

LEVEL UP: COMPETENCES OF THE FUTURE

DIVORCE/ BREAKUP OF THE FAMILY

SCENARIO 2

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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The project is co-financed from the Erasmus + program

Scenario 2

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 the worker sees the client for the first time, he introduces himself and uses the scenario titled: Divorce.

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

- Full name
- Education
- Work experience
- Interests

Pracownik przedstawia cel programu spotkania.

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

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

Aim of the meeting:

The aim of the meeting 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. 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

During the second meeting, the worker and the client work on Individual work cards. The worker brings pre-printed work cards and gives them out to the people he works with.

Task 1 (Individual work card)

Family members receive cards on which they are asked to write out forms of assistance known to them in the event of a divorce or a situation related to divorce in the family. After completion, each person reads their answers ...

Then the instructor gives each of them a separate work card with the names of the institutions, places of help, which you can turn to in a difficult situation. Participants mark "+" when the help place is known to them and "-" if they do not know the given form of help.

Information card

Crisis Intervention Center		Crime reporting centre	
Social services		School wellbeing services	
Centrum Pomocy Rodzinie		Psychologist	
Therapist		Psychiatrist	
Mediation		Psychotherapy	

Upon completion, the leader discusses the exercise. Checks which places are known and when, with what problem a person has reported. Supplements the knowledge of family members about each institution, indicating what kind of help can be offered to them, what are the conditions and procedures.

Then 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.

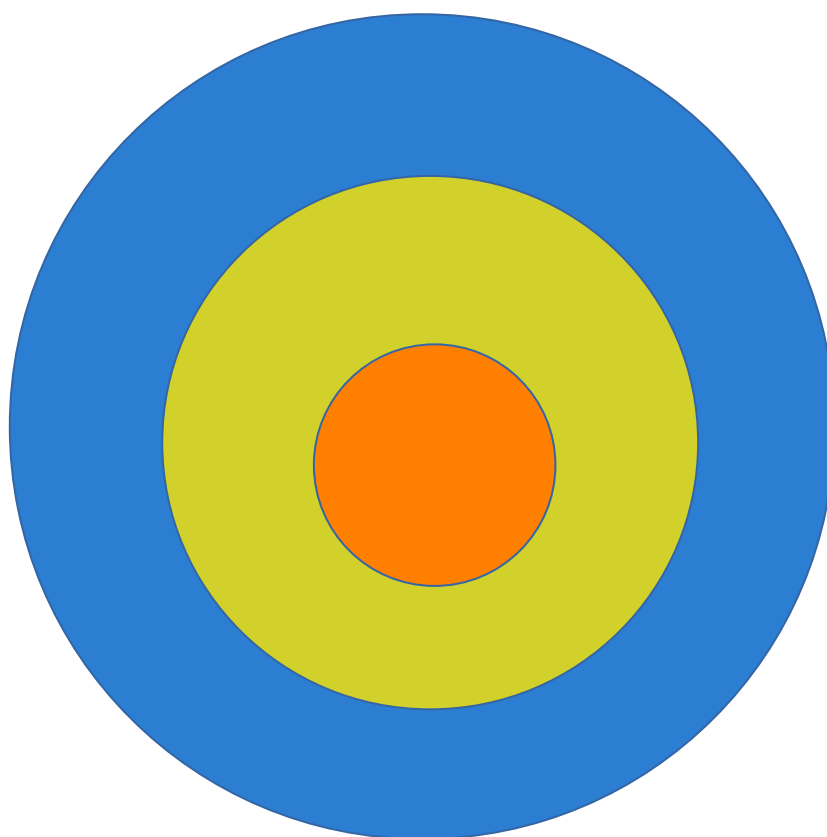


Meeting 2

At this meeting, family members will have the opportunity to look at the emotions and feelings that accompany them in connection with the situation of the divorce they are experiencing. The family will also learn about the psychological understanding of divorce as a form of mourning, along with the stages of experiencing loss.

Each participant receives a set of different emotions, feelings, behaviours and mental states in the form of pre-printed labels (in empty places, participants can write their own suggestions). The task of family members is to recognise their own mental states and place them on the wheel depending on their intensity (the most strongly felt emotions in the centre, the weaker closer to the edges).

Work card

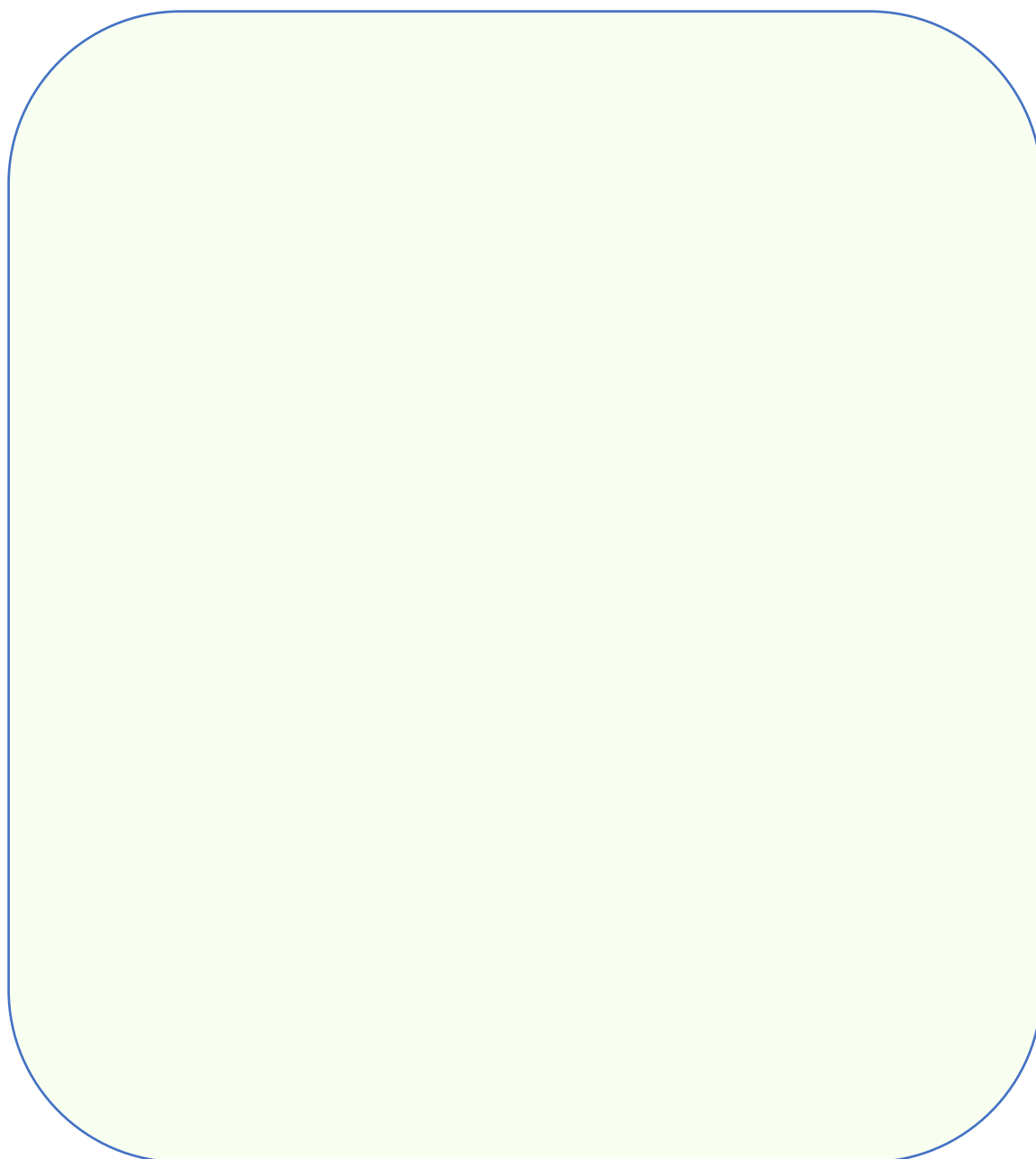


Not wanting to talk	Anger	Lowered feel of security	Lack of understanding	Often crying
Guilt	Sadness	Loss of hope	Shock	Probelms concentrating
Frustration	Numbness	Hostility of the environment	Lowered self esteem	Feeling of rejection
Spiral of thoughts	Hatred	Pain	Problems with memory	Scared
Acceptance	Too much responsibility	Calmness	Lack of support	Lonliness
Anxiety	Withdrawl	Neervousness	Suicidal thoughts	Laughter
Internal tearing	Dissapointance	Feeling like you can't be bothered	indifference	Helplessness

Then the leader writes five columns on the flipchart, each corresponding to a given phase of mourning. Familiarises participants with the understanding of divorce as a form of loss, assigning their chosen emotions and mental states to specific stages of experiencing loss. It is worth mentioning in the conversation with the family that the boundaries of the phases are not constant and can permeate, so it is natural to feel different, sometimes contradictory emotions in the short term in a period of perinatal crisis.

<i>Denial</i>	<i>Anger</i>	<i>Negotiation</i>	<i>Depression</i>	<i>Acceptance</i>

Then 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 3

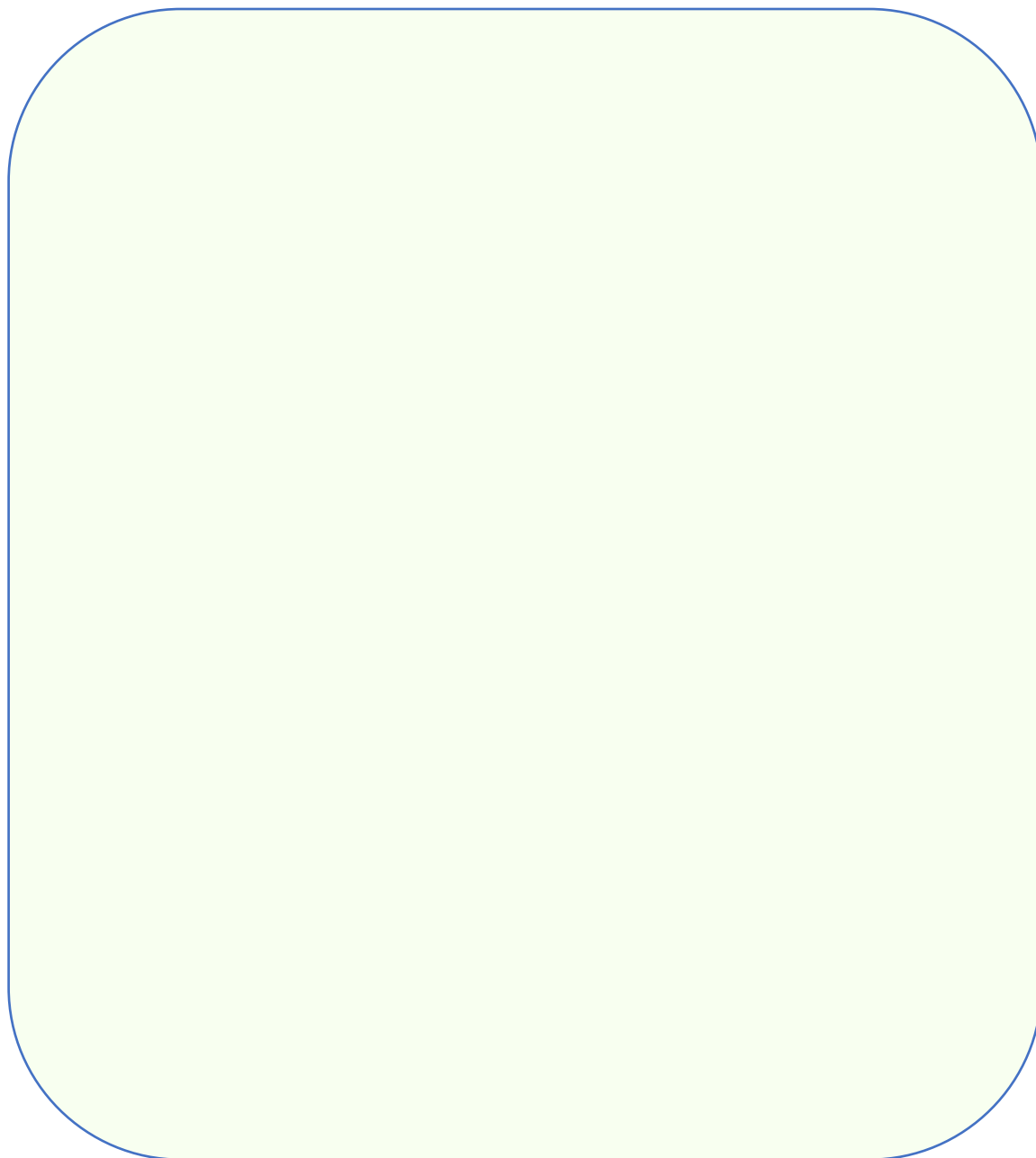
Exercise- Work card for the parent

The parent's task is to complete the two sentences on the card in any way. It is recommended that he list at least 5 things he has observed in his child. The parent should perform the task twice, once for behaviours that disturb him, secondly for behaviours that make him happy and calm.

Recently, my child more often ...	Recently, my child less often ...
<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••

On a scale of 1 - 10, with a red marker the parents put a mark next to their answers where their child's behaviours worries them the most, and with green, which behaviours make them happy.

Then 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.



Mutual agreement and action plan- signed by the worker and client

Large empty rounded rectangular box for signing the mutual agreement and action plan.

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.

Information card for the client

The card contains the most common short- and long-term symptoms for children who have experienced a family breakup. Give the cards to parents so that they read aloud and think about their child's behaviour. Parents and the worker try to diagnose the child's needs and determine an adequate form of help (e.g. therapy, family or individual consultation).

Short term effects :

The research shows that statistically, children with divorced parents:

- are more aggressive towards teachers and parents,
- are more depressed
- have more problems with learning, which also includes dropping out of school,
- suffer from greater emotional problems than their peers from full families,
- are more likely to be destructive - more of them are diagnosed and treated for ADHD,
- are two to three times more often qualified by schools for psychological assistance,
- are hospitalised more often, also due to psychiatric problems,
- they cause more educational difficulties,
- they are more prone to addiction,

- more often have low self-esteem,

Divorce is also a rarely known long-term effect.

Researchers diagnose the effects of divorce that are only revealed in adulthood for children whose parents divorced.

Statistically adult children of divorced parents:

- as teenagers, they are earlier involved in sexual activity, have more sexual partners (hence - higher incidence of sexually transmitted diseases),
- they more often consider abortion as a solution to the problem of an unwanted child conceived with a random partner,
- 25% as teenagers (compared to 9% of teenagers from full families) reach for alcohol and / or drugs before the age of 14,
- as much as 85% reaching for alcohol and / or drugs become addicted to them before they are 17 (compared with 24% of teenagers from full families),
- obtain lower education, lower professional prestige and earn less than adults from full families,
- growing up in a stable post-divorce family achieve similar educational results as children from full families living in poverty,
- as adults, men are three times more likely to experience suicidal thoughts than men from full families,
- as adult women, 83% more often experience suicidal thoughts than women from full families,
- have twice the likelihood of having a heart attack than people from full families (even when taking into account the impact of factors such as general health, obesity, smoking, alcohol consumption, etc.),

- they are less likely to get married and divorce more often,
- experience more serious and more frequent mental problems than people raised in full families.

Personal notes