**M7-B. Role-Play - Mock Encounter Group**

**Characters**

* *Lou*, 22yrs, Kitchen Team Crew Member – to be confronted about not working
* *Joe*, 28yrs, Kitchen Team Crew Member – has ‘dropped a slip’ on Lou about this
* *David*, 38yrs, Gardening Team Crew Member – to be confronted about joking about leaving
* *Peter*, 29yrs, Kitchen Team Manager – has ‘dropped a slip’ on David about this
* Other students play the role of members of the Kitchen Team and the Gardening Team.

*(NOTE: The gender and names of any of the four characters can be changed so long as that is notified to all participants in advance).*

**Mock Encounter Group Seating**

* Arrange the chairs in a circle (with no empty seats).
* The person to be confronted sits opposite the person who will confront them
* Residents representing peer strength and residents who have been in the TC for more than 6  months sit next to the person being confronted.
* The facilitator sits in a chair that is equidistant from the confronter and the person being  confronted.

**The facilitator, (played by the trainer):**

* Arranges the seating
* Begins the mock encounter group by reviewing the rules
* Leads the group encounter process for both scenarios, through the three phases: confrontation, conversation,  and closure, using group process tools
* Other participants may participate and use the group process tools

**Rules of the Mock Encounter Group**

* Do not threaten, verbally attack, or call anyone names.
* Do not help the person being confronted.
* Do not leave the room or engage in side conversations.
* Use language that expresses your true feelings.
* Be completely honest and show responsible concern for all members of the group.

**Mock Encounter Group Phases**

*Confrontation*

* The facilitator asks the resident who wrote a slip to state his or her observations and reactions to the resident’s behavior (a slip is a written concern a resident has about another resident).
* Encounter group members may provide additional observations.
* Provocative tools are used to focus on the issues and to evoke the feelings of the person  being confronted.
* The resident being confronted is expected to listen and respond to his or her peers’  comments.
* The confrontation phase is over when the resident acknowledges and accepts the group’s  reaction to his or her behavior.

*Conversation*

* Encounter group members encourage the resident being confronted to focus on the behavior or attitude being discussed.
* Encounter group members encourage the resident to talk about his or her feelings.
* Encounter group members use evocative tools to deepen the resident’s understanding of the problem.
* The conversation phase is over when the resident displays an understanding of the confrontation. He or she will

–  Label his or her feelings

–  State his or her self-defeating pattern of behavior or attitude

* Ask for help in making personal changes.

*Closure*

* Encounter group members provide positive encouragement, feedback, suggestions, and support to the resident being confronted.
* Suggestions are given to help the resident learn how to enact positive changes.
* Encounter group members speak with warmth, support, and affirmation to balance the first  two phases.
* The closure phase is over when the resident makes a commitment to change and states what  he or she will do differently.

**After an Encounter Group Session**

It is important for the entire TC to participate in 30 minutes of socializing (snacks are provided) to continue the closure phase of supporting, affirming, and encouraging residents to change their behaviors and attitudes.  Senior peer role models reach out to residents who may be upset about their experience.

**Scenarios**

*Scenario 1 – Lou and Joe*

Lou is 22 years old and has been a TC resident for 2 months. He is assigned to the kitchen crew. For the past 2 weeks, Joe (28yrs.), has pulled him up on a daily basis for sitting down during kitchen cleanup. His behavior has not changed, and Joe has written a slip about Lou that Joe is invited by the Facilitator to read out at the beginning of the encounter group.

The role-play begins when Joe says to Lou: “Lou, I am concerned about you. I have asked you every day to help with kitchen cleanup, but you ignore me. I am worried about you because you don’t seem to be participating. You are sitting down when everyone else is still working.”

Other crewmembers state their observations, explain their frustration because Lou is not doing his work, and express their concern for him.

*Scenario 2 - David and Peter*

David is 38 years old. He has been a resident of the TC for 5 months, he is currently a Gardening Team Crew Member and is about to be promoted to Assistant Team Manager: Kitchen Team. This is the second TC he has been in. He dropped out of the first program 4 years ago, relapsed within 6 weeks and started using crack cocaine again. Peter is 29yrs and he is Kitchen Team Manager. He has also been in the TC for 5 months.  Peter has ‘dropped a slip’ on David about his “jokey” remarks about “having served his time now” and returning to the main prison.

The facilitator asks Peter to speak directly to David about his behavior and then leads the group encounter process through the three phases: confrontation, conversation,  and closure, using group process tools.  Other participants may participate and use the group process tools.

Peter says to David: “David, you have been dropping hints that you don’t think you need to complete the program and that it is time to leave. I am concerned about you and worried that you will start using drugs again. When you say you are going to leave, I feel that you don’t care about us and that you are thinking only about yourself.”  Other residents state their observations, explain how David’s comments and behaviour are affecting them, and express their concern for him.  David is initially defensive and says that over his two spells in TCs he’s done more TC time than anyone else in the room.