

LEVEL UP: COMPETENCES OF THE FUTURE
FAMILY STOPS BEING FAMILY
SCENARIO 3

Powiatowe Centrum Pomocy Rodzinie in Oświęcim in partnership with

UK- BUTTERFLIES LTD United Kingdom

EDU SMART TRAINING CENTER LIMITED Ireland

Implements the ERASMUS + project, Action 2:

Strategic partnerships for vocational education and training:

„Level up- competences of the future”

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Scenario 3

Topic: - Divorce in the family / breakup of the family

Duration: 3 clock hours divisible into meetings.

Recipients:

The recipients of the meetings are families who experienced a divorce and families in the course of divorce or when there is a crisis situation leading to a divorce. The scenario can be used by social workers, family assistants, family coordinators and all other specialists working with the family who are facing difficulties resulting from divorce.

Participants

The whole family, individual family members, adults without children or adults with children can participate in the meetings, e.g.:

- Mum with a child / children
- Dad with a child / children
- Mum and dad with a child / children
- Mum and dad
- The whole family

In justified cases, people significant to the child / children may be invited to the meeting, e.g. grandmother, grandfather etc.

Work Methods

- Case study
- Psychoeducation
- Mini lecture
- Work in groups
- Individual work
- Relaxation techniques
- Brainstorm

Materials needed for the meeting:

- Work cards
- Felt tip pens
- Crayons
- Markers
- Scissors
- Post-it notes
- Flipchart paper
- A4 paper
- Pens

The scenario contains exercises and individual work cards for 3 meetings lasting 1 clock hour.

The user decides for himself in which order he will use the proposed content.

Meeting 1

Course of the meeting

If an employee sees a client for the first time, he introduces himself and uses the scenario entitled: Divorce.

The introduction of the leader/s of the meeting. Welcoming the family.

- Full name
- Education
- Work experience
- Interests

The worker presents the aim of the meeting.

This scenario is designed to work with a client previously known.

The worker greets the client and sums up the activities carried out so far.

Aim of the meeting:

The aim of the course is psychoeducation of the family regarding forms of assistance in the event of divorce and its consequences for individual members. During the meetings, participants will learn about places where they can get help in the event of a divorce crisis, learn about the forms and procedures for granting help for individual family members. Participants will learn about the rights and obligations of parents and children who are involved in a divorce situation and learn the consequences. They will also learn about the

psychological consequences of divorce for the whole family, increase the awareness of the feelings experienced by individuals and gain competences allowing them to reduce the negative effects of divorce.

It is planned that the meeting participants will achieve the following results:

- Acquire knowledge about aid institutions
- Organise their thoughts
- Effective emotion management
- Establish an action plan
- Establish an assistance plan
- Establish a self-help plan

Describing the scenario more broadly:

The scenario aims to familiarise participants with the methods of working with the family in which the divorce occurred or there is a crisis which may lead to a divorce. We will learn the main forms of help that we can offer to the family and its individual members, we will try to understand more about what the crisis in the family is about and how to achieve a successful solution. We will focus on learning about the development of the family, its individual phases, to more accurately diagnose the causes of the crisis and to choose support methods accordingly.

Particular workshop tasks will serve to increase understanding of given issues, equip participants with specific tools for working with the family, as well as increase interpersonal competences to better cope with the divorce crisis.

At the end of the meeting, the worker gives the client a card to take notes. After the client completes the Work Card, the worker answers any questions. If the worker does not know the answer to the questions asked, he informs the client about it, indicating the time and manner of answering.

Meeting 2

Case study

Each family member receives a case study from a certain family who is facing divorce. After reading the content, each person receives a work card. The task can be done by both adults and children.

Case study

Ilona (aged 42), who is directed by a school psychologist in connection with the educational difficulties of her 15-year-old son Max, reports to the Intervention Center. The Centre's employee examines the family situation. Half a year ago, Ilona and her husband Chris filed for separation before the court, and Chris filed for divorce. There have been frequent quarrels in their marriage for many years. At the beginning of the marriage, when Max was small, the relationship between the spouses was better. They went out to the cinema, restaurants, and went on holidays together. After the birth of their daughter Julia (age 7), the parents distanced themselves. Chris began to spend more time away from home, he went hunting alone on

weekends, when he returned home in the evening, he spent his time mainly watching TV. Ilona at this time focused on caring for their daughter. Julia had health problems from a very young age, she was often sick, she spent several weeks in the hospital under the care of her mother. When Max started primary school, the first difficulties arose. The teacher informed parents that the boy is often distracted during lessons, it is difficult for him to focus, he walks in the classroom. Ilona tried to talk to her son, at the tutor's request she had one consultation at the Psychological and Pedagogical Counselling Centre, but she did not complete the diagnosis because she had to take care of sick Julia at that time. Two years after the birth of her son, Ilona returned to work as an accountant, but since the birth of her daughter, she no longer worked, focusing mainly on raising children and working at home. Chris had the main financial responsibility for supporting the family. He worked as a driver. Initially, it was short trips, but since Ilona stopped working, Chris decided that he would also work on foreign contracts. He spent two or three weeks working abroad for many years before returning home for a week. Ilona stated that one day she simply "something cracked in her" and told her husband that she wanted to divorce. Chris did not agree to divorce, did not understand the attitude of his wife, they often argued at home, regardless of the children listening to them behind the wall.

After about a year of stormy quarrels, the spouses decided to part. They have not talked much since then. Ilona moved out of the shared bedroom, put the bed into her daughter's room. Currently, Max rarely talks with his parents, he spends most of his time locked up in a room playing on the computer. Ilona informed her son about the divorce, not mentioning anything to Julia. Chris did not talk to the children about the decision he made with his wife.

Thoughts



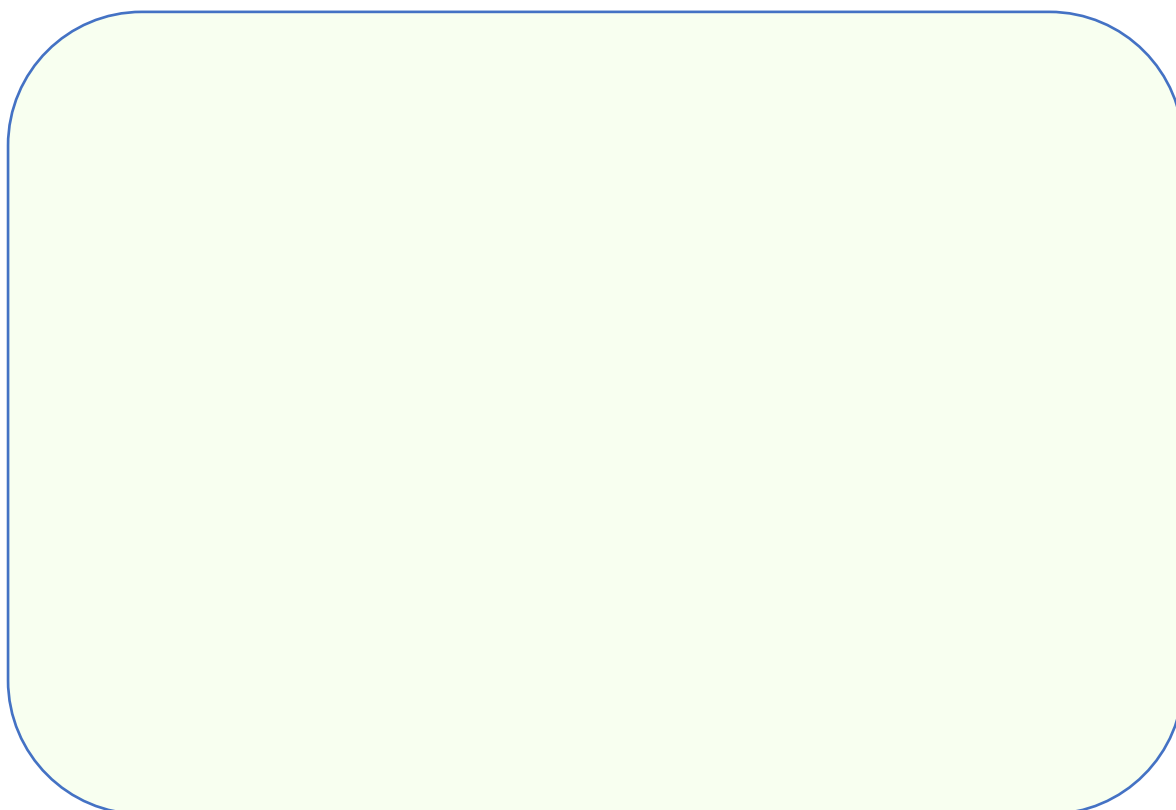
After reading the text, the participant / participants in the meeting will answer the questions.

1. What feelings in this situation could have appeared in each of the family members?
2. What needs could be unmet in this situation, threatened and what they could feel the lack of?
3. What would each of them expect and hope for?

	Emotions	Needs	Expectations
Ilona			
Chris			
Max			
Julia			

After finishing the work, the teacher talks to the participants about their impressions and thoughts about the story read. Which person was closest to them, did they feel like the characters described?

The employee provides the client / clients with a card to take notes. After the client completes the Work Card, the employee answers the questions. If the employee does not know the answer to the questions asked, he informs the client about it, indicating the time and manner of answering.



Meeting 3

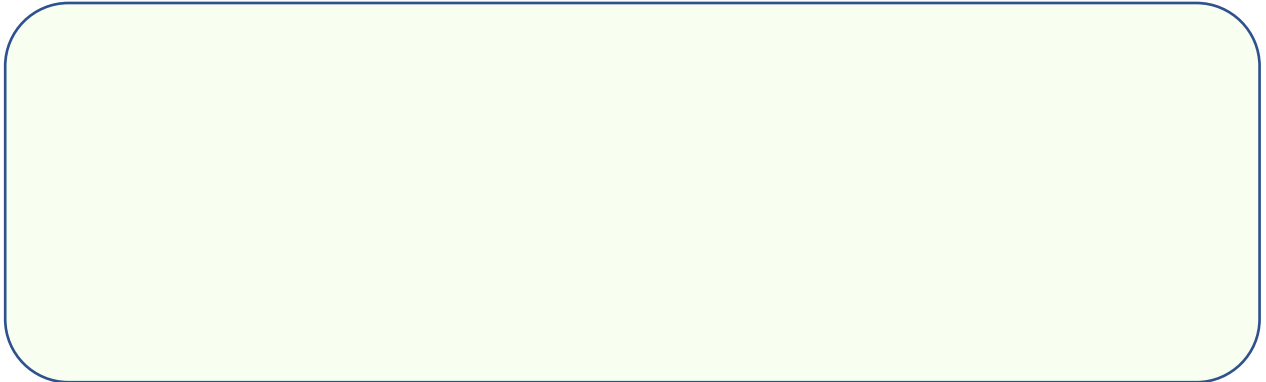
The worker greets the meeting participants and answers questions that have arisen after the previous meeting. Then he distributes Work Cards - Forms of Help

Then the family tries to put themselves in the role of a supportive person, advising what form of help each member of the described family could get in particular years. Using the

knowledge from previous meetings, participants try to individually or jointly offer the most adequate form of assistance, direct individual people to the appropriate institution or specialist.

	<i>Advised form of help</i>				
	Currently	6 months ago	1 year ago	2 years ago	5 years ago
<i>Ilona</i>					
<i>Chris</i>					
<i>Max</i>					
<i>Julia</i>					

Suggestions and notes of both parties



Worker signature

Client Signature

Date

Date

.....

.....

The worker thanks the client for cooperation and commitment; praises the client saying that it was a very successful and fruitful meeting. Informs the client about the date and manner of contact regarding further meetings.

Personal notes