

Getting started – Dealing with disclosure information and handling sensitive issues

Brief description of the resource

This resource uses a range of activities and tools for teachers* to discuss the handling of sensitive issues, including disclosure, with colleagues. The guidance notes can be used as facilitator notes for group exercises. You could also use the activities during one to one sessions with Subject Learning Coaches (SLCs) or as independent activities for continuing professional development (CPD).

In the first part of the session, teachers identify, discuss and record the definition of disclosure. They investigate the reasons why teachers do not report disclosure and also explore strategies to support learners who have disclosed information. The second part of the session focuses on exploring and dealing with sensitive issues and strategies to deal with learners in distress.

* We use the word ‘teacher’ as a generic term to include teachers, tutors, trainers, lecturers and instructors in the further education (FE) system.

Teacher learning objectives

By participating in the activities, teachers will:

- work with colleagues co-operatively
- extend their repertoire of active teaching methods
- develop strategies to use with learners when teaching the topic of disclosure
- feel more confident in the use of active learning approaches.

Starting points

This is a group activity which is well suited to society, health and development (SHD), but can also be used across a range of curriculum areas. It is important to link the learning points with your own organisation’s policies and procedures for disclosure and handling sensitive situations.

You may wish the participants to undertake some research prior to the facilitated session. For example, participants can review the organisation’s policies and procedures and identify the key contacts in the organisation.

You may wish to establish ground rules at the start of the session. Examples of activities to set ground rules can be found in the Case study toolkit.

Coaching activities within the sessions may include action learning sets and, to develop the session further, you may ask your colleagues to co-construct additional activities.

The activities can be introduced at any point in the curriculum, but would be particularly useful to use with new and inexperienced staff at the start of the academic year. The activities would also be useful for other subject areas and for teacher training sessions.

The activities can be introduced as an overview with teachers being invited to share what they already know and how this can be developed in practice.

Materials required

You will need:

- Facilitator guidance notes.
- Your organisation's policy and procedures on dealing with disclosure.
- **Stage 1:**
 1. **Sheet 1.1: Direct and indirect disclosure** (you may wish to cut the statements into strips).
 2. **Sheet 1.2: Excerpt from Barbara's story.**
 3. **Sheet 1.3: How to respond to disclosure.**
 4. **Sheet 1.4: Triad activity.**
 5. **Sheet 1.5: Why teachers do not respond issues surrounding disclosure.**
- **Stage 2:**
 1. **Sheet 2.1: What is a sensitive issue?**
 2. **Sheet 2.2: Examples of sensitive issues** (you may want to cut the statements into individual cards).
 3. **Sheet 2.3: Learner responses to sensitive issues.**
 4. **Sheet 2.4: Strategies for preventing problems and resolving issues.**
- **Stage 3:**
 1. **Sheet 3.1: Record and reflect.**
 2. **Sheet 3.2: The supported experiment.**
- Flip chart paper and pens.
- Sticky notes.

Optional resources include:

- Audio resource from Barbara's story.
- Quick start pedagogy guides.
- Safeguarding of children and vulnerable adults from previous SHD resources.

Suggested approaches (Stages 1 to 3) – please refer to the facilitator guidance document

Stage 1: Disclosing information and how that information is used. It differentiates between direct and indirect disclosure and the strategies used to deal with disclosure – page 5

Stage 2: How sensitive issues can trigger reactions in learners and how to deal with these reactions – page 8

Stage 3: Reflection – page 11

Extension suggestions

Participants use an excerpt from Barbara's story in this activity, for example, **Sheet 1.2: Excerpt from Barbara's story**. This can be found in the Life stories section. Facilitators may wish to read through the full transcript and select their own excerpt.