

Module 2B:

Helping Students to Face
Developmental Issues in Life
&
in Learning

What do you expect to learn in this module?

- Describe the **general characteristics** and **developmental needs** of target students;
- Identify **human uniqueness** with **respect** and reflect on ways to **build relationships** with target students;
- Demonstrate an understanding of **developmental issues** that target students may face;
- Apply **basic counselling and intervention skills** to help student face their own issues.

(1) Warming-up for a Counselling Mind

- What can you see in there?

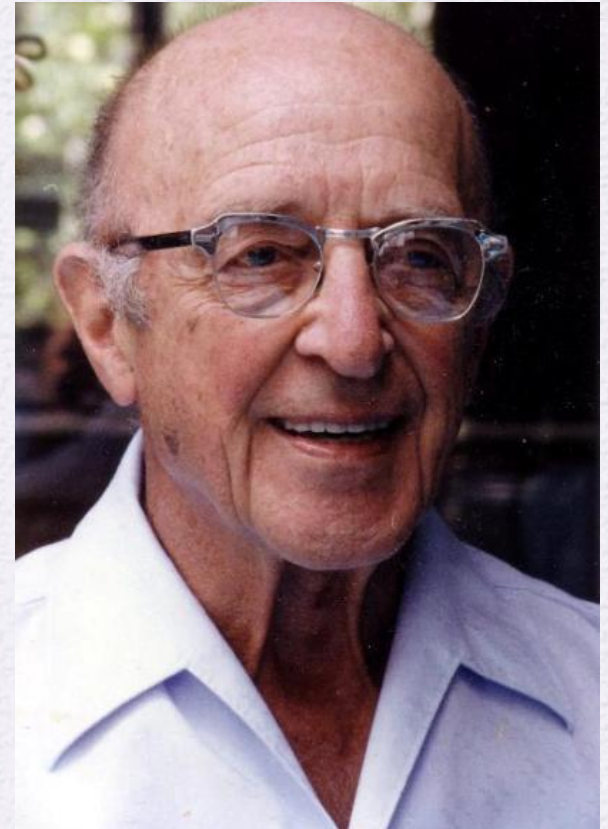
(2) Two Essential Concepts

1. **“Presenting Problem”**
2. **“Core Problem”** [underlying, not obvious to the eyes at first]

Meg comes to see you because she was fired by her boss from a part-time sales job in a department store yesterday and she feels very upset. She told you her boss was very harsh and does not allow her to use her phone when she was on duty. She was late for two times in the last week but it was for 5 minutes only so she does not understand why she has to be fired for this small reason...

The 3 Core Conditions of Humanistic Psychology

- **Genuineness (真誠)**
 - *Hey there this is what I **AM**... ..*
- **Empathy (同感)**
 - *I **UNDERSTAND** you... ..*
- **Warmth (尊重/接納)**
 - *I **ACCEPT** this in you... ..*



Carl Rogers

Activity A:

Let's begin with feelings!

- Report your feeling(s) **HERE and NOW** in a round-group manner 😊 😊 😊

Activity B:

The “Feelings” Game

- Role-play the feelings as shown on the cards

Reflection.....

- What have you noticed in the activity?
 - *Anything fun?*
 - *Anything difficult?*
 - *Any insight?*

How can this activity help you as a teacher?

- Attend to students' **feelings** (verbal and non-verbal)
- Respond in a **'human'** way inside and outside a classroom
- Students will **like you and your subject** more if they know you accept them 😊



(3) Basic Counselling Skills

1. Reflection of feelings
2. Active listening (Let him/her speak, let him/her speak)
3. Paraphrasing
4. Asking questions
5. Support and Empowerment

Genuineness

Empathy

Respect



1. “Reflection of Feelings”

**You show your student the emotion(s)
you can pick up from:**

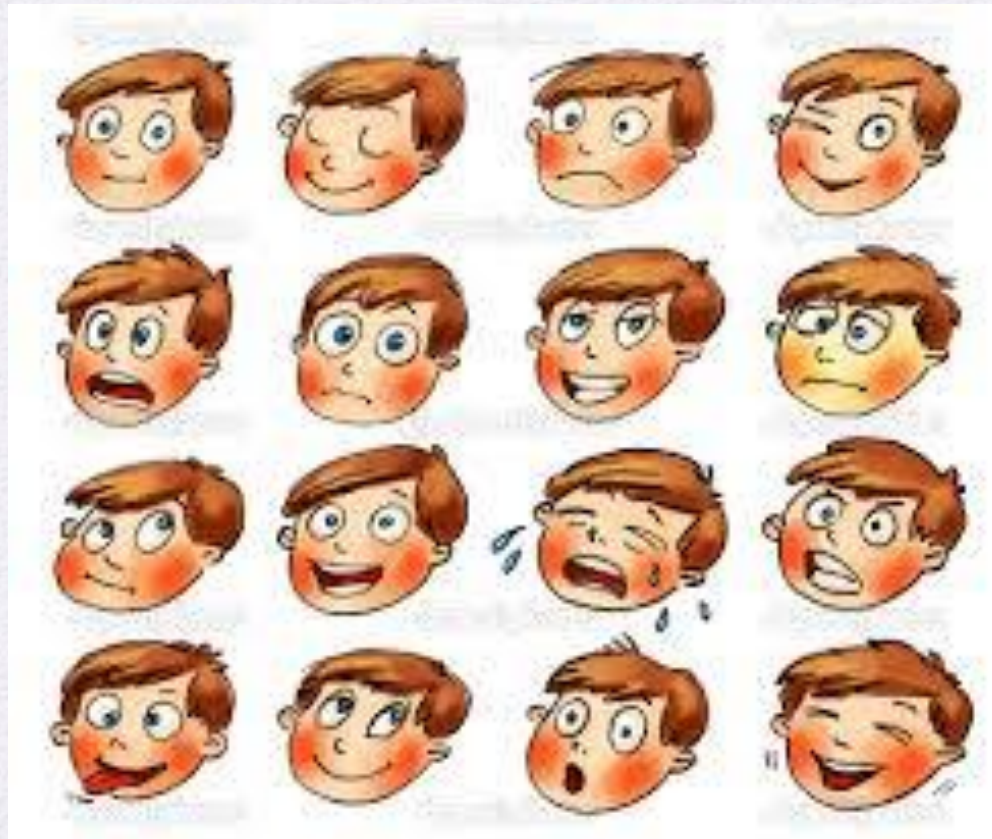
- (a) What he/she shares with you (content)
- (b) his/her facial expressions (non-verbal)
- (c) Other non-verbal messages (e.g. postures)

Let's try it out!

1. A student falls asleep in your class. He tells you he has not slept for two nights because he is busy doing a final year project.....
2. A student tells you her hamster died last night.....
3. A student tells you he is going for an interview after your class.....
4. A student tells you she has been fired from the part-time job with unjustified reasons.....
5. A student tells you his girl friend just dumped him.....
6. A student tells you her family has run out of money and she cannot continue with her studies if the situation does not improve.....
7. A student tells you he is admitted to a degree program in U.S.A.....

Useful Tips :)

1. Try to be more **observant**
2. Try to develop a **richer vocabulary of feelings**



Let's try more :)

Example 1A:

S: I just received my quiz result. It's so bad. I
wanna give up

Teacher: _____

(What would you say to reflect his/her feelings)

Please take turns to try the following **in pairs**

Example 1B:

S: Gosh! Look at this! I have received from
Chicago University to study there in
September next year!!!

Teacher: _____

(What would you say to reflect his/her feelings)

Please take turns to try the following **in pairs**

Example 1C:

S: I don't know what to do. To go on to study Associate Degree is good but my father said I should start working because AD is useless.....

Teacher: _____

(What would you say to reflect his/her feelings)

2. Active Listening

- What can you do to show your student you are listening attentively?

3. Paraphrasing

(Repeating & Summarizing)

Example 3A:

S: My father is a manager and he works most of the time out of town. He usually goes for business trips and stays away for a long time until it is finished. Then he comes back home without talking much to all of us. I just feel we are room-mates.....

Teacher: _____

(What would you say to paraphrase?)

Please take turns to try the following **in pairs**

Example 3B:

S: I just wish I could finish my studies and start working RIGHT NOW!!! You know what, mum discovered dad has a mistress in Mainland China last week! Mum is such a good wife but my dad still betrays her. I hate him! I wanna earn lots of money to take care of mum, so she needs not bear dad anymore.....

Teacher: _____

(What would you say to paraphrase?)

Please take turns to try the following **in pairs**

Example 3C:

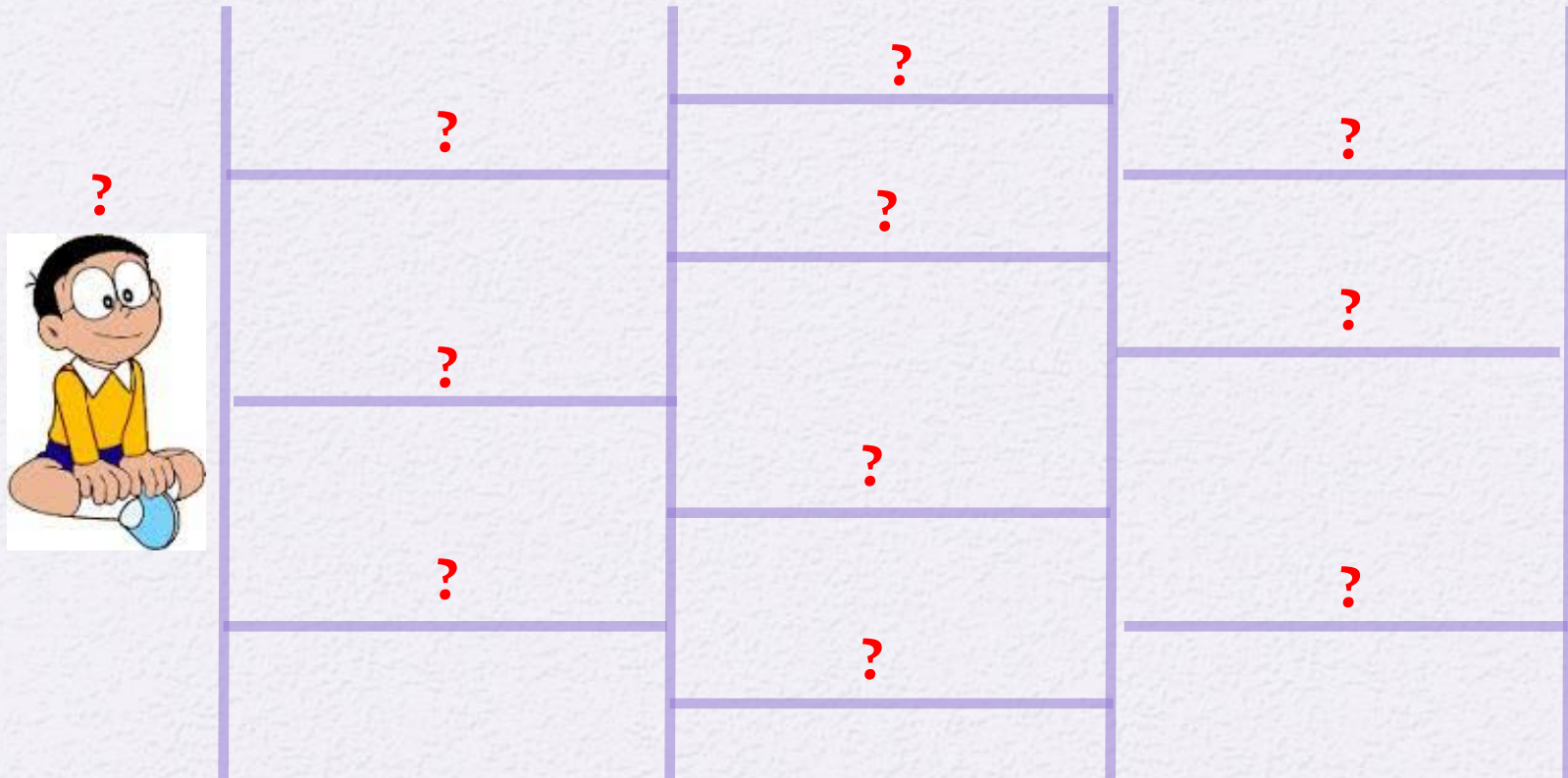
Y: I don't want to be sent to U.K. to continue with my studies. My girl-friend is here and my old grandma is here. More, my father is just going through chemotherapy for his stage 2 cancer. Why does he insist that I should go?

Teacher: _____

(What would you say to paraphrase?)

4. Asking Questions

that facilitate insights/solutions



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Example 4A:

S: Since the day my father was diagnosed with cancer, I am worried about him but I could not display any concern or care in front of him.....

Teacher: _____

(What insight do you wish to facilitate?)

Please take turns to try the following **in pairs**

Example 4B:

S: I don't want to look at myself in the mirror every day. I look so awful. I just wish I can be invisible so that other people cannot see me. I just lower my head in the canteen because I am afraid people will laugh at me.....

Teacher: _____

(What insight do you wish to facilitate?)

Please take turns to try the following **in pairs**

Example 4C:

S: I feel so down....I love my girlfriend so much but she dumped me.....I did everything for her but what do I get in return? I must continue to call her and visit her at her home so that she can't start another relationship! I just give too much that I won't let her go....We spent the last 365 days together! She can't leave me! I can't live without her!

Teacher: _____

(What insight do you wish to facilitate?)

5. Support & Empowerment

Example 5A:

S: I don't know whether I can perform well in the interview tomorrow.....

Teacher: _____

(What would you say to show your support and empowerment?)

Please take turns to try the following **in pairs**

Example 5B:

S: I don't know what to do for the presentation next week. My group mates seem to be angry with me for not joining them in the meetings but I needed to work part-time.....

Teacher: _____

(What would you say to show your support and empowerment?)

Please take turns to try the following **in pairs**

Example 5C:

S: I know I said very mean things to my mum last night.
She must be very angry with me now.....

Teacher: _____

(What would you say to show your support and empowerment?)

A Look at the Issues

At this moment, can you identify some of the **issues / difficulties** that our target students may be facing?

Some Common Issues/Difficulties

1. **Personal?**

- ❖ Self-concept/image, self-esteem, self-confidence

2. **Interpersonal?**

- ❖ With friends
- ❖ In relationships (heterosexual, homosexual, bi-sexual)

3. **Family?**

- ❖ Broken families
- ❖ Dysfunctional families
- ❖ Marriage problems between parents
- ❖ Step-families
- ❖ Parent-child conflicts

4. **Financial?**

- ❖ Family
- ❖ personal

5. **Ability? Motivation?**

6. **Illness?** (physical / psychological?)

What can do we for our teens as teachers?

- ✓ Show you genuinely **care**
- ✓ Admit you may **not be able to solve all the problems** by yourself / at one time
- ✓ Tell the student(s) they can turn to you for **support/advice**

Some Important Ethical Issues

1. Informed Consent (受導者同意)

- that seeing you is an **autonomous** decision

2. Confidentiality (保密)

- Students should feel assured that **what they share** will be kept **confidential**

3. Making Referrals (轉介)

- a. When you have **difficulties** seeing the student/client
- b. When you have **limited experience**

Other Important Remarks:

1. Be aware of the different **roles** & **boundaries** between a teacher and a counselor → we are **NOT** a counsellor in most circumstances
2. Even if you don't remember the skills in this session, remember these can help your students 😊
 - ✓ Your **listening** (你的聆聽)
 - ✓ Your **company** (你的同行)
 - ✓ Your **relationship** with the student (你們的互信關係)
3. Use counselling strategies to
 - ☐ help students **vent** their **emotions**
 - ☐ promote students' **insights**
 - ☐ facilitate their continuous **personal growth**