



IGIV – Guide

Analytical and Reflection Tool

Name	Peer Counselling
Time	90 Minutes
Target Group	Pedagogies, social workers, teacher, trainers and stakeholders
Material, space, number of rooms if needed etc.	A room with a chair circle, the worksheet, possibly a flip chart and moderation cards
Work Area	Project, organisation and programme level
Learning Results	
» <i>Knowledge</i>	The participants know the constructive and helpful structure of peer counselling
» <i>Skills</i>	Cooperative reflection about questions regarding working practice in a team
» <i>Competencies</i>	To analyse a conflict and/ or dominance situation in a work situation and to give cooperative advice to colleagues
Guide	
» <i>Introduction/ Background information</i>	<ol style="list-style-type: none"> 1. Introduce the method and shortly describe the following steps 2. Collect situations for a peer counselling: Ask the participants for open questions regarding their work practice. It should be an unsolved “problem” and it should be a situation they personally experienced. Let them take some short notes. Then everyone who has a situation does describe it. 3. Choose one situation: One possibility to score is each participant has 3 points to give to the situations. The situation which gets the most points is the one you start with. One exception: One situation is very acute and has to be counselled.
» <i>Step by Step know-how</i>	When the situation is chosen you follow the work sheet you find below. Give the sheet to the participants, or even better, write the steps on a flip chart.



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<p>Applicability and Limits</p> <p><i>The following should be pointed out:</i></p> <p>» <i>The optimal size of the group</i></p>	<p>The group should not be bigger than 10 people. Divide the group if you are more. The minimum is 5.</p>
<p>» <i>The point of time in a certain working process when the method can be used</i></p>	<p>The group already should have reflected on their own social locating and the effects on their work.</p>
<p>» <i>Necessary prerequisites for the trainer</i></p>	<p>The trainer should be experienced in moderating peer counselling processes.</p>
<p>Suggestion for continuing work</p>	<p>The consuler may try out something they took from the counselling.</p>
<p>Source</p>	<p>Different sources. The work sheet is from Dissens e.V.</p>

This project has been funded with support from the European Commission.

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Work Sheet



1. Stages of Peer Counselling

Time	Working period	Case presenter	Counselling Group	Stage
5 Minutes	Casting: Who presents the case? Who counsels? Who is the moderator?			Casting and clear the different roles
5 Minutes	Case discription	Describes the situation with all details and important information	Listen	No questions!
15 Minutes	Questioning	Answers the questions, very detailed	Asking the case presenter for all information which could be important	Only questions for background information. No interpretation, no evaluation!
10 Minutes	Hypothesis building	Is sitting a little outside the group and listening. Perhaps taking notes	Everybody gives their ideas what they imagine about the situation: What could have happened? What could the case presenter have felt? What could be motivations for any behaviour of the people who have been involved in the situation	Don't make any proposals for solutions. No assesment yet! No discussion yet! All ideas are an offer to the case presenter without any commenting on each others' ideas



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Work Sheet



5 Minutes	Feed back for the ideas from the group	Comments on the ideas of the other people and marks the ideas which seem useful to them, tells what they felt because of some ideas like anger, irritation, feeling of being understood ... If information was missing, completes them	Listen to the case presenter and correct only misunderstandings	No discussion!
10 Minutes	Proposals (for solution)	Is sitting outside the group and listens	Everybody says what they would do in the position of the case presenter	No discussion! No evaluation! The same principle as during the hypothesis-building phase
10 Minutes	Decision	Communicates which advices are useful to them and which ones will be tested.	Listen	No discussion!
5 Minutes	Evaluation and exchange	Tells how they feel	Everybody speaks about how they are, what they have taken out of the consultation and how they are feeling	



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2. Detailed explanations:

Case description

- Who was present at the situation?
- Where and when did the situation take place?
- What exactly happened in the situation?
 - How did the other persons act?
 - How did you act?
- How did I feel in the situation?
- What was problematic for me?
- How did the situation end?

Questioning

- The group has the chance to clarify any aspect of what happened.
- This step is really for clarification. There should be no interpretations at this point.
- The person who described the situation answers.

Feedback/ appreciation

- Now, the case presenter listens to the feedback of the group without commenting.
- Question to the group members (from the moderator) are:
 - How do you appreciate/ interpret the situation?
 - How do you think the case presenter felt in the situation? How would you feel in such a situation like that?
 - How did you perceive the case presenter while describing the situation? Which feelings did you notice, like fear or anger?



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Work Sheet



Feedback to the group

The group members listen.

Question to the case presenter:

Is the evaluation of the group people right?

Which points would you consider in another way?

Are there any aspects of the feedback which you had not noticed before?

Brainstorming/ Searching for

The case presenter listens.

Question to the group:

Do you have any strategies in mind that the case presenter could apply?

Where could the case presenter find some kind of support?

Feedback

Group members listen.

Questions to the case presenter:

Are there any proposals you could imagine testing?

What was helpful beyond the concrete proposals to solve the case, e.g., forms of support you heard from the group?

What exactly could support that is helpful to you look like?

Is there anything you can do on your own (self-empowerment)?

Important:

Keep in mind the time sections. The case presenter is sitting a little outside the circle of the group when the members are discussing. The group members do not address the case presenter directly. During the discussions they even don't look for contact with him or her, as if the case presenter was not there. She or he is listening attentively. Perhaps she takes notes.