Introduction to Guidance and Counselling
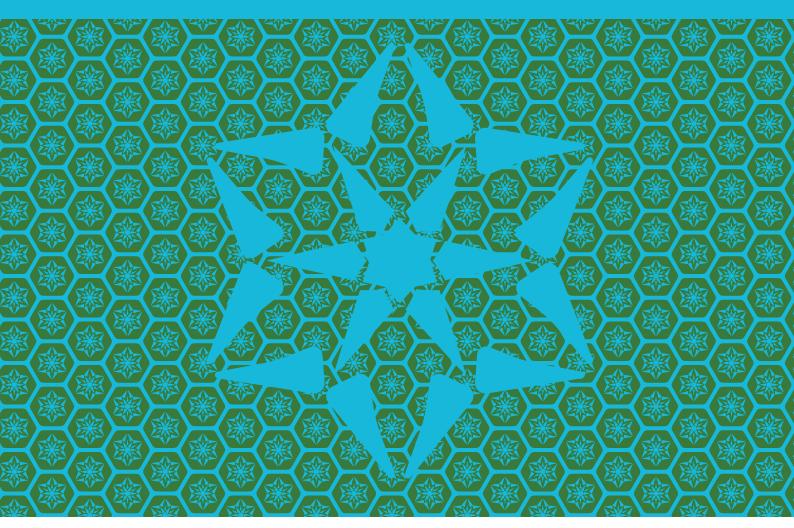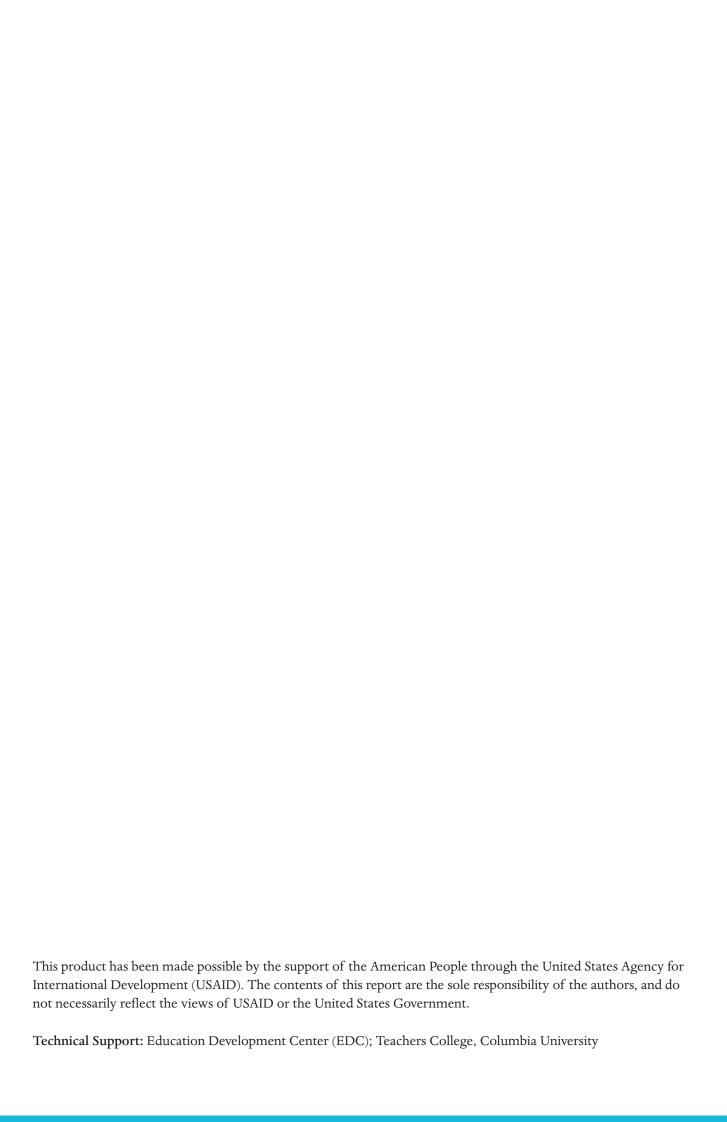
WINDOWS ON PRACTICE GUIDE
B.Ed. (Hons) Elementary

2012

Higher Education Commission

Higher Education Commission

Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and the two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programmes.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country's youngsters. Colleges and universities that use programmes like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process; in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members, who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject-matter expertise of the scholars at Education Development Center, Inc., and Teachers College, Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

PROF. DR SOHAIL NAQVI
Executive Director
Higher Education Commission
Islamabad

How the Windows on Practice guide was developed

As part of nationwide reforms to improve the quality of teacher education, the Higher Education Commission (HEC), with technical assistance from the USAID Teacher Education Project, engaged faculty across the nation to develop detailed syllabi for courses in the new four-year B.Ed. (Hons) Elementary programme.

The process of designing the syllabus for each course in years 3–4 of the programme began with curriculum design workshops. Deans and directors from universities where these courses will be taught were invited to attend the workshops. In the first workshop, national and international subject matter experts led participants in a seminar focused on a review and update of subject (content) knowledge. The remainder of this workshop was spent reviewing the HEC Scheme of Studies, organizing course content across the semester, developing detailed unit descriptions, and preparing the course syllabi. Although the course syllabi are designed primarily for Student Teachers taking the course, they are useful resources for teacher educators too.

Following the initial workshop, faculty participants developed teaching notes that include ideas for teaching units of study and related resources. Working individually or in groups, participants focused on their own teaching methods and strategies and how these could be useful to future teachers of the course. Subsequent workshops were held over the course of a year to give faculty sufficient time to complete their work, engage in peer review, and receive critical feedback from national and international consultants. In designing both the syllabi and the teaching notes, faculty and subject matter experts were guided by the National Professional Standards for Teachers in Pakistan (2009).

All of the syllabi developed by faculty who participated in the workshops are included in this document, along with a list of topical teaching notes. Additional references and resources appear at the end of the document. These should provide a rich resource for faculty who will teach this course in the future. Sample syllabi with accompanying teaching notes are also included to provide new Instructors with a model for developing curricula and planning to teach. This Windows on Practice guide is not intended to provide a complete curriculum with a standard syllabus and fully developed units of study, but rather aims to suggest ideas and resources for Instructors to use in their own planning. Hence, readers will find sample units and materials that reflect the perspective of faculty designers rather than prescriptions for practice.

We respect intellectual property rights and to the best of our knowledge, we have not included any suggested materials that are copyright protected or for which we have not secured explicit permission to use. Therefore, all materials included may be used in classrooms for educational purposes. Materials in this document are not intended for commercial use, however. They may not be used in other publications without securing permission for their use.

Initial drafts were reviewed by the National Curriculum Review Committee (NCRC) and suggestions were incorporated into final drafts, which were then submitted to the NCRC for approval.

Faculty involved in course design: Abid Hussain Chaudry, Punjab University, Lahore; Dr Ali Murtaza, University of Azad Jammu and Kashmir, Muzzafarabad; Amir Bano, Allama Iqbal Open University, Islamabad; Liaquat Hussain, Institute of Education and Research, Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa; Maroof Bin Rauf, University of Karachi, Karachi; Mubeen Ahmed Langah, Shah Abdul Latif University, Khairpur; Muhammad Nisar-ul-Haq, Karakoram International University, Skardu; Dr Muhammad Sarwar, University of Sargodha, Sargodha; Munazza Ambreen, Allama Iqbal Open University, Islamabad; Nida Mirza, University of Sindh, Jamshoro; Nadeem Khan, Institute of Education and Research, University of Peshawar, Peshawar; Raqeeb Imtiaz, University of Gujrat, Gujrat; Dr Saddaf Ayub Raja, Fatima Jinnah Women University, Rawalpindi; Shahla Ambreen, Sardar Bahadur Khan University, Quetta; and Zarghuna Naseem, University of Education, Lahore.

National subject expert leading the seminar: Dr Anjum Kazmi, Dean of Education, Sindh Madressatul Islam University.

National Curriculum Advisor who reviewed and compiled the Windows on Practice guide: Martin Thomas, Faculty, Notre Dame Institute of Education, Karachi.

NCRC review dates: 24 and 25 April 2013

NCRC reviewers: Dr Asif, Faisalabad University, Faisalabad; Dr Javed Iqbal, Karakoram International University, Gilgit-Baltistan; and Dr Riasat Ali, Kohat University, Kohat.
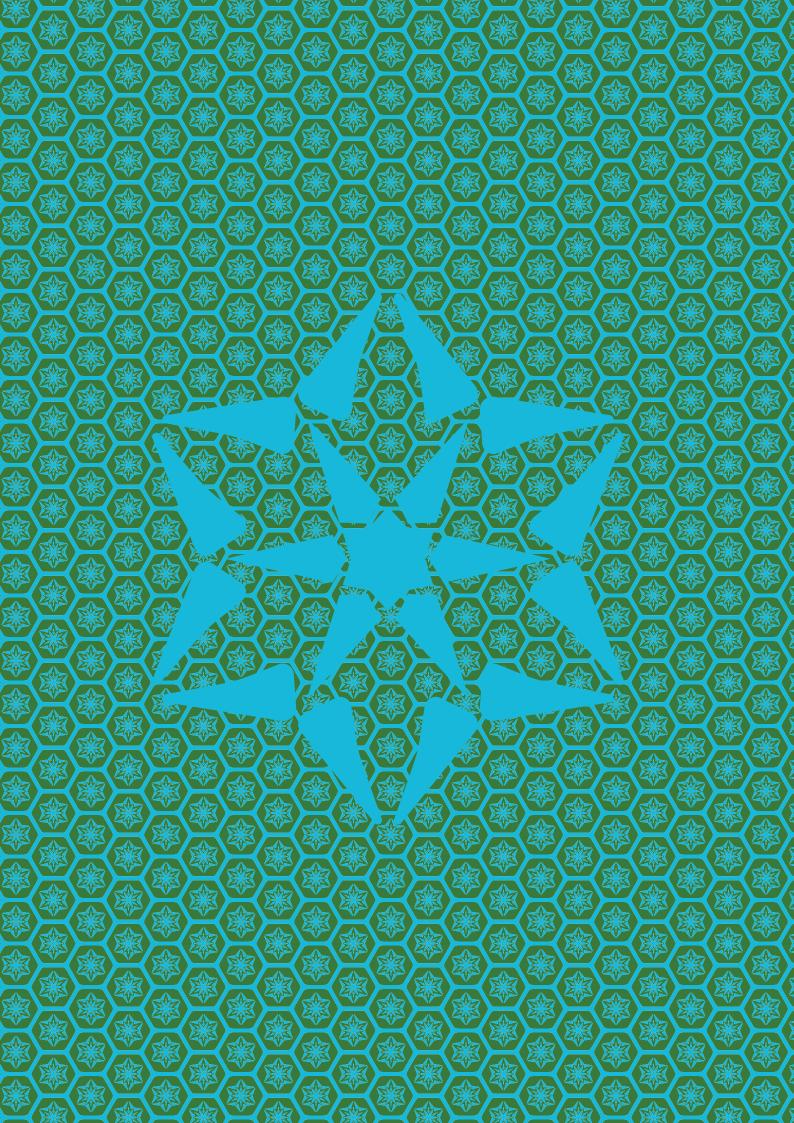
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Rationale for a course on guidance and counselling

Introduction

In the HEC 2010 document, *Curriculum of Education: B.Ed. (Hons.) 4-year Degree Programme,* Guidance and Counselling is added as a professional course. Teachers need a basic knowledge of school guidance and counselling techniques to address the personal and social problems of students that they may encounter in the classroom. This course will assist Student Teachers in understanding the role of various members of a guidance and counselling system in supporting students in addressing their future and social challenges. They will master the basic skills of school guidance and counselling by practicing these skills during their sessions. The course will also increase their ability to exercise active listening skills, reflect on students' concerns, assist students in arriving at solutions to problems, advise them on potential solutions to stated problems, and make responsible social choices and informed decisions.

Common misconceptions about guidance and counselling

It is anticipated that Student Teachers studying the Guidance and Counselling course will hold a number of misconceptions about guidance and counselling. Course Instructors need to be aware of such misconceptions, which are commonly shared by the public, so that they can help Student Teachers confront and critique these misconceptions. Some of the important misconceptions are listed below:

- Guidance and counselling deal only with severe psychological problems and, hence, are not required for schoolchildren.

- When dealing with schoolchildren, there is not much relationship between the theory and practical aspects of guidance and counselling.

- Guidance is always provided in group form, as many students have more or less similar issues on which they need guidance.

- Counselling is always counselee-centred, and the counselee plays a proactive role.

- There is a single theory of guidance and counselling that can be applied to all scenarios.

- Counselling is a complex process that can only be facilitated by professional experts. A teacher cannot be a counsellor.

- Every teacher can be a counsellor without undergoing any counselling training, as it does not require specific skills.

- Counselling cannot be given in a classroom situation because it involves the utilization of various resources.

- Counselling for personal, emotional, and social problems is the responsibility of the parents, not the teacher.

- Counselling is only for children who are experiencing problems, and not for children who are bright and happy at school.

- A counsellor can provide a readymade solution to all problems.

- Guidance is a service or process that should be employed to address an emergency situation.

- Counselling is for developed countries.
- Guidance programmes do not work in Pakistani society and schools.
- Counselling is concerned only with educational issues.
- No ethical issues are involved in counselling.
- Counselling is a one-meeting problem-solving strategy.

Adapted from teaching notes by: Maroof Bin Rauf, Shahla Ambreen, Nida Mirza, Raqeeb Imtiaz, Dr Saddaf Ayub Raja, Munazza Ambreen, Mubeen Ahmed Langah, Muhammad Nisar-ul-Haq, Liaquat Hussain, Amir Bano, Dr Ali Murtaza, Zarghuna Naseem, Abid Hussain Chaudry, and Dr Muhammad Sarwar.

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Course syllabi

GUIDANCE AND COUNSELLING

GUIDANCE AND COUNSELLING

This section contains syllabi that have been written by faculty or groups of faculty. Using the HEC Scheme of Studies for the course, they considered the balance between the demands of the subject itself, active learning pedagogies, their students, and the particular university milieu in which they work. The syllabi all reflect the same key concepts and broad goals, but they vary in sequence and emphasis.

COURSE SYLLABUS 1

By
Maroof Bin Rauf, Shahla Ambreen, Nida Mirza, Raqeeb Imtiaz, and Dr Saddaf Ayub Raja

Year and semester
Year 4, Semester 7

Credit value
3 credits (contact hours: 3 hours per week)

Prerequisites
Successful completion of the Child Development and Educational Psychology courses

Course description

This course has been designed to introduce the concept, scope, and theories that govern the process of guidance and counselling in education. It will enable Student Teachers to identify areas of guidance and counselling at the elementary level. Through the knowledge and skills acquired from this course, they will be well equipped to explore the talents and potential of their students, while preparing them for life in the 21st century. The course will include both theoretical knowledge of guidance and counselling and the development of Student Teachers' counselling skills. It will strengthen their ability to exercise active listening skills, reflect on students' problems, and help them choose potential solutions to their problems. The course will also enable Student Teachers to design school-wide guidance and counselling programmes.

Course learning outcomes

By the end of this course, Student Teachers will be able to:

- demonstrate knowledge of the importance of guidance and counselling to teachers and students
- critically analyse the concepts, scope, and theories that govern the process of guidance and counselling
- use the principles and functions of guidance and counselling to ensure a safe learning environment in school
- identify and apply different tools of data collection in different situations
- select and apply appropriate counselling techniques to solve students' problems
- coordinate and communicate with various stakeholders in the process of guidance and counselling.

Teaching-learning strategies

The course will include an interactive approach and active learning strategies, such as brainstorming, discussions, case studies, and role plays. It should provide Student Teachers with practical experience of identifying and providing better solutions to problems in a classroom and school setting. The emphasis will be on a student-centred approach in order to provide maximum opportunity for them to inquire, present, share their views, and take an active part in all classroom activities. In some sessions, interactive lectures will also be used.

Unit 1: Introduction to guidance and counselling

Duration of the unit: 3 weeks

Unit description
This unit will help Student Teachers learn and understand important areas of educational guidance and counselling, an Islamic perspective on guidance and counselling, and its implementation in their professional life.

Unit learning outcomes
By the end of this unit, Student Teachers will be able to:

- differentiate between guidance and counselling
- analyse critically the concept of guidance and counselling from an Islamic perspective
- identify principles that govern the guidance and counselling process
- list the main objectives of guidance and counselling programmes in education
- explore various types of guidance and counselling.

Essential knowledge

Essential knowledge for course Instructors in this unit includes background knowledge of child development; related theories, especially regarding emotional development; educational psychology; and the scope of guidance and counselling.

UNIT 1:	Introduction to guidance and counselling	
Week #	Session topics/chapter	Teaching strategy
1	Session 1 Introduction to guidance and counselling	group work interactive lecture self-reflection brainstorming
1	Session 2 The basic concepts of guidance and counselling: Guidance, counselling, and psychotherapy	group work oral presentation discussion individual reading
1	Session 3 The Islamic concept of guidance and counselling	short lecture individual reading pair-share work
2	Session 4 The scope of guidance and counselling: Community, family, administration, and peers	completing stories skit-writing presentation
2	Session 5 Principles of guidance and counselling	group discussion self-reflection writing specimen
2	Session 6 Types of guidance and counselling: Educational and personal	discussion brainstorming reflection
3	Session 7 Types of guidance and counselling: Social and vocational	video session computation mini-lecture brainstorming
3	Sessions 8 and 9 Theories of guidance and counselling • Carl Roger • Erik Erikson • Alfred Adler • B. F. Skinner	interactive lecture handouts concept note

Unit assessment

This unit is based on content knowledge; therefore, Student Teachers can be assessed in several ways, including questions and answers in classroom practice, quizzes, mini-assignments, and presentations.

References

Butcher, P. A. (2005). *Sociology* (9th ed.). Boston: McGraw-Hill.

Hurlock, E. B. (2008). *Developmental psychology* (5th ed.). London: McGraw-Hill.

Nayak, A. K. (2007). *Guidance and counselling.* New Delhi: APH Publishing.

Shaffer, D. R., & Kipp, K. (2010). *Developmental psychology: Childhood and adolescence* (8th ed.). Belmont: Wadsworth.

Unit 2: The course instructor as a counsellor

Duration of the unit: 3 weeks

Unit description

This unit will help Student Teachers understand the importance of guidance and counselling in educational discipline. They will be encouraged to implement guidance services in different situations. It will also help them to understand not only the required qualities of a good counsellor but also the related ethical considerations.

Unit learning outcomes

By the end of this unit, Student Teachers will be able to:

- critically analyse the role of a teacher as a guide in school
- differentiate among various guidance services
- identify various qualities of a teacher necessary for a counselling role
- discuss the different counselling services that a teacher can provide to students
- demonstrate knowledge of the ethical considerations related to guidance and counselling services.

Essential knowledge

The basic purpose of a guidance and counselling programme is to ensure the physical, emotional, social, and educational development of learners. Since primary school students spend most of the school day with just a few teachers, these teachers are in a favourable position to perform their role as a counsellor for their students. They can assume their counselling role at two levels – school and classroom. At school level, their role as counsellor will be oriented towards the more general and common problems of primary schoolchildren. In contrast, their role as classroom counsellor will be slanted towards the more specific and individual problems of their students.

2	UNIT 2:	The course instructor as a counsellor	
	Week #	Session topics/chapter	Teaching strategy
	4	Session 10 Qualities of a counsellor: Personal and professional	group work self-analysis
	4	Sessions 11 and 12 Guidance services that a teacher can provide	multimedia presentation discussion role play
	5	Sessions 13 and 14 The teacher as an agent of change: Problems in the classroom for guidance and counselling	analysis of the content individual work concept paper
	5	Session 15 The teacher as an agent of change: Issues in school for change	interactive dissociation writing activity
	6	Session 16 The role of a teacher as a counsellor in classroom for improving academic performance	brainstorming pair-share problem-solving self reading
	6	Session 17 The role of a teacher as a change agent in school	brainstorming reading problem-solving
	6	Session 18 Ethical considerations of guidance and counselling	interactive lecturing multimedia presentation of news cuttings group discussion panel discussion

Unit assessment

This unit can be assessed using a quiz and a small-scale project in which Student Teachers, in groups, identify classroom problems that require counselling, such as aggressive behaviour, shy and withdrawing children, slow learners, fear and anxiety, attendance problems, and so forth. In groups, Student Teachers will plan out strategies for solving problems identified by their group and then present them. In this project, Student Teachers can be assessed for their group harmony and participation. Secondly, they can be assessed for the authenticity of their identified classroom problems and suggested strategies for the solution of these problems.

References

Nayak, A. K. (2007). *Guidance and counselling.* New Delhi: APH Publishing.

Thompson, R. A. (2012). *Professional school counseling: Best practices for working in the schools* (3rd ed.). New York: Routledge.

Unit 3: Procedures and tools for guidance and counselling

Duration of the unit: 3 weeks

Unit description

This unit deals with procedures and tools required in the process of guidance and counselling. It aims to develop knowledge and skills among Student Teachers, so that they can identify students or cases in their classrooms and then select appropriate strategies for intervention.

Unit learning outcomes

By the end of this unit, Student Teachers will be able to:

- illustrate and examine the procedures and steps involved in counselling
- identify students who need counselling services
- select and devise appropriate strategies for interventions or problem-solving
- identify various professionals to whom students with severe problems can be referred.

Essential knowledge

Essential knowledge for course Instructors in this unit includes theoretical knowledge about procedures and steps of counselling and tools and strategies for collecting information and solving problems, as well as practical knowledge to implement these in different situations.

3 UNIT 3:	Procedures and tools for guidance and counselling	
Week #	Session topics/chapter	Teaching strategy
7	Sessions 19 and 20 Steps and procedures of counselling	reading and discussion material, case studies, poster-writing
7	Session 21 Strategies for solving problems or staging interventions	panel discussion, individual work, group discussion
8	Sessions 22–24 Techniques and strategies for problem-solving • Observation • Interview • Cumulative record	out-of-class activity (observation), interactive lecturing, group work, role play, group presentations, spaceman analysis, gallery walk, critical friends, pair-share work
9	Sessions 25 and 26 • Questionnaire • Case study	group discussion, handouts dramatization
9	Session 27 Referring cases to the concerned professionals	group discussion individual work

Unit assessment

Student Teachers' understanding and skills can be assessed through quizzes, mini-assignments, presentations, and a small-scale project in which they, in groups, identify problems in relevant schools related to academic, social, and intellectual capability, as well as major academic problems of students at individual level.

References

Okum, B. F., & Kantrwitz, R. E. (2008). *Effective helping: Interviewing and counseling techniques* (7th ed.). Belmont: Thomson.

Perry, W. (2008). *Basic counselling techniques: A beginning therapist's toolkit* (2nd ed.). Bloomington: Author House.

Unit 4: School-wide guidance and counselling

Duration of the unit: 7 weeks

Unit description

This unit aims to help Student Teachers understand and identify issues in the primary school setting for which guidance and counselling become necessary. It also aims to equip them with the knowledge and skills required for the effective implementation of guidance and counselling programmes in a school setting.

Unit learning outcomes

By the end of this unit, Student Teachers will be able to:

- identify issues and problems in schools for guidance and counselling
- demonstrate the ability to initiate guidance and counselling programmes in a school setting
- design strategies for collaborating and communicating with various stakeholders in guidance and counselling programmes
- design a school development plan for implementing guidance and counselling in an primary school setting.

Essential knowledge

The basic aim of a guidance and counselling programme is to help Student Teachers identify problems or issues in schools, and then to develop a rationale for a guidance and counselling programme in a school setting. This unit will provide comprehensive knowledge about school-wide guidance and counselling programmes, which will encourage Student Teachers to use their creativity and fresh ideas to conceptualize their own guidance and counselling programmes in school. It will also develop their ability to perceive, respond to, and manage the whole spectrum of guidance and counselling in schools through an action plan.

Week #	Session topics/chapter	Teaching strategy
	UNIT 4: School-wide guidance and counselling	
10	Sessions 28 and 29 Problems and issues in primary schools: Educational, social, physical, psychological, and career	interview questionnaire
10	Session 30 Initiating guidance programmes in schools: Needs assessment	imaginative thinking
11	Session 31 Initiating guidance programmes in schools: Support structure	jigsaw reading group discussion
12	Session 32 Initiating guidance programmes in schools: Vision, mission, and goal-setting	brainstorming written work critical review (critical friend)
12	Session 33 Initiating guidance programmes in schools: Tasks and activities	designing activities class presentation
12	Session 34 Initiating guidance programmes in schools: Assessment of guidance and counselling programmes	assessment plan
13	Session 35 Involving various stakeholders in the guidance programme: Parents	panel discussion
13	Session 36 Involving various stakeholders in the guidance programme: Community	lecture brainstorming discussion
13	Sessions 37 and 38 Visualizing action plans	
14	Session 38 (continued)	
14	Sessions 39 and 40 Preparing an action plan	discussion powerPoint presentation
15	Sessions 42 and 43 • Emergency drills: Earthquake, fire, and bomb drills • Traumatic stress management	presentations and simulations on hypothetical scenarios, group work, role plays
16	Sessions 44–46 Assigning responsibilities Implementation of action plan or doing activity Documentation and report-writing Evaluation Future plan	use of action plan templates

References

Bannister, C., & McInnes, B. (2005). *RCN working well initiative guidance on traumatic stress management in the health care sector*. Retrieved from:

➤ http://www.rcn.org.uk/__data/assets/pdf_file/0009/78543/001804.pdf

Dougherty, A. M. (2009). *Psychological consultation and collaboration in school and community settings* (5th ed.). Belmont: Brooks/Cole.

Hederson, D. A., & Thompson, C. L. (2011). *Counseling children* (8th ed.). Belmont: Cengage Learning.

NDMA (National Disaster Management Authority). (2007). *National disaster risk management framework Pakistan*. Islamabad: NDMA, Government of Pakistan. Retrieved from:

➤ http://unportal.un.org.pk/sites/UNPakistan/OneUN/DRM%20Documents/NDRM%20Framework%20Pakistan.pdf

Sharif, R. S. (2009). *Applying career development theory to counseling* (5th ed.). Stanford: Brooks/Cole.

Zunkar, V. G. (2006). *Career counseling: A holistic approach* (7th ed.). Belmont: Brooks/Cole.

COURSE SYLLABUS 2

By
Munazza Ambreen, Mubeen Ahmed Langah, Muhammad Nisar-ul-Haq, Liaquat Hussain, and Amir Bano

Year and semester
Year 4, Semester 7

Credit value
3 credits (contact hours: 3 hours per week)

Prerequisites
Successful completion of the Child Development and Educational Psychology courses

Course description

This is a compulsory course in the B.Ed. (Hons) programme. It is designed to give teachers and other stakeholders an in-depth understanding of the ideas of guidance and counselling. It also covers trends and issues, including an Islamic perspective, a global perspective, and challenges of the 21st century. The major focus is on how these concepts are applied to students to maximize their learning by resolving their issues and to develop them as balanced personalities. The course covers an introduction to guidance and counselling, the major areas in which guidance is provided to schoolchildren, and different theories, types, and techniques of counselling. Student Teachers will be equipped with the skills and qualities of a counsellor, so that they can effectively perform this function in schools in particular and more generally in society. Finally, the action plan is included to prepare Student Teachers to perform counselling functions in real-life situations.

Course learning outcomes

After studying this course, Student Teachers will be able to:

- define different concepts associated with the field of guidance and counselling, as well as different trends in and perspectives on guidance and counselling in relation to the present scenario
- identify different guidance and counselling needs and provide appropriate services in the educational, vocational, and social life of students
- develop and demonstrate the attributes and qualities of a good counsellor
- utilize appropriate techniques in the light of counselling theories in an educational setting
- develop mechanisms for establishing guidance and counselling services in their institutions
- implement the action plan in collaboration with internal and external stakeholders of their institutions.

Teaching and learning strategies

The following learning and teaching strategies will be used:

- Interactive lecture method
- Demonstrations
- Inquiry approach
- Group discussions
- Fieldwork
- Library assignment
- Project work
- Individual assignment or self-study
- Handouts

Unit 1: Introduction to guidance and counselling

Duration of the unit: 3 weeks

Unit description

This course is designed to give Student Teachers an overview of the concept, nature, needs, functions, and principles of guidance and counselling. Islamic and global perspectives are reviewed, while present challenges and issues are also discussed.

Unit learning outcomes

After completing this unit, Student Teachers will be able to:

- describe the nature of guidance and counselling
- highlight the difference between guidance and counselling
- advocate the importance of guidance and counselling programmes in an educational setting
- discuss concepts and processes of guidance and counselling in a global and Islamic perspective
- deliberate on the need for and issues in establishing guidance and counselling in Pakistani schools.

1	UNIT 1:	Introduction to guidance and counselling
Week #	**Content**	
1	• The nature of guidance and counselling (1 hour) • The difference between guidance and counselling (2 hours)	
2	• The need for and functions of guidance and counselling (2 hours) • Principles of guidance and counselling (1 hour)	
3	• Islamic and global perspectives on guidance and counselling (2 hours) • Challenges in guidance and counselling (1 hour)	

Teaching strategies

The course Instructor will use a variety of teaching strategies, like video sessions; think, pair, share; presentations; inquiry learning; and so on, according to the requirement of the topic, and will emphasize active learning.

References

Barki, B. G., & Mukhopadhyay, B. (2008). *Guidance and counseling: A manual* (10th reprint). New Delhi: Sterling.

Gibson, R. L., & Mitchell, M. H. (2007). *Introduction to counseling and guidance* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Kinra, A. K. (2008). *Guidance and counselling*. New Delhi: Dorling Kindersley.

Kottler, J. A., & Shepard, D. S. (2008). *Introduction to counseling: Voices from the field* (6th ed.). Belmont: Thomson.

Unit 2: Areas and services

Duration of the unit: 3 weeks

Unit description

Guidance and counselling cannot be confined to educational settings. There may be problems that relate to different areas. During this course, Student Teachers are provided with different services to ensure their smooth progress in school. This unit covers the major areas of guidance and counselling, and also the services that are provided within the premises.

Unit learning outcomes

By the end of this unit, Student Teachers will be able to:

- realize that students need guidance and counselling services for their optimum growth and development
- identify areas of difficulty
- explore different areas of guidance and counselling
- plan actions, collect information, and develop motivation in school personnel for guidance and counselling programmes.

2	UNIT 2:	Areas and services
Week #		**Content**
4		Major areas • Educational • Vocational • Avocational • Social
5		• Health • Moral • Personal
6		Services provided • Pre- and admission service • Orientation service • Information service • Counselling service • Placement service • Remedial service • Follow-up service • Evaluation service

Teaching strategies

The course Instructor will use a variety of teaching strategies, such as video sessions; think, pair, share; presentation; inquiry learning; and so forth, according to the requirement of the topic, and will emphasize active learning.

References

Kochhar, S. K. (2008). *Educational and vocational guidance in secondary schools*. New Delhi: Sterling.

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices.* Thousand Oaks, CA: Corwin.

Hederson, D. A., & Thompson, C. L. (2011). *Counseling children* (8th ed.). Belmont: Cengage Learning.

Unit 3: Theories and techniques

Duration of the unit: 4 weeks

Unit description
This unit specifically deals with the governing theories of guidance and counselling and the types and techniques applied for this purpose. Theories will provide the rationale for different techniques used in guidance and counselling to address the problems of the students.

Unit learning outcomes
After studying this unit, Student Teachers will be able to:

- understand the concepts of human development as described by various theorists
- identify the individual needs of primary schoolchildren
- develop attitudes that support different theories in their dealing with children
- explain types of guidance and counselling
- appreciate and practice techniques of guidance and counselling in dealing with students' problems.

3	UNIT 3:	Theories and techniques
	Week #	Content
	7	Theories • Carl Roger (1.5 hours) • Alfred Adler (1.5 hours)
	8	• B. F. Skinner (1.5 hours) • Erik Erikson (1.5 hours)
	9	Types of guidance and counselling • Individual (1.5 hours) • Group (1.5 hours)
	10	Techniques of counselling (one session per technique) • Directive • Non-directive • Eclectic

Teaching strategies
The course Instructor will use a variety of teaching strategies, like video sessions; think, pair, share; presentations; inquiry learning; and so forth, according to the requirement of the topic, and will emphasize active learning.

References

Barki, B. G., & Mukhopadhyay, B. (2008). *Guidance and counselling: A manual* (10th reprint). New Delhi: Sterling.

Corey, G. (2008). *Theory and practice of group counseling* (7th ed.). Stanford: Cengage Learning.

Henderson, D. A., & Thompson, C. L. (2011). *Counseling children* (8th ed.). Belmont: Brooks/Cole.

Kottler, J. A., & Sheppard, D. S. (2008). *Introduction to counseling: Voices from the field* (6th ed.). Belmont: Thomson.

Sharif, R. S. (2011). *Theories of psychotherapy and counseling: Concepts and cases* (5th ed.). Stamford: Cengage Learning.

Unit 4: Skills and qualities of a counsellor

Duration of the unit: 3 weeks

Unit description

This unit explores the role and qualities of personnel involved in the provision of guidance and counselling. It focuses on developing basic guidance and counselling skills among Student Teachers, so that they may use their competencies in selecting, sequencing, and implementing different techniques of guidance and counselling.

Unit learning outcomes

Student Teachers will be able to:

- explore the role and qualities of a school counsellor
- develop basic guidance and counselling skills and use their competencies in selecting, sequencing, and implementing different techniques of guidance and counselling
- explore various ethical issues involved in guidance and counselling and their impact on the process of guidance and counselling.

4	UNIT 4:	Skills and qualities of a counsellor
	Week #	Content
	11	Personnel involved in counselling The role and qualities of a school counsellor
	12	Skills for the counselling process
	13	Ethical issues

Teaching strategies

The course Instructor will use group, individual, and pair work to develop interactive learning and an environment that builds confidence. Discussion, projects, reflective journaling, and portfolios will also be used to develop analytical and inquiry skills among Student Teachers.

References

Geldard, K., & Geldard, D. (2008). *An integrative approach: Personal counseling skills.* Springfield: Charles C. Thomas.

Ivey, A. E., Ivery, M. B., & Zalaquett, G. P. (2010). *International interviewing and counseling: Facilitating client development in a multicultural society* (7th ed.). Belmont: Brook/Cole, Cengage Learning.

Sutton, J., & Stewart, W. (2004). *Learning to counsel: Develop the skills you need to counsel others*. Oxford: How To Books.

Unit 5: Implementation strategies and action plan

Duration of the unit: 3 weeks

Unit description

This unit deals with procedures and strategies required in the process of guidance and counselling. It aims to develop knowledge and skills among Student Teachers, so that they can find information about students, identify those who need guidance and counselling in their classrooms, and then select appropriate strategies for intervention.

Unit learning outcomes

After studying this unit, Student Teachers will be able to:

- prepare different data-gathering tools according to the data required for the provision of guidance and counselling
- use different data-gathering tools and collect information about students who need guidance and counselling
- devise an action plan to develop a school-wide guidance and counselling programme.

UNIT 5:	Implementation strategies and action plan
Week #	Content
14	Data-gathering tools • Test • Observation • Questionnaire and anecdotal record
15	• Interview • Checklist • Rating scale • Projective techniques
16	Developing an action plan for a school-wide guidance and counselling programme • Planning orientation seminar: Administrative and teaching staff • Planning orientation seminar: Parents and other external stakeholders • Dossier

Teaching strategies

The course Instructor will use group, individual, and pair work to develop interactive learning and an environment that builds confidence. Discussion, projects, reflective journaling, and portfolios will also be used to develop analytical and inquiry skills among Student Teachers.

References

Cormier, S., Nurius, P. S., & Osborn, C. J. (2013). *Interviewing and change strategies for helpers* (7th ed.). Belmont: Brooks/Cole.

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices.* Thousand Oaks, CA: Corwin.

Ivey, A. E., Ivery, M. B., & Zalaquett, G. P. (2010). *International interviewing and counseling: Facilitating client development in a multicultural society* (7th ed.). Belmont: Brook/Cole, Cengage Learning.

3
Representative syllabus with teaching notes

This section contains a syllabus with accompanying teaching notes. It is included for purposes of illustration. The Integrated Teaching Notes section offers additional notes that have been integrated using broad themes addressed in the course. Faculty who are teaching the course for the first time or who are interested in the process of curriculum design may find it useful to see how the authors of this representative syllabus chose to develop particular ideas and themes in their notes. (Ideas presented here are not duplicated in the Integrated Teaching Notes.)

REPRESENTATIVE SYLLABUS

By
Abid Hussain Chaudry, Dr Ali Murtaza, Dr Muhammad Sarwar, Nadeem Kahn, and Zarghuna Naseem

Year and semester
Year 4, Semester 7

Credit value
3 credits (contact hours: 3 hours per week)

Prerequisites
Successful completion of the Educational Psychology or the Human Development and Learning course

Course description

Guidance and counselling help teachers to solve the day-to-day problems of their students by using specialized techniques based on sound knowledge of the discipline. This course intends to enhance Student Teachers' knowledge and conceptual understanding of and skills in guidance and counselling.

In this course, Student Teachers will develop their contextual understanding of guidance and counselling by exploring the historical background of, comparative perspectives on, approaches to, and areas of guidance and counselling. The course will also describe the role and responsibilities of the counsellor and the counselling process. New trends in guidance and counselling will also be introduced.

The course will enable Student Teachers to identify their students' problems through the use of relevant tools and strategies, and to develop insights to solve their problems in the light of different theories of guidance and counselling.

Course learning outcomes

After studying this course, Student Teachers will be able to:

- conduct a healthy discussion on the concept of guidance and counselling
- apply the theories of guidance and counselling in different situations
- identify their students' problems with the help of appropriate tools
- utilize different counselling techniques to help their students deal with various problems
- perform the responsibilities of a counsellor and apply counselling ethics
- develop and simulate an action plan.

Teaching and learning strategies

The course Instructor will use a variety of instructional techniques, including practical examples, and will use data collection tools, data analysis techniques, and decision-making processes in guidance and counselling. Student Teachers are to work as change agents in school and develop guidance and counselling action plans for classrooms or schools.

Unit 1: Introduction to guidance and counselling

Duration of the unit: 3 weeks

Unit description
This unit intends to develop among Student Teachers a conceptual and contextual understanding of guidance and counselling in local and international settings.

Unit learning outcomes
Student Teachers studying this unit will be able to:

- define and differentiate the concepts of guidance and counselling
- justify the need for and significance and status of guidance and counselling in Pakistan
- describe the historical development of guidance and counselling
- explain the comparative perspective on guidance and counselling.

Teaching strategies
While teaching this unit, the following strategies will be applied: interactive lecture, assignments, projects, tutorials, and class discussions.

UNIT 1:	Introduction to guidance and counselling		
Week #	Content	Sessions	Teaching strategies
1	Introduction to the course The concept of guidance and counselling	3 hours	interactive lecture
2	Guidance and counselling in Pakistani schools	3 hours	brainstorming interactive lecture
3	Guidance and counselling in a comparative perspective: India and the United States	3 hours	discussion and project or assignment

References

Gibson, R. L., & Mitchell, M. H. (2007). *Introduction to counseling and guidance* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Kinra, A. K. (2008). *Guidance and counselling.* New Delhi: Dorling Kindersley.

Unit 2: Areas of guidance and counselling

Duration of the unit: 2 weeks

Unit description

This unit intends to provide an understanding of different areas of guidance and counselling, including academic, psychological, spiritual, and socio-moral areas where guidance and counselling are provided to students in elementary grades.

Unit learning outcomes

After completing this unit, Student Teachers will be able to:

- explain different areas of guidance and counselling, whether academic, personal, emotional, psychological, spiritual, socio-moral, civic, or vocational
- identify problems related to different areas of guidance and counselling.

Teaching strategies

The strategies that will be used to teach this unit will include brainstorming, discussion, and a project or assignment.

	UNIT 2:	Areas of guidance and counselling		
Week #		Content	Sessions	Teaching strategies
4		Areas of guidance and counselling Awareness and importance of problems The importance of academic problems and their impact on personal development	3 hours	brainstorming discussion
5		Spiritual, social, moral, and cultural problems Social, moral, spiritual, and cultural problems and their impact The need for learning guidance and counselling	3 hours	brainstorming interactive lecture discussion project or assignment

References

Kochhar, S. K. (2008). *Educational and vocational guidance in secondary schools*. New Delhi: Sterling.

Nayak, A. K. (2007). *Guidance and counselling*. New Delhi: APH Publishing.

Unit 3: Theories of guidance and counselling: Application in education

Duration of the unit: 2 weeks

Unit description

This unit intends to help Student Teachers apply different theories of guidance and counselling to solve students' problems. It also encourages them to explore different techniques of counselling developed by different schools of thought, such as the psychoanalysis, behaviourism, and cognitivist schools.

Unit learning outcomes

After completing this unit, Student Teachers will be able to:

- explain and apply different theories of guidance and counselling in different situations
- select the theory that best serves the purpose in a given problem.

3	UNIT 3:	Theories of guidance and counselling: Application in education		
Week #		**Content**	**Sessions**	**Teaching strategies**
6		Psychoanalysis Behavioural Cognitive: Counsellor-centred	3 hours	interactive lecture discussion case study
7		Cognitive: Client-centred	3 hours	interactive lecture discussion case identification (project)

References

Corey, G. (2008). *Theory and practice of group counseling* (7th ed.). Stamford: Cengage Learning.

Sharf, R. S. (2011). *Theories of psychotherapy and counseling: Concepts and cases* (5th ed.). Stamford: Cengage Learning.

Unit 4: Problem identification and tools of data collection

Duration of the unit: 2 weeks

Unit description

This unit intends to introduce Student Teachers to different data collection tools that can be used for the identification of problems (whether classroom or school-based) of primary school students. An opportunity will be provided for Student Teachers to administer different tools to collect relevant data in order to address different problems.

Unit learning outcomes

After completing this unit, Student Teachers will be able to:

- identify problems in educational settings
- review different data-gathering tools and improve their validity
- modify or construct data-gathering tools that best fit the schools in a Pakistani context.

	UNIT 4:	Problem identification and tools of data collection		
Week #		Content	Sessions	Teaching strategies
8 and 9		Data collection tool • Questionnaire (1 hour) • Interview (1 hour) • Observation and rating scale (1 hour) • Profile and portfolio (1 hour) • Sociometric (1 hour) • CR (cumulative records) (1 hour)	6 hours	lecture reading interactive discussion presentation

References

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin.

Kinra, A. K. (2008). *Guidance and counselling*. New Delhi: Dorling Kindersley.

Unit 5: Guidance services

Duration of the unit: 3 weeks

Unit description

This unit intends to enable Student Teachers to provide guidance services to students at their respective schools.

Unit learning outcomes

After completing this unit, Student Teachers will be able to:

● describe and practice providing guidance services to students

● understand and implement different techniques of counselling

● identify the role and responsibilities, counselling process, and counselling ethics of the counsellor.

Teaching strategies

The strategies to teach this unit include interactive lectures, discussions, case studies, case identification (project), and so forth.

UNIT 5:	Guidance services		
Week #	Content	Sessions	Teaching strategies
10	Services • Orientation information • Counselling techniques • Placement • Follow-up • Research	3 hours	interactive lecture discussion case study
11	Counselling process • Techniques of counselling • Freudian (catharsis) • Behavioural (reinforcement and modelling) • Cognitive (cognitive restructuring and believe change)	3 hours	interactive lecture discussion case identification (project)
12	The role of the counsellor • The role and responsibilities of a counsellor • Counselling ethics	3 hours	interactive lecture discussion case study

References

Conte, C. (2009). *Advanced techniques for counseling and psychotherapy.* New York: Springer.

Okum, B. F., & Kantrwitz, R. E. (2008). *Effective helping: Interviewing and counseling techniques* (7th ed.) Belmont: Thomson.

Perry, W. (2008). *Basic counseling techniques: A beginning therapist's toolkit* (2nd ed.). Bloomington: Author House.

Unit 6: Action plan for guidance and counselling for primary schools

Duration of the unit: 3 weeks

Unit description

This unit intends to encourage Student Teachers to devise an action plan for guidance and counselling. It is expected that the action plan will play a proactive role in engaging all stakeholders to work towards the achievement of school goals.

Unit learning outcomes

After completing this unit, Student Teachers will be able to:

- develop a grade-wise curriculum on different areas of guidance, including personal, social, academic, and career guidance

- construct an action plan for initiating a guidance and counselling programme for a school

- develop their leadership skills in curriculum development and school development.

6 UNIT 6:	**Action plan for guidance and counselling for primary schools**		
Week #	Content	Sessions	Teaching strategies
13	Developing lesson plans for guidance and counselling: Personal, social, academic, and career	3 hours	discussion developing lesson plans
14	Preparing a step-by-step guideline for a school development programme	3 hours	group work review and feedback
15 and 16	Presentation of curriculum sessions and guideline for school development programme	6 hours	presentation and feedback

References

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin.

Kochhar, S. K. (2008). *Educational and vocational guidance in secondary schools*. New Delhi: Sterling.

Thompson, R. A. (2012). *Professional school counseling: Best practices for working in the schools* (3rd ed.). New York: Routledge.

Teaching notes

The following sample sessions will guide course Instructors in planning their sessions. Please note that these are samples, and therefore teaching notes are not provided for all the sessions included in the syllabus.

Unit 1: Introduction to guidance and counselling

Week 1, Session 1 (1 hour)
Topic: Introduction to the course

Introduction (10 minutes)
Brief the Student Teachers on the course.

Activity (20 minutes)
Distribute the course outline and brief the Student Teachers on the rationale for including a Guidance and Counselling course in the teacher education curriculum. Later, divide them into four groups to read specific sections of the syllabus:

- Course description and course outcomes
- Teaching-learning strategies
- Unit description and unit outcomes
- Course assignments and assessment criteria

Respond to each group's questions for clarification and give them time to share their expectations of the Guidance and Counselling course.

Activity sheet (30 minutes)
Distribute activity sheets in groups of two and ask Student Teachers to complete them. The activity sheet will have the following questions to answer:

- What are guidance and counselling?
- In your schooling, who was responsible for guidance and counselling?
- What areas of guidance and counselling are provided in a school?
- What role do parents play in guidance and counselling?

Course Instructor's input
Summarize points shared by the Student Teachers and highlight and address misconceptions regarding guidance and counselling. Also describe the terms guidance and counselling.

NOTES FOR FACULTY: You may use the following sources to prepare notes for this session.

History and definition of guidance and counselling:
  ➢ http://86ilanbank-informasi.blogspot.com/2011/10/history-definition-of-guidance-and.html

Standard Technical Training Institute:
  ➢ http://www.tvtc.gov.sa/ENGLISH/TRAININGUNITS/VOCATIONALINSTITUTES/TVTS/TRAINEES/Pages/DirectionGuidance.aspx

Week 1, Session 2 (1 hour)

Topic: The concept of guidance and counselling

Introduction

- Pose a discussion question to the class: 'What is the difference between guidance and counselling?'

- Encourage Student Teachers to participate in the discussion.

- Give input by summarizing the discussion and elaborating on the points highlighted in the discussion.

Interactive lecture

- Explain the concept of guidance and counselling (15 minutes).

- Provide extended reading material to Student Teachers and ask them to use the think, pair, share technique and answer the questions at the end of the reading material (30 minutes).

- Conclude the session by consolidating the concepts of guidance and counselling shared by the Student Teachers (5 minutes).

> NOTES FOR FACULTY: You may use the following source to prepare your teaching notes:
>
> Kinra, A. K. (2008). *Guidance and counselling.* New Delhi: Dorling Kindersley.
> Available from:
> ➢ http://books.google.com.pk/books?id=yVjJcaCug3YC&pg=PA1&dq=concept+ of+guidance+and+counselling&hl=en&sa=X&ei=s61eUd-EDsHHrQfRwoDABQ&ved=0CDIQ6AEwAQ#v=onepage&q=concept%20of%20 guidance%20and%20counselling&f=false

Week 2, Session 6 (1 hour)

Topic: Guidance and counselling in Pakistani schools

Introduction (15 minutes)

Conduct a brainstorming session on the topic 'Guidance and counselling practice in Pakistan and its status in policies with reference to different educational policies and plans'. Briefly explain the background of the topic.

Activity 1 (45 minutes)

Divide Student Teachers into small groups and ask them to use library resources to research the following topics (20 minutes):

- The status of guidance and counselling in Pakistan

- The infrastructure or system supporting or not supporting guidance and counselling activities in Pakistani schools

- Procedures of guidance and counselling

- The experiences of stakeholders involved in guidance and counselling in Pakistan

Ask Student Teachers to discuss these topics in small groups and then to present the main points to the whole class (15 minutes).

At end of the session, sum up the discussion and presentations and answer questions if there are any (10 minutes).

Week 3, Sessions 7, 8, and 9 (3 hours)

Topic: Guidance and counselling in a comparative perspective: India and the United States

Introduction (10 minutes)

Introduce the topic by using the following words:

'Teachers must be enriched with the latest knowledge of guidance and counselling practices in general and their implementation in the developing and developed world in particular.'

Activity (50 minutes)

Ask Student Teachers to use library and online sources and find information about the following question: What is the status of guidance and counselling in developing and developed countries, particularly in the United States and India? Explore the following aspects of guidance and counselling in these countries:

- Objectives
- Status
- Structure
- Procedure
- Outcomes or results
- Suggestions for Pakistani schools

Presentations: Guidance and counselling in a comparative perspective: India and the United States (60 minutes)

Let Student Teachers present their research work on a comparative perspective on developing and developed countries. Encourage them to generate healthy discussion on the topics presented (50 minutes). Conclude the session by dealing with any queries (10 minutes).

NOTES FOR FACULTY: You may use the following sources to enhance your background knowledge:

Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India.* New Delhi: Atlantic. Available from

➤ http://books.google.com.pk/books?id=n_xNqxbnazEC&printsec=frontcover&dq=guidance+and+counselling+in+India+%26+USA&hl=en&sa=X&ei=QbxfUavxHcGNrgf6ioH4Bg&ved=0CC4Q6AEwAA#v=onepage&q=guidance%20and%20counselling%20in%20India%20%26%20USA&f=false

History and definition of guidance and counselling:

➤ http://86ilanbank-informasi.blogspot.com/2011/10/history-definition-of-guidance-and.html

Standard Technical Training Institute:

➤ http://www.tvtc.gov.sa/ENGLISH/TRAININGUNITS/VOCATIONALINSTITUTES/TVTS/TRAINEES/Pages/DirectionGuidance.aspx

Unit 2: Areas of guidance and counselling

Week 4, Session 1 (1 hour)

Topic: Area of guidance and counselling

Session learning outcomes

After studying this unit, Student Teachers will be able to:

- understand the diverse problems students face in primary schools

- explore different aspects of guidance and counselling, including academic, personal, emotional, and moral areas

- bring awareness among school staff and parents about various academic, personal, emotional, and moral problems of students in primary school.

Introduction (10 minutes)

Introduce the topic by using the following information:

Primary school students have many issues during their study that are of major concern for teachers. They suffer from pressures in their home and school environments. Most of the time, unsupportive behaviour by their parents, siblings, teachers, friends, and class fellows disturbs them. Each issue needs to be resolved under the guidance of the teacher, counsellor, and parents by taking careful actions for fixing different problems. A teacher with knowledge of these areas can change anxiety and hopelessness into a feeling of satisfaction and well-being among students. Students may see significant changes in their personality through the guidance services, which will ultimately enhance academic achievement in schools.

Activity (45 minutes)

- Ask Student Teachers to identify and list problems that may have occurred during their schooling (15 minutes).

- Divide them into small groups and ask them to share their problems and list common problems faced by the group members (10 minutes).

- Ask them to categorize the problems into four categories, namely academic, social, moral, and emotional problems (5 minutes).

- Ask the groups to present their list of problems to the bigger group and hold a whole-class discussion by asking the following questions: What were the problems? Why did these problems occur? What impact did these problems have on people's lives? What could have been done to overcome the problems? (15 minutes).

Encourage Student Teachers to have a healthy discussion about problems. Participate in the discussion and share your knowledge and experiences with the group.

Week 4, Session 2 (1 hour)

Topic: Awareness and importance of problems

Session learning outcomes

After studying this unit, Student Teachers will be able to:

- reflect on different problems and identify their solutions
- recognize the impact of problems addressed or not addressed.

Introduction (15 minutes)

Introduce the topic with the help of the following information:

Students face a number of problems during their elementary education, as categorized in Unit 2, Session 1. In this session, Student Teachers will discuss different strategies for and approaches to handling problems. They will also identify the importance of certain strategies and approaches that have been helpful or not so helpful in solving their own problems.

Activity (45 minutes)

Divide Student Teachers into four groups and ask them to reflect on their problems and think what steps were taken to address them. Ask them to list these problems on a piece of a paper, as given below:

Area	Nature of problem	Strategies used

Let a representative from each group present the list prepared by the group to the class for further discussion. Ask all the representatives to display their lists on a soft board, and ask Student Teachers to move around and write comments on the appropriateness of the guidance and counselling strategy deployed to solve the problem. Later, ask the whole class to discuss the strategies and their impact on their personal development.

Week 4, Session 3 (1 hour)

Topic: The importance of academic problems and their impact on personal development

Session learning outcomes

After studying this topic, Student Teachers will be able to:

- explore the role of an educational or academic council to address the academic problems of students

- understand the impact of guidance received or not received on students' academic performance.

Introduction (**15 minutes**)

Introduce the two topics, linking them with the previous sessions. The following information may be used to start the introduction.

What is educational guidance? What are some key components of educational guidance?
Educational guidance prepares a student to carve out a suitable individual educational programme and see how it progresses. Types of guidance may include choosing subjects, courses or schools; working with peers; and adjusting to a school culture. Educational guidance can also be given to students in selecting subjects at the secondary level to pursue further education, depending on their academic interest and the current job opportunities. In order for them to succeed in academic work during school, guidance and counselling can also be provided on study habits and on areas needing more attention, with proper support from teachers and peers for learning and skills development.

Activity 1 (**15 minutes**)

Ask Student Teachers to individually read the given statements and agree or disagree with them, based on their personal experiences.

Statements	Agree	Disagree
Educational guidance given at school helped me pursue the right type of education.		
I was motivated to maximize my contribution to society.		
Guidance and counselling assisted me in making informed decisions about my education.		
I had the choice of which stream of education to pursue.		
I had a smooth transition from home to school, from primary to secondary school, and from secondary to higher-secondary educational institutions.		
I was helped to cope with examination anxiety and fear of failure that discouraged me from striving for the highest grades.		
I developed effective study habits.		
Guidance and counselling assisted me in improving my competence in reading, note-taking, and academic achievement.		
Guidance and counselling provided me with meaningful educational experiences.		
I have had an experience of holistic development.		

Activity 2: Scoring responses by comparing individual sheets (**25 minutes**)
Ask Student Teachers to sit in four groups and collate their scores, and then create a single score sheet. They should also discuss who had been their guide in educational successes and what they lost when no guidance was provided. Ask them to share their group analyses on a chart, along with faces showing emotions such as happy, sad, embarrassed, hurt, angry, or accomplished.

Summing up (**5 minutes**)
Conduct a brainstorming activity about the following topic: 'What kind of academic guidance components would have helped to make learning experiences at school more useful?'

Week 5, Session 5 (1 hour)
Topic: Socio-moral, spiritual, and cultural problems

Session learning outcomes
After studying this topic, Student Teachers will be able to:

- acquire the skill of examining problems in each area of guidance and counselling and identifying solutions to those problems

- examine the role of the media and other factors in originating various problems among primary school students.

Introduction (15 minutes)

Introduce the topic by using the following information:

Students at school are developing spiritually, socially, morally, and culturally. Students in elementary grades can face problems when they interact with each other in society. They get emotionally disturbed by opposing views and ideas between their families and society. When asked about what influences their standards of behaviour and fashion, they mostly refer to their peers and the media. However, that goes against what they have been taught by their parents and the teachings of Islam. Morality involves issues of right and wrong, good and evil, and what is permitted and what is prohibited. Students' moral and social development involves the ways in which they understand and follow the rules of their social world. Counselling for spiritual, moral, social, and cultural development in primary school must therefore be provided by teachers or counsellors.

Activity (45 minutes)

Ask Student Teachers to evaluate their spiritual, social, moral, and cultural development by responding in column B to the query shown in the column A in the table below.

A: Query	B: Response
Do you feel that your moral values do not match those of society or your family? Explain.	
Who is responsible for this mismatch?	
Your moral development is influenced by…	
Write down two mismatches between moral preaching and action.	
How can morning assemblies of schools contribute to spiritual and moral development?	
How is culture influenced? What cultural developments affect society at large?	
How do you think your primary school supported your holistic development?	
Name those social practices that are disappearing from society.	

Let Student Teachers share their responses in small groups, develop a single group sheet, and display it on a soft board. Pull out the common points and discuss them with the whole class. Afterwards, generate a discussion on the following topic: 'What strategies can be used to improve these areas of personal growth and how can different problems be minimized?'

Week 5, Session 6 (1 hour)

Topic: Understand the need for learning guidance and counselling

Session learning outcomes

Student Teachers will be able to:

- understand the need for learning guidance and counselling
- identify strategies to solve emerging problems needing guidance and counselling.

Introduction (5 minutes)

Introduce the topic by using the following information:

Today our children are growing up in very complex and insecure living conditions, where the lives of people are often threatened. Growing children do not have control over their living conditions and are constantly encountering life-threatening challenges. The demands of living in such a world create problems for children, because they have few strategies for adapting to them. We have read in previous sessions about different social, moral, spiritual, and cultural problems. These problems may affect children and will be obvious in their behaviours through anxiety, stress, smoking, drug abuse, juvenile delinquency, suicide, and so forth. In order to help children cope with these issues, guidance and counselling strategies, such as decision-making, problem-solving, setting goals, interpersonal relationships, and open communication, can be used. These personal and social concerns make personal and social guidance a necessity, not only in educational institutions but also in society as a whole.

Activity 1 (15 minutes)

Introduce the following task:

The table below highlights causes of problems in column A and their effects in column B. You need to match the causes with their effects.

Causes	Effects
Peer criticism and pressure	Fear
Teacher's high-handedness	Stress
Teacher's neglect	Anger
Teacher's ridicule	Anxiety
Corporal punishment	Frustration
Parental neglect	Low self-esteem
Parental overprotection	Lack of confidence
Ready to get on the bandwagon (fashion or cultural changes and eating habits)	Paranoia
Weak religious beliefs	Depression
Consumerism and materialism	Suicide ideation

Let Student Teachers share their responses in small groups, develop common sheets in groups, and display them on a soft board.

Activity 2 (30 minutes)

Discuss coping strategies to deal with the above problems with the whole class.

> NOTE: Notes on coping strategies can highlight assertiveness, stress management, communication skills, decision-making, and goal-setting.

Summing activity (15 minutes)

Ask Student Teachers to make a resolution on how they will address any social, moral, spiritual, or cultural problem encountered during their schooling. The following template might be used for the resolution:

If I am confronted with peer pressure I will *talk to a person/write a note/ask my teacher for assistance/share it with a family member for guidance* (because/and)

_____

_____

_____

_____

_____

Unit 3: Introduction to theories of guidance and counselling

Week 6, Session 2 (1 hour)

Topic: Psychoanalytic theories

Session learning outcomes

Student Teachers will be able to:

- enhance their knowledge of the view of human nature promoted by the psychoanalytic theory of Freud
- understand the human mind and personality
- explore the characteristics of different stages of human development
- identify their own personality development in terms of the id, ego, super ego, and mind (conscious, subconscious, and unconscious).

Introduction (15 minutes)

Introduce the topic by using the following information:

Sigmund Freud is the person primarily associated with these approaches and his genius created the original ideas associated with psychoanalysis. Some theorists (including Carl Rogers and B. F. Skinner) developed theories in direct opposition to Freud's principles.

Activity (40 minutes)

- Divide the class into three groups and ask them to read a handout on the psychoanalytic theory of Freud (i.e. human personality, human mind, and developmental stages).
- Assign each group one subtopic and ask them to elicit key points and note them down.
- Ask Student Teachers to reflect on the theory and see whether it matches their own developmental stages.

Conclusion (5 minutes)

Wind up the session by clarifying the concepts and removing misconceptions, if any (5 minutes).

Week 6, Session 3 (1 hour)

Topic: Person-centred theories

Session learning outcomes

After completing this session, Student Teachers will be able to:

- differentiate between client-centred and counsellor-centred counselling
- explore various topics, such as the self in personality development, the human development process, human potential and ways of growing this potential, and techniques of counselling.

Introduction (15 minutes)

Introduce the topic using the following information:

According to the person-centred approach, there are two ways of doing counselling: client-centred and counsellor-centred. These are also called the directive and non-directive approaches to counselling. Humans are characteristically positive, forward-moving, constructive, realistic, and trustworthy. They need to be motivated to discover their inner potential. In this approach, the counsellor establishes rapport with the clients and develops insight to solve their problems. Techniques used include empathy, positive regard (acceptance), and congruence (similarity).

Activity (45 minutes)

- Divide Student Teachers into small groups and ask them to explore the concept of 'self' and relate their own 'self' to the concept highlighted in the literature (10 minutes).
- Ask each group to choose the best concept of 'self' explained by the group members and share it with the bigger group. Also ask the groups to identify their abilities and potential, and present these to the whole class (20 minutes).
- Provide handouts on the techniques of counselling and ask each group to choose one technique to read, explore, and discuss with the whole class (15 minutes).

Week 7, Session 4 (1 hour)

Topic: Behavioural theories

Session learning outcomes

Student Teachers will be able to:

- explore human nature and learning habits

- use different techniques to modify habits and align them with personal, cultural, social, and emotional needs.

Introduction (15 minutes)

Use the following information and introduce the topic:

According to behaviourists, human personality is composed of traits. All behaviours are learned, and learning can be effective in changing maladaptive behaviour. In general, learning and development occur in one of the three main ways: respondent learning, operant conditioning, and social modelling.

Activity (45 minutes)

- Divide the class into small groups, provide them with handouts, and allot each group one way of learning (respondent, operant, or social) (15 minutes).

- Ask each group to identify problematic behaviour within themselves or in the class and discuss techniques for modifying the behaviour (15 minutes).

- Ask the groups to present their work to the class. Let them also highlight the method they used to acquire learning about their behaviour and its solution (respondent, social, or operant) (15 minutes).

Week 7, Session 6 (1 hour)

Topic: Eclectic approach

Session learning outcomes

Student Teachers will be able to use diverse techniques that best address the problem.

Introduction (15 minutes)

Introduce the topic with the following information:

Many counsellors identify themselves as eclectic in the use of theory and techniques, that is, they use various techniques to match the needs of their clients. An eclectic approach can be hazardous to the counselling process if the counsellor is not thoroughly aware of the process involved.

Activity (45 minutes)

- Divide Student Teachers into four groups.
- Ask each group to identify a problem and apply the technique that best suits that problem.
- Ask the groups to blend two techniques to solve one problem and present to the bigger group, identifying the process and advantages or disadvantages of using the electric approach.

Unit 4: Problem identification and tools of data collection

Week 8, Session 1 (1 hour)
Topic: The questionnaire as a tool: Qualities of a good questionnaire

Session outcomes
Student Teachers will be able to:

- understand the importance of a questionnaire as a data-gathering tool in guidance and counselling
- analyse different aspects of a questionnaire and identify the qualities of a good questionnaire.

Activity (1 hour)

- Provide a questionnaire to the Student Teachers, focusing on collecting data from primary school students. Divide them into small groups to analyse different aspects of the questionnaire and to identify the qualities of a good questionnaire.
- Provide input on the questionnaire as a data-gathering tool and on the qualities of a good questionnaire.

Week 8, Session 2 (1 hour)
Topic: The interview as a tool: Structured interview

Session outcomes
Student Teachers will be able to:

- conduct peer interviews and identify problems faced by the interviewer and interviewee
- understand the importance of interviews in guidance and counselling
- understand the process of the interview.

Activity

- Divide Student Teachers into five groups, provide a structured interview schedule, and ask them to imagine that they have returned to their past when they were in primary school.

- Ask one member of each group to interview the second member of the same group and let other members of the group observe the interviewer and interviewee and take notes.

- Ask Student Teachers to share their experiences and mistakes or problems they observed during the interview.

- Hold an interactive discussion on the topic 'The interview as a data-gathering tool for guidance and counselling'.

- Conclude the topic by summarizing the whole activity.

Week 9, Session 4 (1 hour)

Topic: Profile: Sample profile of primary school students

Activity

- Let Student Teachers study a sample profile of primary school students for 10 minutes and explore different aspects of their personalities.

- Conduct an interactive discussion on the profile as a tool for collecting data about their likes, dislikes, and personalities.

- Let Student Teachers bring portfolio samples completed as assignments in the previous semesters. Ask them to study various aspects of the portfolios and then conduct a whole-class discussion on various aspects of a portfolio.

Unit 6: Developing an action plan for initiating a guidance and counselling programme at schools

Action plan model

Topic: Implementing guidance and counselling through a School Development Plan

Introduction

Use the following information to introduce the topic:

All schools prepare a School Development Plan, which involves all the relevant stakeholders, such as management, teaching, administrative and support staff, parents, and, where possible, senior representative students, who are responsible for the design and execution of the Plan. When needed, community members are also co-opted to be a part of the School Development Plan.

Let Student Teachers practice the following steps to create a School Development Plan for initiating a guidance and counselling programme in schools:

Step 1: Developing an awareness-raising campaign, making a guidance and counselling framework, and identifying structures, resources, and spaces (2 sessions)

Step 2: Preparing assessment plans for collecting the data of the students or teachers using the tools discussed in previous units, such as observation, interviews, or records: the assessment data will be collected in two of five categories (academic, social, spiritual, cultural, and moral) (4 sessions)

Step 3: Prioritizing severe cases needing attention with the help of a checklist (later, cases that are not very severe can also be addressed in a similar way) (1 session)

Step 4: Implementing guidance and counselling strategies to address the identified cases (2 sessions)

Step 5: Evaluating and measuring the successes of the guidance and counselling programme (1 session)

Step 6: Using proactive strategies to develop knowledge, skills, and attitudes among the students for social, academic, and vocational guidance (2 sessions)

Student Teachers can use the action plan template to initiate a guidance and counselling system in schools. Before converting the model into an action plan, they should spend time thinking about the rationale for starting school-wide counselling and preparing some goals and objectives. The goals or objectives and the rationale should be consistent with the action steps that teachers would plan.

Give a stimulus for some areas of the action plan. For instance, engage in a mission or visioning exercise, in which you provide questions that Student Teachers will try to answer, and then convert the responses into a vision or mission statement.

- What have we done to prepare our students for a successful future in this world and hereafter?
- How does the students' overall performance in academic and co-curricular programmes compare with our competitors?
- How can we work around the weaknesses currently encountered in the school for the success of all children?

Let Student Teachers prepare a complete action plan for a school guidance and counselling programme.

4 Integrated teaching notes

During the curriculum development process, faculty were encouraged to keep notes that would be useful to them and others who may teach the course in the future. These were submitted along with the course syllabus. Teaching notes include ways to introduce the course, ideas for teaching units and sessions, sample lesson plans, and suggestions for reading and resource material. These have been integrated into a single section of this document to avoid repetition and to make the collection of rich and varied ideas easily accessible to others. The section is organized by theme. Except in cases where there is duplication of ideas, faculty are credited with their contribution.

Introduction to guidance and counselling

Session 1: Introduction and overview of the course
Duration: 1 hour

Session learning outcomes
By the end of this session, Student Teachers will be able to:

- describe the concepts of guidance and counselling
- list common misconceptions about guidance and counselling
- appreciate and differentiate between real concepts and misconceptions.

Material required
Chart paper and markers (four or five multicoloured chart papers and markers)

Activity
- Ask Student Teachers to write at least three reasons to include the Guidance and Counselling course in a teacher education curriculum. Afterwards, allow five or six Student Teachers to present their reasons to the class and explain the terms 'guidance' and 'counselling'.

- Give Student Teachers some readings about guidance and counselling and give them time for writing down the difference between guidance and counselling.

Worksheet
Instruction: Write two or three personal views on guidance and counselling, and also differentiate between guidance and counselling after reading the material provided by the course Instructor.

No.	Guidance (personal view)	Counselling (personal view)	The difference between guidance and counselling (after reading)

Contributed by: Maroof Bin Rauf, Shahla Ambreen, Nida Mirza, Raqeeb Imtiaz, and Dr Saddaf Ayub Raja

Session 2: Principles of guidance and counselling
Duration: 2 hours

Session learning outcomes
By the end of this session, Student Teachers will be able to:

- explore factors that influence the guidance and counselling programmes in a school setting

- discuss various strategies for overcoming the challenges faced by teachers or counsellors while implementing guidance and counselling programmes in school settings.

Material required

- Multimedia

- Multicoloured sheets and markers

Activities

Introduction of the topic (20 minutes)

Introduce the topic by inviting themes from the Student Teachers about the concept of challenges, problems, and issues, and also regarding the potential challenges of guidance and counselling programmes and processes.

Explanation through multimedia (35 minutes)

Explain the factors that may hinder the effectiveness of a guidance and counselling programme and process. These factors may be clustered into the following groups:
- Individual attitudes
- Socio-economic factors
- Infrastructure and technology-related factors
- Political factors
- Competency enhancement or training of the counsellor

Group work (40 minutes)

Divide Student Teachers into small groups and ask them to discuss the common problems and challenges that emerged from the factors discussed. Afterwards, provide case studies based on the selected challenges.

Review of cases studies (20 minutes)

When they are finished, let them review each other's work and share new ideas.

Conclusion (5 minutes)

Conclude the topic through revisiting the objectives.

Session 3: Islamic and global perspectives on guidance and counselling

Session learning outcomes
By the end of this session, Student Teachers will be able to:

- describe the Islamic perspectives on guidance and counselling with the help of the Quran and the Sunnah
- interpret the global perspective on counselling and guidance
- compare the local and global perspectives on guidance and counselling.

Material required
- Chart papers, markers, and multimedia
- Reading material

Activities

Introduction of the topic (5 minutes)

Give a brief introduction of the topic by inviting Student Teachers' ideas.

Multimedia presentation (30 minutes)

Present the Islamic and Western models of guidance and counselling through a multimedia presentation.

Group discussion (20 minutes)

Divide Student Teachers into small groups and hold a discussion, focusing on the Western counselling methods that are evident in Islam.

Closure (5 minutes)

Conclude the topic by inviting questions from the Student Teachers and summing up the main ideas.

Readings
You may use the following source to prepare notes:

Abdullah, S. (2007). Islam and counselling: Models of practice in Muslim communal life. *Journal of Pastoral Counseling*, 42–55. Retrieved from:
- http://www.iona.edu/academic/artsscience/orgs/pastoral/issues/2007_v42/SomayaAbdullaha.pdf

Contributed by: Munazza Ambreen, Mubeen Ahmed Langah, Muhammad Nisar-ul-Haq, Liaquat Hussain, and Amir Bano

Session 4: Islamic perspectives on guidance and counselling

Session learning outcomes
Student Teachers will be able to:

- explore the Islamic perspective on guidance and counselling

- compare and contrast the Islamic and the traditional perspectives on guidance and counselling.

Material required
Handouts on the Islamic perspective on guidance and counselling

Activities

Introduction (5 minutes)

Introduce the topic by using the following information:

Counselling is an important conduit for personal life. In practice, a counsellor (as a helper) and individuals or groups (as clients) meet each other. The process the counsellor follows is guided by a certain set of theories. The traditional counselling paradigms, including psychoanalysis, behaviourism, and humanism, have generally dominated the process of guidance and counselling. However, factors like culture, gender, and religion have influenced the counselling process in recent years. These factors have challenged the traditional process of guidance and counselling and have encouraged counsellors to move beyond traditional counselling paradigms, especially when working in diverse religious and cultural contexts (Abdullah, 2007).

Generally, in Muslim communities, counsellors are encouraged to use the Islamic perspective on guidance and counselling. This perspective can be located in three sources of Islamic doctrine and practice: (1) Muslim Personal Law, which regulates the Muslim family; (2) Islamic healing, based on the model of spirit (jinn) possession; and (3) Sufism, the mystical tradition of Islam (Abdullah, 2007).

Group discussion (25 minutes)

- Divide Student Teachers into six small groups.

- Ask two groups to read the handout on the Muslim Personal Law as a model of guidance and counselling in Islam, and discuss the process of guidance and counselling according to this model.

- Ask the next two groups to read the handout on traditional healing as a model of guidance and counselling in Islam, and discuss the process of guidance and counselling according to this model.

- Ask the next two groups to read the handout on Sufism as a model of guidance and counselling in Islam, and discuss the process of guidance and counselling according to this model.

- Encourage the groups to share the main points of their discussions with the whole class.

- Contribute to the discussion and elaborate on the processes of guidance and counselling with examples.

Comparison (25 minutes)

- Ask Student Teachers to work in the same groups and discuss the similarities and differences between the traditional and the Islamic guidance and counselling models.

- Encourage them to use a Venn diagram and list similarities and differences on chart paper.

- Invite them to share the similarities and differences between the traditional and the Islamic perspectives on guidance and counselling with the whole class.

- Generate healthy discussion with the help of the presentations.

Closure (5 minutes)

Summarize the main points discussed by the Student Teachers and add information if needed.

NOTES FOR FACULTY: You may use the following sources to prepare notes:

Abdullah, S. (2007). *Islam and counseling: Models of practice in Muslim communal life. Journal of Pastoral Counseling*, 42–55. Retrieved from:
  ➢ http://www.iona.edu/academic/artsscience/orgs/pastoral/issues/2007_v42/SomayaAbdullaha.pdf

Othman, K., & Sipon, S. (2012). Researching solution based on Islamic views and practice in managing financial and work place stress. *International Journal of Academic Research in Business and Social Sciences*, 2(8), 239–252. Retrieved from:
  ➢ http://www.hrmars.com/admin/pics/1052.pdf

Contributed by Martin Thomas, Notre Dame Institute of Education, Karachi

Procedures and tools for guidance and counselling

Session 1: The interview as a data-gathering tool for guidance and counselling

Duration: 1 hour

Session learning outcomes

By the end of this session, Student Teachers will be able to:

- explain the interview as a tool for collecting information about students
- explain the process of conducting different kinds of interviews.

Material required

Reading material, charts, and markers

Activities

Step 1 (5 minutes)

Introduce the topic briefly.

Step 2 (20 minutes)

Divide the class into small groups and identify three members who will take up the roles of counsellor, counselee, and observer. Hide the responsibilities of these participants from other group members.

The counsellor in each group will identify:
- the problem
- the various components of the problem
- factors contributing to the problem
- the intensity of the problem
- the client's resources, strengths, and coping skills.

The counselee in each group will:
- identify an existing problem in life
- discuss the problem with the counsellor
- try to reach a solution.

The observer in each group will observe:
- the type of questions asked
- the body language of both the counsellor and the counselee
- the facial expression of both the counsellor and the counselee
- note-taking by the counsellor
- addressing the problem.

Step 3 (5 minutes)

Call the observers one by one and ask them to share their observations with the whole class.

Step 4 (25 minutes)

Elucidate the role of counsellor and counselee by explaining the interview process and how it is carried out in a real situation.

NOTES FOR FACULTY: You may use the following source to prepare notes:

Interview as data collection tool:
➢ http://www.slideshare.net/vivekgaurmba/presentation1-intervies-as-data-collection-tool

Contributed by: Maroof Bin Rauf, Shahla Ambreen, Nida Mirza, Raqeeb Imtiaz, and Dr Saddaf Ayub Raja

Disaster reduction, readiness, and traumatic stress management

Session 1: Disaster reduction and readiness
Duration: 1 hour

Session learning outcomes
Student Teachers will be able to:

- prepare a survey checklist or questionnaire to identify sources available (or needed) that can assist in reducing the harmful effects of an earthquake

- prepare a survey checklist or questionnaire to identify sources available (or needed) that can assist in managing fire or bomb threats.

Material required
Sample checklists and questionnaires

Activities

Introduction (5 minutes)

Introduce the session by using the following information:

Throughout history, Pakistan has been exposed to a number of natural hazards and disasters, including earthquakes, droughts, floods, landslides, avalanches, cyclones, tsunamis, river erosion, and so forth. Pakistan's exposure to natural hazards and disasters can be ranked between moderate and severe. In addition, a number of human-induced hazards, such as nuclear and transport accidents, oil spills, fire, and civil conflicts, have also been threatening society, the economy, and the environment of the country (NIDM: NDMA, n.d.). As schools are equally affected by natural and human-induced disasters, it is imperative for teachers to equip themselves with the necessary skills for assessing school-wide preparation for disaster reduction and risk management.

Brainstorming (5 minutes)

Through a brainstorming session, elicit Student Teachers' experiences of earthquake and fire or bomb threats and their experiences of the harmful effects of these events.

Guidelines for preparing checklists and questionnaires (10 minutes)

- With the help of Student Teachers, identify areas to be considered while preparing checklists and questionnaires for assessing school readiness for natural or human-induced disasters.

- Divide Student Teachers into small groups, provide them with sample survey checklists or questionnaires, and ask them to analyse items on these and identify contextually appropriate items.

Preparing and presenting a survey checklist or questionnaire (35 minutes)

- Conduct a whole-class discussion session to ensure that Student Teachers have selected items concerning physical and environmental risk reduction, the assessment of staff or students' competencies in relevant areas, and their capacity development.

- Ask Student Teachers to work in small groups and prepare a checklist or questionnaire for assessing schools' disaster reduction facilities and readiness for risk management.

- Invite Student Teachers to share and re-evaluate their checklists or questionnaires with the whole class.

Closure (5 minutes)

Summarize the session by highlighting Student Teachers' learning and outcomes of the sessions.

NOTES FOR FACULTY: You may use the following sources to prepare notes:

NDMA (National Disaster Management Authority). (2007). *National disaster risk management framework Pakistan*. Islamabad: NDMA, Government of Pakistan. Retrieved from:
  ➢ http://unportal.un.org.pk/sites/UNPakistan/OneUN/DRM%20Documents/NDRM%20Framework%20Pakistan.pdf

NIDM (National Institute of Disaster Management): NDMA (National Disaster Management Authority). (n.d.). *Handbook on disaster risk management mainstreaming in development*. Islamabad: NDMA. Retrieved from:
  ➢ http://www.ndma.gov.pk/Publications_One_UN_DRM/DRR%20Mainstreaming/13_Standard_Handbook_DRM_Mainstreaming.pdf

Risk RED. (2010). *School disaster reduction and readiness checklist.* Nan Nuys, CA: Risk RED. Retrieved from:
  ➢ http://www.preventionweb.net/files/15316_rrschooldrrchecklistv.4.pdf

Risk RED for Earthquake Country Alliance. (2009). S*chool disaster response drill: Models and templates*. Retrieved from:
  ➢ http://www.preventionweb.net/files/15319_rrschooldisasterresponsedrillmodela.pdf

Session 2: Emergency drills: Earthquake and bomb or fire drills
Duration: 2 hours

Session learning outcomes
Student Teachers will be able to:

- explore natural disaster and human-induced disaster situations in Pakistan

- participate in earthquake and bomb or fire drills.

Activities
Preparation for the drill (25 minutes)

- Briefly explain the purpose of the earthquake and bomb or fire drills.

- Divide Student Teachers into small groups, provide them with handouts on natural disaster and human-induced disaster situations in Pakistan, and ask them to discuss at least two disaster scenarios in their groups.

- Prepare a hypothetical scenario with the help of scenarios that Student Teachers have discussed in their groups.

- Introduce the following rules for the drill:

  o **Earthquake:**
    - **Emergency siren:** Listen to the emergency siren or whistle.
    - **Drop:** Drop down to your knees to make yourselves small.
    - **Cover:** Cover your face, head, and neck, closing your eyes. Keep your body under or below the level of a desk, table, or chairs, with your back to windows. If you are outside, get clear of buildings, power lines, trees, light poles, and other dangers, drop down to your knees, and cover your head and neck.
    - **Hold:** Hold for 45 seconds. You may count together.

  o **Bomb:**
    - **Do not touch:** Clear yourself and others from the area.
    - **Notify:** Notify the main office immediately.

  o **Fire:**
    - **Extinguish:** Extinguish small fires (do not use water or any other conductor if it is an electrical fire).
    - **Notify:** Notify the main office immediately.
    - **Emergency siren:** Listen to the emergency siren.
    - **Evacuate:** Evacuate the area.

  o **Evacuation** (earthquake, bomb, or fire):
    - **Four rules:** Use four rules: don't talk; don't push; don't run; and don't turn back.
    - **Emergency routes:** Use emergency routes.
    - **Emergency siren:** Listen to the emergency siren or whistle.
    - **Notify injuries:** Under the guidance of the teacher, representative students may visit the school and notify authorities if there are any injuries. The person needing help may use flash cards showing 'NEED HELP!'

Source: Risk RED for Earthquake Country Alliance. (2009). *School disaster response drill: Models and templates*. Retrieved from http://www.preventionweb.net/files/15319_rrschooldisasterresponsedrillmodela.pdf

Earthquake, bomb, or fire drills (30 minutes)

Divide responsibilities among Student Teachers and ask them to conduct an earthquake, bomb, or fire drill.

Post-drill activities

Debriefing (15 minutes)

Hold a debriefing session and discuss the successes and failures of the drill as well as reasons for these. With the Student Teachers, set targets for future drills.

Introduction to traumatic stress management (5 minutes)

Highlight that some people acquire traumatic stress after exposure to a critical or traumatic incident. The role of the counsellor is to help them overcome this stress.

A traumatic incident can be defined as an uncommon emotional, cognitive, behavioural, and psychological human experience that may present a challenge to the individual's normal coping mechanism and may result in several potentially distressing reactions that compromise functioning. However, it should not be assumed that exposure to a traumatic incident will always lead to psychological complications, as most people are highly resilient and have the ability to self-manage during traumatic incidents (Bannister & McInnes, 2005; Lerner, Volpe, & Lindell, 2008).

When an individual's psychological defences are overwhelmed by exposure to trauma, a range of acute reactions may occur. These may include intrusive thinking, crying, irritability, disturbed sleep and nightmares, wariness, guilt or shame, amnesia, numbing, and at times euphoria (Bannister & McInnes, 2005).

Role plays (25 minutes)

- Divide Student Teachers into small groups and ask them to read the handouts on traumatic stress management.

- Give them the following scenario and ask them to prepare a role play in a small group.

Scenario: Your school has recently established a school-based crisis response team. The members of the team include the school principal, the vice-principal, the school counsellor, the school nurse, two representative teachers, a representative of the school building security, a representative of the ancillary staff, the president of the parent-teacher association, and a representative of the students. Discuss a plan of action for helping students who, after exposure to recent earthquake destruction, have acquired traumatic stress. Your plan of action should include: (1) Fact-gathering: Pre-trauma factors (e.g. history of emotional problems; substance abuse, such as drugs; or prior traumatic exposure), characteristics of the traumatic event (e.g. severity), and post-traumatic factors (e.g. having the opportunity to tell their stories to others, or the level of support provided); (2) Support mechanisms; (3) Procedure for notification to parents, the school authority, or any other stakeholder; and (4) Planning for a debriefing session to report and assess successes and failures.

Feedback and closure (5 minutes)

NOTES FOR FACULTY: You may use the following sources for preparing notes:

Lerner, M. D., Volpe, J. S., & Lindell, B. (2008). *A practical guide for crisis response in our schools: Acute traumatic stress management: Empowering educators using traumatic events*. New York: The Institute for Traumatic Stress.

NDMA (National Disaster Management Authority). (2007). *National disaster risk management framework Pakistan.* Islamabad: NDMA, Government of Pakistan. Retrieved from:
  ➢ http://unportal.un.org.pk/sites/UNPakistan/OneUN/DRM%20Documents/NDRM%20Framework%20Pakistan.pdf

Risk RED for Earthquake Country Alliance. (2009). *School disaster response drill: Models and templates.* Retrieved from:
  ➢ http://www.preventionweb.net/files/15319_rrschooldisasterresponsedrillmodela.pdf

Give feedback on students' role plays and summarize the session with their help.
Contributed by Martin Thomas, Notre Dame Institute of Education, Karachi

5 References

Included in this section are textbooks, journal articles, and web resources.

Textbooks

Barki, B. G., & Mukhopadhyay, B. (2008). *Guidance and counselling: A manual* (10th reprint). New Delhi: Sterling.

Corey, G. (2008). *Theory and practice of group counseling* (7th ed.). Stamford: Cengage Learning.

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin.

Dougherty, A. M. (2009). *Psychological consultation and collaboration in school and community settings* (5th ed.). Belmont: Brooks/Cole.

Gibson, R. L., & Mitchell, M. H. (2007). *Introduction to counseling and guidance* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Hederson, D. A., & Thompson, C. L. (2011). *Counseling children* (8th ed.). Belmont: Cengage Learning.

Kottler, J. A., & Shepard, D. S. (2008). *Introduction to counseling: Voices from the field* (6th ed.). Belmont: Thomson.

Okum, B. F., & Kantrwitz, R. E. (2008). *Effective helping: Interviewing and counseling techniques* (7th ed.) Belmont: Thomson.

Perry, W. (2008). *Basic counseling techniques: A beginning therapist's toolkit* (2nd ed.). Bloomington: Author House.

Web-based sources

Ajowi, J. O., & Simatwa, E. M. W. (2010). The role of guidance and counseling in promoting student discipline in secondary schools in Kenya: A case study of Kisumu district. *Educational Research and Reviews, 5*(5), 263–272. Available from:
➢ http://www.academicjournals.org/ERR

Pattison, S. (2010). Reaching out: A proactive process to include young people with learning disabilities in counselling in secondary schools in the UK. *British Journal of Guidance & Counselling, 38*(3), 301–311. doi: 10.1080/03069885.2010.491849

Yuksel-Sahin, F. (2009). The evaluation of counselling and guidance services based on teacher views and their prediction based on some variables. *International Journal of Instruction, 2*(1). Available from:
➢ www.e-iji.net

References for extended readings

Guidance and counselling and crisis or disaster management

Studer, J. R., & Salter, S. E. (2010). *The role of the school counselor in crisis planning and intervention*. Retrieved from:

➢ http://counsellingoutfitters.com/vistas/vistas10/Article_92.pdf

Islam and counselling

Abdullah, S. (2007). Islam and counseling: Models of practice in Muslim communal life. *Journal of Pastoral Counseling*, 42–55. Retrieved from:

➢ http://www.iona.edu/academic/artsscience/orgs/pastoral/issues/2007_v42/SomayaAbdullaha.pdf

6

Guidance and counselling readings and resources

This section contains selected readings that faculty will find useful in preparing for sessions, as well as student readings. Teaching materials such as handouts or activities that require elaboration are also included. Intellectual property rights are respected throughout. All materials are either free-use or are used with permission of the author or publisher. In some cases, original pieces written specifically for this course are included. All readings and materials in this section are for classroom use and, unless otherwise noted, may be duplicated for distribution to Student Teachers. Those who wish to use them in their own publications will need to consider intellectual property rights, secure permission for their use, and include proper attribution to sources.

Managing stress

Othman, K., & Sipon, S. (2012). Researching solution based on Islamic views and practice in managing financial and work place stress. *International Journal of Academic Research in Business and Social Sciences, 2*(8).

Abstract

Generally, stress is a common factor that influences every human being throughout their life time. The way people handle it depends to the stress retention level and the way they manage the stress. Hence, to experience and having stress is considered normal to every human. However in some cases stress becomes too pressurize, uncontrollable and damaging. This paper is to highlight how the researching into Islamic views and practice enables to materialize the Islamic way of managing stress. The roles of religiosity no doubt play an important factor in stress solution. Therefore, the focal point of discussions throughout this paper fortifies on belief and religiosity which has proven as substantial remedy in Islam. Evidenced based on Quranic verses and prophetic traditions, that stress are manageable in a better way. For this purpose, this conceptual paper embarked on a few compilations of Quranic verses and Prophetic traditions which specifically addresses the issues on managing financial and work place stresses.

Keyword: Managing Stress, Financial Stress, Workplace Stress, Religiosity Factors, Based on Quranic verses and prophetic tradition.

The abstract is used with the author's permission. Available from:
➢ www.hrmars.com/admin/pics/1052.pdf

Problem-based learning

Read about problem-based learning at:
➢ http://www.studygs.net/pbl.htm

'Problem-based learning (PBL) is an exciting alternative to traditional classroom learning. With PBL, your teacher presents you with a problem, not lectures or assignments or exercises. Since you are not handed "content", your learning becomes active in the sense that you discover and work with content that you determine to be necessary to solve the problem.'

This website provides guidance that will help you plan problem-based learning and links to other useful resources.

Goals of misbehaviour

The psychologist Alfred Adler theorized that belonging is one of the most important human goals. Children want to belong. Their misbehaviour is never random; when they act out, they are trying to belong. Using Adler's principles, the psychologist Dreikurs (1971) classified children's misbehaviour into four goals: attention, power, revenge, and inadequacy. A child who exhibits these behaviours is a discouraged child. A number of people have used the goals of misbehaviour to develop schemes to help teachers interpret the behaviour of children. This is one developed by a primary school teacher to use in her own classroom.

Child's goal	Child's logic	Teacher's reaction to child	Child's response to reprimand	What the child needs
1. Attention Child is saying: 'Notice me!'	I only count when you notice me.	Annoyed Irritated	Stops temporarily; starts again	Give attention when they are not asking for it in negative ways. Involve the child. Acknowledge feelings. Encourage.
2. Power Child is saying: 'Make me!' 'I want to fight with you.'	I count when I am the boss. (People with power are the ones who count.)	Challenged	Increases	Do not argue or fight. Give the child choice and responsibility. Help them to be a good boss of self. Encourage.
3. Revenge Child is saying: 'I can hurt you!'	I have been hurt. I count when I can hurt others. I am not worth liking.	Discouraged	Tries to get even or do something hurtful to another child	Do not give up. Do not act hurt. Acknowledge feelings. Encourage.
4. Withdrawal or assumed disability Child is saying: 'It doesn't matter.'	I am not capable; it is no use trying.	Hopeless	Passive; no response	Build up the child's courage. Celebrate small gains. Help the child to feel worthwhile and appreciated.

Adler supposed that these behaviours are not characteristic of children who feel as if they belong at home or in school. He noticed that children reared in a rural environment are given work to do to help the family. They can see that they belong and are needed. But as families have become more urban, children are not necessarily given responsibility for family work. They may not feel important to the family. This spills over into their school life. Teachers need to be proactive by creating a classroom where children have responsibilities and feel that their contributions are needed. They need to belong.

Contributed by: Frances Schoonmaker, Professor Emeritus, Teachers College, Columbia University. Used by permission of the author. For classroom use only.

Additional readings

Dreikurs, R., Grunwald, B. B., & Pepper, F. C. (1982). *Maintaining sanity in the classroom* (2nd ed.). New York: HarperCollins.

Dreikurs, R. (n.d.). *Four goals of misbehaviour* [PowerPoint slides]. Retrieved from:
➢ http://smithsp08.wikispaces.com/file/view/Dreikurs.ppt

This PowerPoint presentation describes the goals of misbehaviour and strategies to help children who are misbehaving.

Nodrick ,B. (2004). *Building stepfamilies that work: The four goals of misbehavior.* Retrieved from:
➢ http://www.stepfamily.ca/BSTW/bstw/wk6/The%204%20goals%20of%20misbehaviour.rtf

This is from a programme for parents developed by the author. It contains a detailed description of the goals of misbehaviour, which should be useful to teachers.

John, K. (2011). *The crucial Cs and goals of misbehaviour: The basic need to belong.* Retrieved from:
➢ http://www.5x5x5creativity.org.uk/cms/user_files/files/KJhandout1111.doc

This resource discusses ways in which members of a group (or students in a classroom) need to belong.

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Methods and strategies to use in planning

An array of teaching-learning strategies has been included in this section to assist faculty in planning. Not all of the strategies are specific recommendations for the course; they are included to give faculty ideas for planning their courses.

The following is a list of some of the strategies that can be used by the course Instructors while planning sessions for the course.

Active lecturing: An active lecture is not too different from any good lecture, but it attempts to involve listeners directly. There is no single best way to give an active lecture, but it includes the following:

Give information in small chunks (about 10 minutes), and then have people do something with the information for 1–3 minutes. You can use the same activity after each chunk of information is given or you can vary it. Examples of activities are:
- Write a 1-minute reaction to what you have just heard.
- Talk to the person next to you about what you heard and what they heard. Do you agree? Do you have questions?
- List as many key points as you can remember.

Compare notes taken during the 1-minute chunk. Help each other fill in gaps or determine if crucial information is missing. (Some people do not allow note-taking during the lecture, but this is up to the Instructor.)

Another way to do an active lecture is as follows: hand out three colours of cards or slips of paper. When people are listening to your comments, have them hold up a different colour for:
- I understand.
- I don't understand.
- I disagree.

Then either stop and allow questions or adjust what you are saying so there are more 'understand' colours showing. This is particularly effective with large groups of 50 or more people.

Ambassadors: This is a useful way to get groups or individuals to exchange information. Two or more members move from one group to another to share and compare discussion, or you may wish to have half the group exchange with another group. This is especially useful if you do not have ample time for a full class discussion.

Brainstorming: This is a technique for getting creative ideas on a topic. It may be an individual activity or be organized as a group activity. Give people a limited amount of time (e.g. a minute) to say or write down as many ideas as they can on a topic. No matter how unrelated an idea seems, write it down. (Alternatively, ask the whole class to brainstorm and write down all ideas on the class board.) After the brief period of brainstorming, ideas may then be analysed, organized, and the like. Brainstorming is often used as a problem-solving technique. Ideas are then analysed in light of how useful they might be in solving the problem.

Gallery walk: This is a strategy that borrows its name from a visit to the art gallery. Students walk through an exhibit of posters, artefacts, or display items they have completed. They may or may not be directed to take notes. The idea is to thoughtfully look at what is displayed.

Group work: There is no single best way to form groups. The best way for you is the way that suits your purpose. Use a more complicated strategy if students need a break or need to be energized. Use a simple technique if time is short. Some group-forming methods are as follows:

- Ask people to count from one to five (depending on the number of people you want in a group). Appoint all the ones to go to one table (or area of the room), all the twos to a different area, and so forth, until the whole class is divided into groups.

- Before class, determine how many people you want in a group or how many groups you need. Use different-coloured stickers, stars, or dots. Put one on each student as they enter class. Then when it is time to form a group, ask students to find people with the same sticker and sit together.

- Put different-coloured bits of paper in a cup or jar on each table. Have people take one and find other people in the room with the same colour to form a group.

- Have students get together with everybody born in the same month as they were.

Make adjustments to the groups as needed.

KWL (Know-Want-Learn): KWL is a strategy that provides a structure for recalling what students know about a topic, noting what they want to know, and finally, listing what has already been learned and is yet to be learned. The strategy allows students to take an inventory of what they already know and what they want to know. Students can categorize information on the topic that they expect to use as they progress through a lesson or unit.

Mini-lecture: A mini-lecture contains all the components of a good lecture and is sharply focused. It begins with an introduction that provides an overview of what you will discuss. It makes one or more sharply focused points, with an illustration of each. It summarizes only the main point or points and then concludes.

Minute paper: Ask people to write for a minute on a particular topic (it might be their reflections or you might assign a specific subject). They are to focus on writing down their ideas, rather than on proper grammar and spelling. A minute paper differs from brainstorming because there is more focus.

Pair-share: Use this technique when you want two people to work together to share ideas or accomplish a task. Simply ask people to work with someone next to them, or you can have them find a partner using some other criteria. It is very useful when you want people to quickly exchange ideas without disrupting the flow of the class. (Sharing in triads and foursomes are other small-group techniques.)

Poster session: This is a useful way to have students organize their thinking on a topic and present it to others in a quick but focused way. Have individuals or small groups work to create a poster to explain or describe something. For example, if they have been doing an inquiry on a particular topic, they would want to include their focus, methods, and outcomes, along with colourful illustrations or photographs. The poster can be self-explanatory or students can use it to explain their work. As an in-class tool, a poster session is often combined with a gallery walk, so that students visit a number of posters in a short period of time.

Roundtable technique: The class is divided into small groups (four to six), with one person appointed as the recorder. A question is posed that may have many answers, and students are given time to think about those answers. Afterwards, members of the team share responses with one another round-robin or roundtable style. The recorder writes down the answers of the group members. The person next to the recorder starts, and each person in the group (in order) gives an answer until time is called.

Text-against-text: This is a way of helping students learn to analyse and compare written documents. The idea is to look at two documents and search for overlap, confirmation, or disagreement. It is a way of looking at different perspectives. Sometimes it is useful to give students readings prior to class and ask them to compare the readings, following a set of study questions. For example:

1) Look at each author separately. What do you think the author's main point is?

2) How does the author support the argument?

3) Look at the authors together. In what ways do they agree?

4) What are their points of disagreement?

5) What is your opinion on the issue?

Text-against-text may be used to compare a new reading (or a set of information) with a reading or information students have already read and discussed in another unit or earlier in the unit.

In classrooms where the whole class uses a single textbook, instructors often find they are teaching against what is in the textbook. Sometimes it is hard for students to accept that a textbook can and should be questioned. Putting together a text-against-text activity, using the textbook and an article or a set of articles to read instead of the text, can help them understand that there may be legitimate differences of opinion on a subject.

Another way to use the activity is to put a set of materials at each table or with each group of students. Some college or university faculty like to put together text sets that include both scholarly and non-scholarly works and have students think about differences. For example, you might provide all students – regardless of their reading level or learning style – with a 'way in' to thinking about a topic by using some materials that are easy to read. Even competent adult learners seek out easy books or materials to learn about a new or complex topic. Providing a picture, newspaper article, and children's book in a text set might give everyone a means of connecting to or understanding some aspect of the larger subject. Articles need not contradict each other. They may be about the same topic, but offer students different ways of seeing a subject.

Using quizzes or pop tests

Short quiz (15 minutes)

- Prepare and give a short quiz on the different aspects of child development covered in the unit.

- Have students take the quiz and then circle items about which they are unsure.

Triads share (10 minutes)

Have students meet in groups of three to go over items about which they are uncertain.

Review (30 minutes)

- Go over the quiz with students, having them look at their own work and make corrections.

- Notice points they had difficulty remembering and take time to review them. You may ask students to assist with this, sharing how they were able to remember.

- This is a time to correct any misconceptions.

- Have students save their quiz for future study.