned for their efforts.

Role-plays need careful monitoring and effective debriefing of the actors after the incident in order to take maximum learning from the situation, and although difficult to design and run, are an excellent method of assessing the participants' progress, learning and understanding of the subject material.

Group Activity:



The trainer, as a demonstration, now runs and debriefs a practical exercise using members of the group as actors.

The trainer distributes Handout 10-1 (Trainer Job Aid 10-1) to all participants, with the exception of the person playing the police officer.

The trainer then distributes Handouts 10-2 and 10-3 and to the participants who have been selected to play the parts in the practical exercise.

The trainer debriefs the exercise and ensures that all participants have all handouts for practical exercises.

☞ Performance Objective 4: Produce a practical exercise

Group Activity:



The trainer places the participants into 4 Small Working Groups, and has them write and run a short practical exercise, playing the parts themselves. Have another group debrief their work in the plenary.

Review and give feedback in the plenary as required.

Group Activity:



The trainer, as a demonstration, now runs and debriefs a role-play exercise using members of the group as actors.

The trainer distributes Handout 10-4 (Trainer Job Aid 10-2) to all participants, with the exception of the person playing the police officer.

The trainer then distributes Handout 10- 5 and 10-6 to the participants who have been selected to play the parts in the role-play.

The trainer debriefs the exercise, ensuring that all participants have all handouts relating to role plays.

☞ Performance Objective 5: Produce a role play

Group Activity:



When all the groups have completed a practical exercise, the trainer forms new groups using the cross over method and repeats the exercise with a role-play, but this time another group play the parts.

Allow the group to debrief its own work in the plenary before reviewing and summarizing.

Trainer Job Aid and Handout 10-1

PRACTICAL EXERCISE

Interview Human Trafficking

OBJECTIVES

The primary objectives are:

- To test participants' knowledge of the law with regard to Human Trafficking and Kidnap.
- To test the participants' knowledge and ability in gathering evidence and procedure.
- To test the participants skills and abilities for doing an investigative interview with a suspect.

The secondary objectives are:

- To examine the participants' affective zone of learning when interviewing a person suspected of being involved in a crime.

METHOD

Inside the classroom, make the front of the group an interview room in a police station. The suspect is to be interviewed regarding his suspected involvement in the trafficking of human beings.

Handout 10-2**PRACTICAL EXERCISE****Police Officer**

You are part of a pro-active Human Trafficking Investigation Team, and you have been assigned to interview a man arrested during the search of an apartment where a 20 year old girl had been found bound and gagged in a cupboard. From her interview, you know that she had answered an advertisement in a newspaper to work as a chambermaid in a hotel, but had been forced into trafficking on fear of being killed if she did not do so. The girl had escaped, but the man had found her and taken her back to the apartment where she had been beaten, bound and gagged and placed in the cupboard when the police had come to search the house.

Other information that you have is that this man has been observed during a surveillance exercise to go to the office of the One to One recruitment agency which advertises for girls to work in the hotel trade. It is suspected that this is a cover for a Trafficking gang. He has been traced to the house where the search had taken place. The search was lawfully done with a warrant.

Interview the man to get his account of the incident and what information you can.

Handout 10-3**PRACTICAL EXERCISE****Suspect**

The time and date are the current time, and your name, age and address are your own.

You are part of a Human Trafficking gang, and your job is to attend an office once a day to pick up mail from the office in answer to an advertisement for work in hotels. This is the office of the One to One recruitment agency for girls to work in hotels, but in reality it is a front for recruiting girls to work as prostitutes in brothels in the town. You meet the girls and take them to an apartment where they are treated well for a day. In the apartment they are told that the agency charges a fee of 1,000 euros for their employment, and they have to pay it before they can work in the hotel. If they don't pay it, their families will be attacked. They are able to work off the money by being prostitutes, and if they don't agree they are beaten and intimidated until they do, or threatened with members of their family being killed.

One girl had escaped, but you had found her talking on the phone to her mother. You had taken her back to the apartment where she had been beaten to teach her a lesson, then bound, gagged and placed in a cupboard when the police had come to search. The police found her in the cupboard and you were arrested.

Admit nothing unless full evidence is shown to you to prove your involvement in trafficking and then try to cut a deal. If you wish, even say you have no idea how the girl got there and it was a big surprise to you as well when they found her!! You may be silent if you wish, or make idle and polite conversation, but if the police are inappropriate, say nothing. React to them in a realistic way.

Trainer Job Aid 10-2 and Handout 10-4**ROLE- PLAY EXERCISE****Human Trafficking****OBJECTIVES**

The primary objectives are:

To test participants' knowledge of the law with regard to assault.

To examine the participants' sensitivity and attitude towards a victim of trafficking and gender issues

To test the participants' knowledge of law and procedures with regard to powers of arrest.

To examine the participants' ability to resolve conflict

The secondary objectives are:

To examine the participants' communication skills with a victim of Human Trafficking

METHOD

Inside the classroom, make the front of the group a park bench. The time of day is midnight and it is winter. The first snow has just fallen and it is cold. A lone female is sitting alone on a park bench not wearing a coat. Police officers see her.

If radio messages are sent by the Police Officer, the trainer will act as the receiver accordingly.

Handout 10-5**ROLE- PLAY EXERCISE****Victim**

Your name is _____, you are _____ years old, single and from a poor family. As times were very hard and no-one in the family had a job, three weeks ago you answered an advertisement in a newspaper to the north of your country. The advertisement was for waitresses to work in Italy and you had applied for the job. You were interviewed and accepted, but part of the deal was that you had to borrow your fare to Italy from the man and pay it back from your first months pay, but you were assured that you would earn so much money that this would not be a problem. You were taken by a respectable looking man in a black Mercedes to a town in the south. There your passport and ID card were taken from you and all of your clothing and possessions. You were kept in a locked room and not allowed out or to telephone anyone. You were then taken hidden in a van across the border into the next country and again kept in a locked room in a house. You have been told that you must work as a prostitute to pay back the money that was loaned to you to pay for your fare and when you refused you were beaten. You were also told that if the police find you, you will be raped and beaten by them before being given back to the man who took you as he is the Chief of Police in the area where you are now. If you tried to escape you were told that your family would have to pay for the debt and may be killed or beaten as well.

You have managed to escape from the room by climbing out of the window, and have no idea where you are. It is cold and has just been snowing and you do not have a coat. You have come into a park and are sitting on a bench wondering what to do. You are lonely and very frightened.

You see two Police Officers coming towards you. React to how the police treat you.

Handout 10-6

ROLE- PLAY EXERCISE

Police Officer

You are on duty with your partner and are on patrol. It is a cold night, the time is midnight and it has just been snowing. You go into the local park to have a cigarette when you see a female sitting on a bench. Although it is cold, she is not wearing a coat.

Deal fully with the situation that you find.