

STRENGTHENING FAMILY COPING RESOURCES

Module Two: Session Nine– *Things Get in the Way*

Date:

Facilitators Present:

1. Family Meal: _____

Facilitators encourage and model appropriate conversation, sharing, and supervision of children. Conversation prompts can be helpful. Remember to be sensitive to and empowering of the parent(s).

**** Experiential disruption set-up:** Set up room differently – for example, arrange so each family is sitting at different tables/seats than they usually do. Change where rules poster is displayed or don't hang it up at all.

Experiential disruption: _____

- Start to introduce activities; skip over typical opening activities.
- After a few minutes, stop and discuss with families what it was like to start group differently. Ask them how it felt, and how similar/different was this to life at home?
- Return to opening activities:
 - Welcome
 - Give thanks for those who helped prepare the food and get the room ready

Opening Activities: _____

- Rules
- Check in with each family
- Review schedule for the evening
- Opening ritual:

2. What Got in the Way? Skits (20 minutes): _____

- Give each family a “Things Get in the Way” skit card.
- Tell families you want them to act out what is on the card; let them practice for 5 minutes.
- Ask families to perform their skit for the other families. Make sure they don't tell the group what they are acting out because you want everyone to try to guess. Give lots of praise for each family as they share.
- After each skit, facilitator lists “things that got in the way” on a flip chart/board.
- Pictures are taken of families during skits for family scrapbooks.

3. Carrying Out Activities (45 minutes): _____

- Adults: _____ Review “Things that Get in the Way.” Parents are asked to consider situations in which a variety of factors (parents, children, and/or external factors) may have gotten in the way of successfully carrying out family activities. Parents should identify their own feelings and their children's feelings about not carrying out planned activities. Next, teach FLIP the problem as a way of dealing with things that do not go as planned (and other situations): **F**igure out what the problem is and what you want to happen; **L**ist all possible solutions; **I**dentify the best solution; **P**lan what you want to do next. Apply technique to earlier problems identified.

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- Teens: _____ Adolescents watch a short movie clip from *When a Man Loves a Woman* [last 2 minutes of chapter 2 and first 2 minutes of chapter 3 – the scene starts with the dad coming home and the babysitter announcing that the mom didn't come home]. Talk about family dynamics when things get in the way. Introduce problem solving as a way of managing when things don't go as planned. Handout & review FLIP the problem (see Adult activity above). Apply to family in video, then encourage teens to share common problems they experience and work through FLIP.
- Older Children: _____ Read the story "*I Wish Daddy Didn't Drink So Much*" and are asked to identify the main character's feelings when she didn't get to go sledding, an activity that had been planned with her father. Children are then asked to identify situations when their families have not carried out planned activities, and to discuss their feelings about these situations. Introduce Harold as a good problem solver and discuss how to practice problem solving like Harold. Read excerpts from *Harold and the Purple Crayon*, then have kids draw or discuss possible solutions to the problems they might face.
- Younger Children: _____ Read "*On Monday When It Rains*" and talk about disappointment. Have each child draw a face that illustrates disappointment. Have them tell a story about a time when they felt disappointed. Prompt child to draw a picture of their story. Then, introduce problem solving to handle situations that don't work out the way we planned. Introduce children to *Harold* and talk about how he solves problems with his purple crayon. Read excerpts from *Harold and the Purple Crayon*, then have kids draw or discuss possible solutions to the *Harold's* problems.
- Toddlers and Babies: _____ Play with the toddlers and babies with Jack-in-the-Box toys. Help the babies anticipate the action. Babies can also play with assorted sorting toys as problem solving practice.

4. Carry it Out this Week! (15 minutes): _____

- Relaxation Practice: Before we start the next activity, let's take a moment to practice our relaxation. Lead the families in a 2-minute relaxation activity.
- Planning an activity:
 - Hand out "Carry it Out this Week!" Have each family identify a family activity that they would like to carry out in the upcoming week. Activities should be "doable," and should include all family members.
 - Each family should complete the handout, identifying potential obstacles to carrying out their activity & ways to overcome obstacles.
 - Each family decides on a way to record their activity to report back to the group (pictures, book/story, scrapbook, audiotape, or videotape).

5. Closing Activities (10 minutes): _____

- Thank everyone for taking part in tonight's group
- Check that everything was covered/summary of session
- Share a good thing about each family
- Introduce topic for next week – Next week, we will talk about the bad things that have happened to your family. We will do this in family groups.

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- Review tasks/homework for the following week – Homework is to record family activity & report back! Hand out extra copies of the chore chart and stickers as needed.
- Planning contacts for the week – **Continue system for families to contact one another (either buddy system or phone tree)**
- Closing ritual (Lead Facilitator):

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