



FALEFOS
*Family Learning in
Foster Families*

WORK PACKAGE No 3

Workshop Development

INTERNAL DOCUMENT

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Creating a 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!!

Generally 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 curricular based on the described methods and activities.

Curricula of the FALEFOS-Workshops

1. Framework of the workshops for Social Workers

Organizational planning

Duration/ time structure	2 days (12 hours)
Participants	
- Number of participants	7-10, max. 15
- Ideas to reach/ invite	Social workers who work in the field of foster care
- Ideas to select*	Social workers from the social welfare services in charge of fostering.
Location	In the organization responsible for this activity or at a neutral place
- Kind of location**	
-Size and number of rooms	1 room, at least 30m ²
-Accommodation options?	Not necessary
- Time and place for informal exchange?	Before and after workshop Informal exchange during breaks
Catering	Ordered from a local catering service.
Required material/media	Paper Pencils Flipchart Envelops with different roles for participants Beamer Laptop Speaker Rope Scissors Marker Emotion cards Evaluation questionnaire
Knowledge and skills of the workshop leader	Experts in the field of foster care Experience in leading psychosocial groups

*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	Developing quality cooperation in the process of foster care
Aims	<ol style="list-style-type: none"> 1. Problematizing of the current state of protection of child's rights in context of foster care 2. Problematizing and understanding different positions, roles, responsibilities and readiness for cooperation in foster care process 3. Discussing and defining „communication“ and „efficient communication“ in foster care process 4. Learning basic elements of specific communication skills that are important for cooperation and cooperative relationships 5. Practising and discussion on specific communication skills (active listening, asking questions, providing feedback) 6. Consideration and definition of the term „individual planning“ in the context of foster care

2. Detailed description of the activities

Topic	First block Reflection on the rights of the child in the context of planning and preparation of the child for placement into foster care
Aims	<ol style="list-style-type: none"> 1. Problematizing of the current state of protection of child's rights in context of foster care 2. Problematizing and understanding different positions, roles, responsibilities and readiness for cooperation in foster care process
Target group	Social workers
Description	<p>1. INTRO ACTIVITY – SNAKE Duration: 20 minutes</p> <ul style="list-style-type: none"> • Participants stand one behind another, place their hands on the shoulders of the person in front and close their eyes. Then, the facilitators introduce smaller obstacles into the room. One of the facilitators explains the story in a way that they take the first person in the "snake by the hand leading them through the room. <i>There is an old Indian legend about the glass snake. This legend says that in ancient times, in one poor Indian village there was a miraculous magical glass snake. This snake was made up of thousands of pieces of colourful glass and had magical powers. In difficult moments, when the peasants would not know how to deal with different problems, they would come to the snake and by touching its shining body, their worries would disappear in an instant. One cloudy day (the facilitator stops leading the "snake" around the room) a ferocious wind started to carry the roofs of houses and caused destruction to everything in its path...It also reached the glass snake (the facilitator now separates the snake into several parts and leads the groups to various parts of the room) and it broke it into thousands of pieces...Since then, a heavy heart befell on all the villagers. They tried to gather all the broken pieces of the magical snake. But, the legend says that the snake will again revive its magical powers if it is pieced back to its original form. Your task is to, with closed eyes and without communicating to one another, try and find the person who stood in front of you and piece back the magical snake back the way it was...</i> • After the activity, the facilitator asks the following questions: How was your experience when separated from the whole snake? How did you feel? What worried you? What did you think about? What did you need at the time? The facilitator ties the activity experiences of the participants to the child separated from a family. <p>2. HORSE DRAWN CARRIAGE (QUADRIGA – 4 horses) Duration: 70 minutes</p> <ul style="list-style-type: none"> • The facilitator of the activity divides participants into 4 groups (each with 4 participants). Participants sit in a circle. Every participant gets a paper and pencil. The instruction is as follows: <i>Everyone must write down four rights/words/sentences for themselves as an answer to the following</i>

	<p><i>questions: What rights do you think that children need to be ensured with in alternative care?</i></p> <ul style="list-style-type: none"> • After this, participants work independently for 10 minutes, after which the facilitator gives the following instruction: <i>When you have written 4 rights for which you consider should be ensured to all children in alternative care, now write down individually 4 rights which you identify as being difficult to protect in real life (it can be already written down rights or some other ones)? Your task is as follows: put together a common list of rights, with which you have difficulties protecting in real life situations and which you have written by yourselves, then write them all on one list and have a quick discussion, then rank from 4 of the most jeopardised rights of the child in the context of foster care.</i> • When the participants are finished with the second task, you must repeat the process, but now in a way that every group shares its list of common rights of the child with whose protection they are having difficulties in practise with another group and to find which rights are in common. The instruction is as follows: <i>Now, when every group has 4 common rights with another group, make a circle and make a list of 8 rights (4 from each group) and again identify the 4 for which you think are the most in jeopardy. As in the last time, when you are doing this exercise, it is important to note that you must not add new rights, but to find 4 common ones from this list of 8. In this way, you will get a list of 4 from both groups, which they consider to be the most in jeopardy in the context of foster care. Your rights will be compared to the two other ones and will see how similar or different they are.</i> • While the groups present their lists, the facilitator records the rights on the flip chart. • After concluding the exercise in smaller groups, a discussion at the big group level should follow with the following questions: <i>How did you agree on your ideas? Was it difficult or easy when the group increased? How did your communication look like? What communication skills did you use? How satisfied are you with the selection of the rights of the child – the last four ones? How does your quadriga differ from other groups? If the quadrigas are similar – what do you think contributed to this? Which situations are those in which we recognise the rights of the child are not adequately ensured? Which strategies do we use and who can help us?</i> • In the end, the facilitators ask the participants whether their quadriga would look the same if they were to repeat the exercise? How do they explain this? <p>3. SUMMARY FEEDBACK</p> <p>When summarising, facilitators connect the summary points and experiences of participants in relation to protection of children’s rights in the context of foster care.</p>
Number of participants	7-10, max. 15
Time frame	90 minutes
Material/Media	Markers, colouring pens, pencils and paper for each participant and one flip chart

Topic	Second block Difference in roles, responsibilities and readiness to cooperate by foster care stakeholders
Aims	<ol style="list-style-type: none"> 1. Problematizing of the current state of protection of child's rights in context of foster care 2. Problematizing and understanding different positions, roles, responsibilities and readiness for cooperation in foster care process
Target group	Social workers
Description	<p>1. STEP FORWARD</p> <p>Duration: 35minutes</p> <p>Materials: Envelopes with roles (one per participant), papers with statements/questions</p> <ul style="list-style-type: none"> • The facilitators explain to participants that in this activity they have to identify with a child/biological parent/foster carer. A role play activity is used. Participants must fully immerse themselves into different people and answer questions in a way that the person they are acting would answer. Facilitators hand out envelopes to participants with the different roles. Every participant gets one envelope with a role. It must be emphasised that participants should keep the roles to themselves and not share it with others. They must remain a secret. • Participants must stand one next to another in a line. Facilitators now instruct the participants to start thinking about the roles. After every question there is a short break so that participants have time to think about their role. Questions can be as follows: <i>How is/was your childhood. What type of house do you live in? How do you imagine your future to be? What desires do you have? How does your everyday life look like? What do you do in the morning, afternoon and evening? What are you afraid of? What worries you? What makes you happy?</i> • After this, facilitators read out the statements, which are meant for different situations and events. Participants are given instructions so that every time a certain statement is read out to which they would answer yes, they can step forward. If they cannot answer any of the statements with a yes, then they remain where they are. • Then the facilitators read one statement after another. Between statements, it is necessary to make a short pause in order to give the participants a chance to think about whether they can step forward or have a look around and see where the others are. • After the statements have been read out, the facilitators ask the participants to have a quick thought and write down something about their ending (body) position. It is recommended that participants are left a few minutes to "exit" their roles before beginning with discussion. • This is followed by a discussion, which can be initiated with the following questions: <i>How did you like this activity? How did you feel when you weren't able to step forward? How did you feel when you were able to step forward? Can you guess who was who? (read a few extreme roles) How did you imagine the person you played? How difficult was it for you to play the assigned role? How sure are you of how realistic the "picture" or information are of the person you played? ON what did you base your role? How is your perception of the situation impacting on real life situations, when you encounter such a person? What can be done to improve real life practice?</i>

	<p>ADDITIONAL INFO</p> <p><u>Roles</u></p> <p>*** Other situations can be thought of, but it is important to have the number of roles/envelopes ready for the number of participants per workshop. Some roles can be duplicates, in order to problematise a certain situation through different experiences.</p>
	<ul style="list-style-type: none"> • You are 48 years old. You have become a foster carer recently. A 13 year old boy is placed into your care, who manifests behavioural problems (he is aggressive towards other children and failed the school year) He was in another foster family prior to yours. • You are 38 years old. Your husband physically assaults you often, but you think it's not his fault, but stress at work. Only he works, but does not give you enough money for a good quality life. The Social Welfare Centre plans to take the children away (son 6 yo, daughter 2.5 yo) from the family and place it into a foster family. • You are 67 years old. Your daughter and son in law have substance abuse problems and the Social Welfare Centre has decided to take your grand daughter (6 yo) and place it into your care. Your daughter comes to you every day asking for money, while ignoring the presence of her daughter. You are worried that because of her behaviour, your grand daughter will be placed into another foster family. • You are 35 years old. You have a fostered boy, 5 yo, in your family and have recently fostered another baby girl from the maternity ward, who has been diagnosed with developmental problems and has serious health problems, but with no diagnosis. You question yourself whether you can continue to provide care for the girl. • You are 48 years old and have had an 8 yo girl placed into your care for the past 7 years. The Social Welfare Centre has informed you that she will be returned to her biological mother. • You are 9 yo. You are member of the Roma minority. You lived with your father who is an alcoholic and because of neglect have been placed into a foster family. • You are 7 yo. You are a child with physical disability (cerebral palsy). You have recently been placed into a foster family for schooling. • You are 14 yo. Two months ago you were placed into a foster family due to family violence and have started a new school a month ago. You don't have many friends. You are teased a lot in school. You do not feel comfortable in your foster family. • You are 9 yo. You are a child with physical disability (eyesight is damaged). You have recently moved from the Children's home into a foster family. You do not get along well with the biological son (10 yo), but you don't want to complain because things are good in the family. • You are 14 years old. You live with your grandmother and grandfather in the countryside and you see your parents every day. You are having a tough time in school with studying and your friends tease you because of it. • You are 12 yo. You live in children's home because your parents have not taken good care of you. You've heard of a possibility to have you placed into a foster family.

Statements

***these statements can be modified or altered.

1. You feel accepted in the family where you currently are.
2. You feel physically safe in the family where you currently are.
3. You are aware of the circumstances, which have lead to your current life situation.
4. You are not afraid of what can happen tomorrow.
5. You can imagine where you will be in two years.
6. You feel that how events will unfold further is out of your control.
7. Your opinion is important to experts around you.
8. You agree with experts.
9. You feel that you are different from others in your surroundings.
10. You know who to speak to for help.
11. You agree with the statement that it is safe to seek help.
12. When you wish for it you can find yourself in company of people you love.

2. IN SOMEONE ELSE’S SHOES

Duration: 45 minutes

Materials: Handout “Cooperation inventory”

- Participants receive an assignment to think about a situation in which difficulty has arisen between different stakeholders in the child care process. (eg. parents, foster carers, experts, and the child itself) and to develop a *small inventory* and describe them according to the handout.
- After individual analysis, discussion follows in small groups of 4 members. Participants share experiences and observations according to the following questions: *What are the biggest issues in cooperation between various child care stakeholders and in which situations they arise? (What are the main causes of these difficulties and what are the triggers? What resources (sources of strength) and strategies can certain child care stakeholders use (parents, foster carers, children, experts...) which can influence the quality of interpersonal communications. One group representative has the assignment to summarize group observations and present them in the big group.*
- This is followed by a joint discussion in the big group where results of the smaller groups are presented. The facilitator focuses the group discussion according to the following questions: *How many people in situations of cooperation/non-cooperation retain the same motive? (Do motives change during foster care?) What does that imply? (different triggers, same cause) What is the difference between the trigger and cause of non-cooperation? How can cooperation be restored where it is damaged or nonexistent? Which strategies lead to constructive outcomes and which towards destructive one? What role does communication play in this process? Which communication skills are important in this process? Which resources (sources of strength) and strategies can social workers use in the aim of ensuring quality and continuity of cooperation?*

ADDITIONAL INFORMATION

Handout “Cooperation Inventory”

Situation	In which way did the	What was the	What was the
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	participants	difficulty manifest itself in the cooperation process between care stakeholders	trigger?	problem for that person?
<p>3. SUMMARY AND FEEDBACK</p> <p>Duration: 10 minutes</p> <p>In the end, the facilitators connect the conclusions with the experiences of participants based on expressed arguments.</p>				
Number of participants	7-10, max. 15			
Time frame	90 minutes			
Material/Media	Flip chart papers A 4 papers Markers, colouring pens, pencils Envelopes with roles (one per participant), paper with Statements/questions Handout "Cooperation Inventory"			

Topic	<p align="center">Third block</p> <p align="center">What is communication and what is effective communication?</p>
Aims	<ol style="list-style-type: none"> 1. Discussing and defining „communication“ and „efficient communication“ in foster care process 2. Learning basic elements of specific communication skills that are important for cooperation and cooperative relationships 3. Practising and discussion on specific communication skills (active listening, asking questions, providing feedback)
Target group	Social workers
Description	<p>1.INTRO</p> <p>Duration: 10 minutes</p> <ul style="list-style-type: none"> • Facilitators announce that the topic for the following 4 blocks is communication, by where firstly there will be discussion on the general meaning of communication in interpersonal relations and then specifically around some communication skills important for good quality cooperation between various stakeholders in the process of foster care: foster carers, fostered children, biological parents and social workers. Facilitators also emphasise that every block of exercises will follow the same principal: firstly, there will be discussion on experiences, knowledge and opinions of participants, then the facilitators will quickly train the participants on some basic points on certain skills and communication generally, where the participants will have the

	<p>opportunity to practically exercise a certain skill. It is important to emphasise the intention to improve skills of participants starting from their own experiences.</p> <p>2.WHAT IS GOOD COMMUNICATION? Duration: 50 minutes Required material: flipchart</p> <ul style="list-style-type: none"> • Facilitators will as a start remind participants on few basic points on communication (slide 2-5). They will then ask the participants to split into smaller groups and to discuss what the term communication means to them (<i>how they would define it, who they communicate with, in what ways do they communicate, how important is communication in their everyday life, etc</i>) and to then define what is good communication – let them write on a piece of paper some signs of good communication (how do they know they are communicating well with someone). One possibility is to, at the same time, give participants instructions to define points of bad communication so as the entire group could be given the possibility to discuss what makes good and bad communication. • After working in small groups, participants discuss together with the facilitators in the big group about what they discussed in the small group. Facilitators write on paper key points of good communication that came out of the group discussion. Afterwards, participants are encouraged to engage in a discussion based on the following questions: <i>Who is responsible for good communication? How does that look like in your private and professional lives? How do you personally put in effort to communicate well?</i> • Facilitators then focus the discussion on communication in the fostering process and ask the participants to asseses how their communication was in that sense. <p>3.EFFECTIVE COMMUNICATION- training Duration: 20 minutes Required material: PPT „Communication“</p> <ul style="list-style-type: none"> • Rounding off the block is short training on what is effective communication and why it is important for the fostering process (slide 7 – 12). In this sense, facilitators emphasise 3 key communication skills, which will further be examined/worked on as the workshop progresses: active listening, asking questions and giving feedback. Facilitators also emphasise to participants that at this workshop (themed course), they will have the opportunity to hear information on skills and to try them through exercises. <p>4. SUMMARY AND FEEDBACK Duration: 10 minutes</p> <ul style="list-style-type: none"> • To finish, facilitators try to connect conclusions and experiences of participants based on their expressed view points.
Number of participants	7-10, max. 15
Time frame	90 minutes
Material/Media	Flip chart papers

	A 4 papers Markers, colouring pens, pencils Statements/questions PPT „Communication“
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Topic	Fourth block Active listening
Aims	<ol style="list-style-type: none"> 1. Discussing and defining „communication“ and „efficient communication“ in foster care process 2. Learning basic elements of specific communication skills that are important for cooperation and cooperative relationships 3. Practising and discussion on specific communication skills (active listening, asking questions, providing feedback)
Target group	Social workers
Description	<p>1. LISTENING INVENTORY Duration: 20 minutes</p> <ul style="list-style-type: none"> • As an introduction, the facilitators instruct the participants to think about how they listen – <i>what type of listeners they are? Are they difficult or easy to listen to? Who do they find easy/difficult to listen to? What type of stories easy/difficult do they listen to? What do they do when listening to someone (doing a task, thinking about someone else...)? What do they think it’s like for others listening to them?</i> After everyone has had an opportunity to think about the questions, facilitators ask the participants to split into pairs. Then in pairs they talk about experiences with listening and at the group level, every participant tells his/her conclusions. Facilitators focus the discussion and write down answers. At the end, facilitators summarise experiences from participants and make an <i>inventory of listening of the group</i> (common features that came out of the discussion in pairs) <p>2.ACTIVE LISTENING- training Duration: 20 minutes</p> <ul style="list-style-type: none"> • A short training on active listening now follows (slide 14-16). After the training, an active listening exercise takes place. <p>3.LISTEN ACTIVELY! Duration: 40 minutes Required material: PPT „Communication“</p> <ul style="list-style-type: none"> • Facilitators ask the participants to remain in pairs, in which they did the first exercise in this block. Every pair member must think of a topic about which they wish to discuss. The discussion on the topic in pairs is lead in a way that participants may express their opinion after their paired member expressed his/her. Every topic is discussed for about 10 minutes. A discussion follows the exercise: <i>how did you feel during the conversation, what was difficult, what easy, what did you think about during the listening process, can your listening be called active – what can you base your conclusions on?</i> <p>4. SUMMARY AND FEEDBACK Duration: 10 minutes</p> <ul style="list-style-type: none"> • In the end, facilitators connect the conclusions and experiences of

	participants about active listening with communication in the fostering process; what prevents them in this, how can active listening be improved in this sense.
Number of participants	7-10, max. 15
Time frame	90 minutes
Material/Media	Flip chart papers A 4 papers Markers, colouring pens, pencils PPT „Communication“

Topic	Fifth block Asking questions
Aims	<ol style="list-style-type: none"> 1. Discussing and defining „communication“ and „efficient communication“ in foster care process 2. Learning basic elements of specific communication skills that are important for cooperation and cooperative relationships 3. Practising and discussion on specific communication skills (active listening, asking questions, providing feedback)
Target group	Social workers
Description	<p>1.ASKING QUESTIONS- training Duration: 20 minutes Required material: PPT „Communication“</p> <ul style="list-style-type: none"> • As an intro the facilitators announce that the topic of this block is a somewhat neglected important communication skill and that is asking questions. As mentioned with active listening, asking questions plays an important role in effective communication. Facilitators then present a short presentation to participants on basic information on the skill of asking questions (slide 18 – 20). <p>2.QUESTION FOR A QUESTION Duration: 30 minutes</p> <ul style="list-style-type: none"> • After the presentation, an interactive exercise follows where the facilitators ask the participants to split into groups of 4. One person must select a story, which they will tell to the others – it can be a well known story (some fairy tale, Snow white and the 7 dwarfs, etc) or a story from the real life (facilitator should decide). Other persons in the group have the task of listening to the story, but in a different way: <i>Imagine that you are hearing the story for the first time and that you are really interested in the characters, their motives, their desires, their attitude, how the story unfolds, etc. All questions that come to mind make sure to write them down. (eg Snow white had a evil step mother – why was the step mother evil, how can you see this, is the step mother happy in the marriage with Snow white’s father...).</i> After the story concludes, participants are given instructions to share questions with each other in the group. They should discuss all questions that they wanted to ask, what type of question is that, they should try and answer each other’s questions. • After the exercise in the smaller groups has concluded, facilitators focus the discussion at the entire group level: <i>Did you find it difficult to ask questions?</i>

	<p><i>Have you ever asked any of those questions before when listening to the story? What is your everyday life situation like: How often in communication do you ask questions? Do you listen to the answer?</i></p> <p>3. WHO ASKS WHO WHAT?</p> <p>Duration: 30 minutes</p> <ul style="list-style-type: none"> • Rounding off, facilitators connect the conclusions and experiences of participants in the area of foster care communication: what type of questions do you ask when speaking of foster care and who do you ask? They ask the participants to make a short list of questions they ask stakeholders in the process of fostering (slide 22). After making the list, participants receive instructions to read the questions in small groups and determine if there are similarities or differences. Then they inform the entire group of the outcome. <p>4. SUMMARY AND FEEDBACK</p> <p>Duration: 10 minutes</p> <ul style="list-style-type: none"> • In the end, facilitators connect the conclusions and experiences of participants based on expressed opinions.
Number of participants	7-10, max. 15
Time fram	90 minutes
Material/Media	Flip chart papers A 4 papers Markers, colouring pens, pencils PPT „Communication“

Topic	Sixth block Giving feedback
Aims	<ol style="list-style-type: none"> 1. Discussing and defining „communication“ and „efficient communication“ in foster care process 2. Learning basic elements of specific communication skills that are important for cooperation and cooperative relationships 3. Practising and discussion on specific communication skills (active listening, asking questions, providing feedback)
Target group	Social workers
Description	<p>1.FEEDBACK- training</p> <p>Duration: 20 minutes</p> <p>Required material: PPT „Communication“</p> <ul style="list-style-type: none"> • As an intro, the facilitators ask the participants if they have before encountered the term <i>feedback</i> or <i>return information</i>. Participants are asked to explain everything they understand about these terms. Facilitators write down the answers on a big paper and summarise them. • This is followed by training on the basic points of the communication skill of giving return information/feedback (slide 23-25). During this time, facilitators connect the experiences of participants with the information they are presenting to them.

	<p>2.DRAWING IN PAIRS Duration: 45 minutes Required material: Markers, colouring pens, pencils, ball of wool strings and scissors</p> <ul style="list-style-type: none"> • This exercise requires participants to split into groups of 3. The groups select within themselves who will be person A, B and F. <i>Persons A and B will have the task of drawing in pairs, while being observed by person F and will provide feedback after the exercise as to how they did it.</i> Persons A and B must sit opposite each other and with the ball of wool must have their writing hands tied. Hands must not be tightly tied, but also not to have too much free room for independent movement. Every person has something to write with their hand. This exercise is non verbal. Drawing lasts for 10 minutes. After the drawing, person F gives feedback to drawers keeping in mind the basic points of the feedback process (<i>it is recommended that the slide with the feedback points remains visible</i>). • After the exercise, facilitators encourage discussion: <i>Are you satisfied with the pictures? How did you cooperate in pairs? What was easy/difficult? What real life situations does that remind you of? What would enable better communication – a nicer drawing? What was the role of communication in this? What is communication suppose to be like? How did you handle the feedback by person F?</i> • In the end, facilitators connect the experiences and conclusions of the participants with communication in the process of fostering: <i>how often and to whom do you give feedback when it comes to fostering and how often do you accept it? Is it important to you?</i> <p>3.FEEDBACK FOR THE FUTURE Duration: 15 minutes</p> <ul style="list-style-type: none"> • For the end, facilitators ask the participants to individually write down on a piece of paper one piece of return information, which you would like to give to a certain person connected with fostering. After this, participants are split into pairs and share with one another what they wrote down and how they can help each other turn words from the paper (<i>eg. I wish to tell the social worker that it bothers me that she is on the phone every time I am in her office because I think she is not listening to me and cannot hear me and this troubles me</i>). <p>4. SUMMARY AND FEEDBACK Duration: 10 minutes</p> <ul style="list-style-type: none"> • In the end, facilitators, connect the conclusions with experiences of participants based on expressed view points and based on new knowledge about giving return information.
Number of participants	7-10, max. 15
Time frame	90 minutes
Material/Media	Flip chart papers A 4 papers Markers, colouring pens, pencils Ball of wool strings and scissors PPT „Communication“

Topic	Seventh block Elements of individual planning? How to plan and monitor foster care?
Aims	1. Consideration and definition of the term „individual planning“ in the context of foster care
Target group	Social workers
Description	<p>1. ELEMENTS OF THE PROCESS OF INDIVIDUAL PLANNING - training Duration: 20 minutes</p> <ul style="list-style-type: none"> As an intro, the facilitators quickly train the participants on the elements of the individual planning process. They also encourage the participants to ask questions and discuss individual elements. <p>2.WORK IN SMALL GROUPS – process of individual planning Duration: 60 minutes</p> <ul style="list-style-type: none"> Every participant gets a paper and pencil. The instruction is as follows: <i>Everyone must, for themselves, answer the following question: Which professional dilemmas or questions have you faced in the area of inclusion of the child/biological parent/foster carer/other experts in the process of assessing the needs and intervention planning? Please write at least three questions?</i> When every participant has written down their question, they must compile a list of questions in smaller groups. After compiling a list, they give it to another group. When all groups get a list of questions from another, they answer them. After answering the questions in smaller groups, they share and discuss the answers at the entire group level. <p>3. SUMMARY AND FEEDBACK Duration: 10 minutes</p> <ul style="list-style-type: none"> In the end, facilitators, connect the conclusions with experiences of participants based on expressed view points.
Number of participants	7-10, max. 15
Time frame	90 minutes
Material/Media	Flip chart papers A 4 papers Markers, colouring pens, pencils PPT „Individual planning“

Topic	Eight block Personal potentials for successful cooperation in fostering
Aims	2. Consideration and definition of the term „individual planning“ in the context of foster care
Target group	Social workers
Description	<p>1.MY TREASURE CHEST OF CHALLENGES AND POTENTIALS Duration: 40 minutes</p> <ul style="list-style-type: none"> Participants receive instructions to write down specific challenges, which they had thus far in the context of foster care and to try and group them in three groups: ones connected to the child, child’s biological and foster

	<p>family, ones connected to the way in which the social welfare system functions and ones which are tied to themselves alone (<i>Handout Challenges</i>).</p> <ul style="list-style-type: none"> • After this, they receive instructions to write down their positive experiences as experts in the area of foster care and which resulted in their work helping families and children that they worked with and how it all influenced their professional growth and development (<i>Handout Potentials</i>). • Facilitators ask the participants to rewrite their challenges and potentials on a post-it paper and to stick them on a flip charts labelled challenges and potentials respectively. • Facilitators ask the participants to share some of their potentials and challenges at the group level and to identify potential subject areas and topics for future training. <p>ADDITIONAL INFO</p> <p>Handout: Challenges</p> <table border="1" style="width: 100%;"> <tr> <th colspan="3" style="text-align: center;">Challenges I have as a social worker in the area of foster care and which arise from</th> </tr> <tr> <td style="width: 33%;">Characteristics of family (foster and biological)</td> <td style="width: 33%;">Characteristics of the social welfare system and social care for families</td> <td style="width: 33%;">My characteristics</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Handout: Potentials</p> <table border="1" style="width: 100%;"> <tr> <th colspan="2" style="text-align: center;">Positive outcomes of my work as a social worker in the area of foster care and which arise from</th> </tr> <tr> <td style="width: 50%;">Families/children I worked with</td> <td style="width: 50%;">My personal and professional development</td> </tr> <tr> <td>What have they learnt/received from me?</td> <td>What have I learnt? What skills and values have I developed or improved?</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>What would I wish to improve in my own working contribution in the context of foster care?</td> <td> </td> </tr> </table> <p>2. SUMMER DOWNPOUR (heavy rain)</p> <p>Duration: 5 minutes</p> <ul style="list-style-type: none"> • Participants and facilitators stand in a circle. Facilitators give instructions to participants to carefully observe the movements of the person next to them and to start imitating movements of the person to their left. One of the facilitators starts the process: firstly by rubbing their hands, which is 	Challenges I have as a social worker in the area of foster care and which arise from			Characteristics of family (foster and biological)	Characteristics of the social welfare system and social care for families	My characteristics				Positive outcomes of my work as a social worker in the area of foster care and which arise from		Families/children I worked with	My personal and professional development	What have they learnt/received from me?	What have I learnt? What skills and values have I developed or improved?			What would I wish to improve in my own working contribution in the context of foster care?	
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	<p>followed by the person to the right, and so forth until it comes back to the facilitator who starts snapping fingers. The person to the right stops rubbing hands and starts snapping fingers and so forth. When the <i>wave</i> reaches back to the facilitator, he/she starts to clap hands, stomping feet and then back to clapping snapping and rubbing hands. At the end the facilitator stops as do the participants one at a time until there is complete silence. It is recommended that during the exercise, the participants close their eyes and rely only on their hearing.</p> <p>3. SUMMARY AND FEEDBACK Duration: 35 minutes</p> <ul style="list-style-type: none"> In the end, the facilitators connect the conclusions and experiences of participants based on their expressed view points. <p>4. Handing out of Evaluation forms (10 minutes)</p>
Number of participants	7-10, max. 15
Time frame	90 minutes
Material/Media	Flip chart papers A 4 papers Markers, colouring pens, pencils Handout „Challenges“

- Structure of the Workshop

Topic : **Developing quality cooperation in the process of foster care**
 Target group : **Social workers**
 Number of participants : **7-10, max. 15**
 Time frame : **2 days (12 hours)**

1 ST DAY				
Time (frame)	Time (frame) of each activity	Topic/Aim	Activity	Material
8h30	30 minutes		Welcome coffee, registration	registration list
9h	10 minutes	Welcome	Introduction, everyone introduces himself/ herself	/
	10 minutes	Starter	Opening activity “Snake”	/
	70 minutes	Group work + Plenum discussion	“Horse drawn carriage - quadriga” Discussing needs and rights of children in foster care- which rights are “hard to protect”?	Paper Pencils Flipchart
10.30h	10 minutes	coffee break		coffee
10.40h	30 minutes	Starter	“Step forward”	Envelops with different roles for participants Paper, Pencils Flipchart
	60 minutes	Individual work + Group work + Plenum discussion	“In someone else’s shoes”- identifying obstacles in cooperation in foster care	/
12 .20h		Lunch break		Lunch is ordered from a local catering service, coffee at the end
13.20h	60 minutes	Group work + Plenum discussion	“What is good communication” - discussing and defining good/ efficient communication in general and in foster care	Paper Pencils Flipchart
	30 minutes	Theoretical Input	Effective communication- power	Beamer

			point presentation Content: Information about <ul style="list-style-type: none"> • Communication • Importance of communication in establishing and maintaining good relationship 	Laptop Speaker
14.50h	10 minutes	break		/
15h	20 minutes	Individual + group work	Inventory of listening	Paper Pencils Flipchart
	20 minutes	Theoretical Input	Active listening- power point presentation	Beamer Laptop Speaker
	50 minutes	Group work + Plenum discussion	Interactive exercise “Listen actively!”	/
16.30h	30 minutes		Summary and feedback	

2ND DAY				
Time (frame)	Time (frame) of each activity	Topic/Aim	Activity	Material
9h	20 minutes	<u>Theoretical input</u>	Asking questions- power point presentation	Beamer Laptop Speaker
	30 minutes	<u>Group work</u> ± <u>Plenum discussion</u>	Interactive exercise “Let me ask you...”	/
	40 minutes	<u>Group work</u> ± <u>Plenum discussion</u>	Interactive exercise “Who is asking who what?” – identifying questions that are most often asked in foster care process	Paper Pencils Flipchart
10.30h	10 minutes	coffe break		coffe
10.40h	20 minutes	<u>Theoretical input</u>	Feedback- power point presentation	Beamer Laptop Speaker
	45 minutes	<u>Group work</u> ± <u>Plenum discussion</u>	Interactive exercise “Drawing in couple”	Rope Scissors Pencils
	25 minutes	<u>Individual work</u>	Interactive exercise “Feedback for the Future”	/

12.20h		Lunch break		Lunch is ordered from a local catering service, coffee at the end
13.20h	20 minutes	<u>Theoretical input</u>	Elements of individual planning process –power point presentation	Beamer Laptop Speaker
	70 minutes	<u>Group work</u> ± <u>Plenum discussion</u>	Process of individual planning exercise – professional dilemmas and obstacles	Paper Pencils Flip chart
14.50h	10 minutes	break		
15h	70 minutes	<u>Plenum discussion</u>	My treasure chest of challenges and potential (60 minutes) Summer Downpour (heavy rain) (5 min)	Paper Flip chart Marker
	30 minutes	<u>Feedback-plenum</u>	Summery and feedback (10 minutes) Handout of evaluation forms (5 minutes) Training overview (15 minutes)	Paper Pencils Emotion cards Evaluation questionnaire
16.30h		End		