



FALEFOS
*Family Learning in
Foster Families*

WORK PACKAGE No 3

Workshop Development

INTERNAL DOCUMENT

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Creating curricula for a workshop

The framework of the curricula for the workshops contains the organizational and the conceptual planning.

The organizational planning contains duration or time structure, participants, location, catering, required material/media and the knowledge and skills of the workshop leader.

The conceptual planning contents the topics and the aims/targets of the workshops.

If one workshop contains different topics, the timeframe for each topic must be clear.

One workshop could have more aims or targets, e.g. give information, exchange experiences, to sensibilise for a special topic, develop something new (material) or work on a given topic.

Methods/Activities

Which methods are required to achieve the goals, e.g. theoretical input, group discussion, group work, single work, ice-breaker, fillings, feedback.

Each of these methods can have their own ways how they can be carried out, e.g. theoretical input can happen in form of a power point presentation, a talk with a handout, a movie, acoustical parts (radio sequence, audio message from an interview) or input by an expert.

The different activities will be described in the template “Detailed description of the activities”.

Material

Which material is necessary for the realisation of the workshop?

Differentiation in material for workshop leaders and workshop participants!!

General idea

The plan is to collect a lot of ideas, especially in the areas methods, activities and material.

After all these things are collected, the workshop leader can create his own workshop curriculum based on the described methods and activities.

Curricula of the FALEFOS-Workshops

1. Framework of the workshops

Organizational planning

Duration/ time structure	8 hours (1 meeting)
Participants	7-10 (max 15)
- Number of participants	Information about workshops for the directors of institutions connected with foster care (foster parents organizations). A request to social workers to invite foster parents they cooperate with to workshops. If more foster parents apply to take part, the first come first served rule applies.
- Ideas to reach/ invite	
- Ideas to select*	
Location	In the organization of the participants (participants from the other places are also acceptable) /At a neutral place
- Kind of location**	1 room, about 30 m ² (optionally - a second room for children of the parents participating in workshops)
-Size and number of rooms	
-Accommodation options?	Not necessary
- Time and place for informal exchange?	Before and after workshop. During breaks.
Catering	Ordered from a local catering service.
Required material/media	Blank sheets of paper Sheets of paper with printed exercises Letters Pencils Flipchart Envelops with different roles for participants Beamer Laptop Ball of wool Emotion cards Evaluation questionnaire
Knowledge and skills of the workshop leader	Experts in the field of foster care Experience in leading psychosocial groups as adult educator

* consider the structure of the group of participants concerning different individual experiences, attitudes regional differences and experiences with different organizations (homogenous vs. heterogeneous)

**in your organization, in the organization of the participants, at a neutral place, outside, at a bar,...

Conceptual planning

Topics	How the cooperation between foster families, biological families and social services can improve child well-being in foster care?
Aims	<ul style="list-style-type: none"> • Awareness of child psychological situation, building the relations between Biological and Foster family, profitable for a child. <ul style="list-style-type: none"> ○ Analysis of the importance and difficulties in cooperation between the child, biological parents, foster parents and social workers. ○ Communication problems connected with the relation between biological parents, foster parents and social workers.

2. Detailed description of the activities

Topic	Module 1 Foster care from the perspective of children, biological parents, foster parents and social workers.
Aims	Analysis of the importance and difficulties in cooperation between the child, biological parents, foster parents and social workers.
Target group	Foster parents
Description	<p>In this part of the workshop we will focus on presenting foster care from the perspective of four main subjects involved: the child, foster parents, biological parents and social workers. The meaning of cooperation between biological and foster parents in the context of child's emotional needs will be discussed.</p> <ul style="list-style-type: none"> • What are the emotional needs of a child in the foster care (concerning the phase of development)? • What consequences of separation from the biological family on child functioning in foster family may occur? • How important for the child in foster care is his relationship with biological parents? • How child in foster care use to cope with the loyalty conflict associated with being in two families? • What are the biological and foster parents' psychological dilemmas resulting from the necessity of cooperation? <p>Summing up: WHAT DO WE NEED TO IMPROVE THE COOPERATION: a) What can we do as foster parents? b) What social services need to do?</p>
Number of participants	7-10 (max 15)
Time frame	about 4 hours
Material/Media	Markers, colouring pens, pencils and paper for each participant, emotion cards, ball of wool, laptop, beamer, letters.

Topic	Module II Communication problems connected with the relation between biological parents, foster parents and social workers.
Aims	Analysis of ways in which foster parents may tighten relationship of child, biological parents and foster parents.
Target group	Foster parents.
Description	In this section participants will discuss specific activities they can undertake to strengthen the relationship between child and his biological family. They will be divided into topical small groups.

	<p>The most important topics:</p> <ul style="list-style-type: none"> ● Organising meetings <ul style="list-style-type: none"> ○ How to organise child’s meetings with biological parents? ○ How to prepare the child for the meeting? Problems encountered. ○ What are the consequences of such meetings and how to cope with their negative aspects? (emotions, difficult behavior) ○ How to deal with the refusal to meet BP? ○ How to provide support for adolescent, who’ll meet his parents after a very long time? ○ What methods or instruments can support the meeting? ● Talking with a child about his/her birth family <ul style="list-style-type: none"> ○ How to talk with a child about his/her good and bad memories? ○ What is a communication barrier when talking to a child about his/her biological parents? ○ How to break such barriers? ● Solving problems <ul style="list-style-type: none"> ○ What is the children’s image of their biological parents? ○ What is the children’s image of their foster parents? ○ How to cope with discrepancies between a desired and a real image of biological and foster parents that children have? ● Consultation on the process of education <ul style="list-style-type: none"> ○ How to prepare to talk about special events (birthday, holidays) ○ How to cope with contradictory expectations at to a child’s lifestyle management? ○ How to help a child experiencing inconsistencies in his/her upbringing?
Number of participants	7-10 (max 15)
Time frame	about 4 hours
Material/Media	Markers, colouring pens, pencils and paper for each participant, laptop, beamer.

3. Structure of the Workshop

Topic: How the cooperation between foster families, biological families and social workers can improve child well-being in foster care?

Target group: **Foster parents**

Number of participants: **7-10 (max 15)**

Time frame: **8 hours**

Module 1 9h00-13h00

Lunch 13h00-14h00

Module 2 14h00-18.00

Time(frame)	Topic/Aim	Activity	Material
9h00		Registration	Name tags
9h15	Contract	Setting rules for group cooperation	Flipchart, marker
9h30	Integration	<p>Exercises that aim at participants' getting to know one another and building community spirit among foster parents (at least 2 of 3)</p> <p>„My name is... The person sitting next to me is...” The first person introduces himself/herself. The next person introduces himself/herself and repeats the name of the previous person, etc. The last person must repeat the names of all the participants.</p> <p>„What's new? Any good news in last two weeks?” (information not only connected with foster care). Participants sit in a circle and answer the question about good things that happened to them in the last 2 weeks. The person with a ball of wool starts and having finished, throws it to another person. The net of connections is created.</p> <p>„Everyone who...” Participants are sitting in a circle. One chair is put aside. The participant who hasn't got a chair</p>	Ball of wool

Time(frame)	Topic/Aim	Activity	Material
		<p>(at the beginning it can be the person leading the training) is standing in the centre of the circle and has to finish the sentence: "Everyone who..." for example: "Everyone who drank coffee this morning".</p> <p>All the participants for whom the sentence is true, have to get up and swap chairs. The person who will not find his/her place, stays in the centre of the circle and has to finish the sentence "Everyone who" again.</p>	
10h00	Psychosocial situation of a child in foster family.	<p>Presentation: Psychological picture of a child in a foster family – problem areas.</p> <p>The child in relation to biological parents, foster parents and a social worker.</p>	<p>Presentation (material 1)</p> <p>Laptop</p>
10h15	Discussion	<p>The discussion of the participants inspired with a presentation, based on their own experience in this scope. Participants speak in front of the group.</p> <p>Exercise "Cards" - 30 pieces. Cards present pictures of nature, for example: trees, storm, desert, sea, etc. The participant chooses 1 card that describes his/her feelings best with relation to the child. On the basis of the card, the participant discusses their relation with the child.</p>	<p>Emotion cards (material 2)</p>
11h00	Coffee break		
11h20	Child's needs in foster care	<p>Presentation of letters written by biological parents and children in foster families. The division of groups into smaller teams, every team works with one letter and presents the most important subjects raised there.</p> <p>Guiding questions:</p>	<p>Clean sheets of paper, writing utensils, letters (material 3)</p>

Time(frame)	Topic/Aim	Activity	Material
		<ul style="list-style-type: none"> • What particularly pay your attention? • What aspects of your situation are similar to that of the author of the letter? • How can you use the author's experience in your life situation? 	
13h00	Lunch break		
14h00	The quality of cooperation between foster parents and biological parents.	<p>Work in small groups - 3-4 people.</p> <p>Participants discuss in small groups about biggest problems connected with the assigned topic. Each group gets a card with one topic and leading questions to use in discussion. Participants are informed about the necessity to present discussion conclusions in a form of a drawing that will be presented to the whole group.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Talking with a child about his/her birth family • Solving problems • Consultation on the process of education 	Flipchart, marker, cardboards, cards with topics and leading questions (material 4)
15h30	Organisation of meetings between foster parents and biological parents.	The instructor draws a contour of a person on a flipchart. S/he turns attention to the head, heart and legs. Participants are invited to write down in a proper place (head, heart, legs) what they associate with their meetings with biological parents. The aim of the exercise is to differentiate thoughts, feelings and behaviour connected with the meeting	Flipchart. Marker, cardboard

Time(frame)	Topic/Aim	Activity	Material
		with biological parents. Discussion in public.	
16h15	Coffee break		
16h35	Organisation of meetings of foster parents with biological parents.	Participants are divided into 3 groups. Each of them gets a role-play scenario on a sheet of paper to be presented in public. Discussion about the role-play with focus on problems presented in them follows.	Sheets of paper with role-play scenarios (material 5).
17h35	Summary	Participants' reflection on the course of workshops.	
17h50	Evaluation	Participants fill in evaluation sheets. Participants receive materials to work at home, helpful in conversations with the child (material 6).	Material 6 (homework)
18h00	Ending		