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Digital Files

Online access to the digital files for Sections 7, 8 and 9 are available at youthlight.com. Simply enter the Library of Congress number listed on the copyright page of this book to gain access to all of the available files.

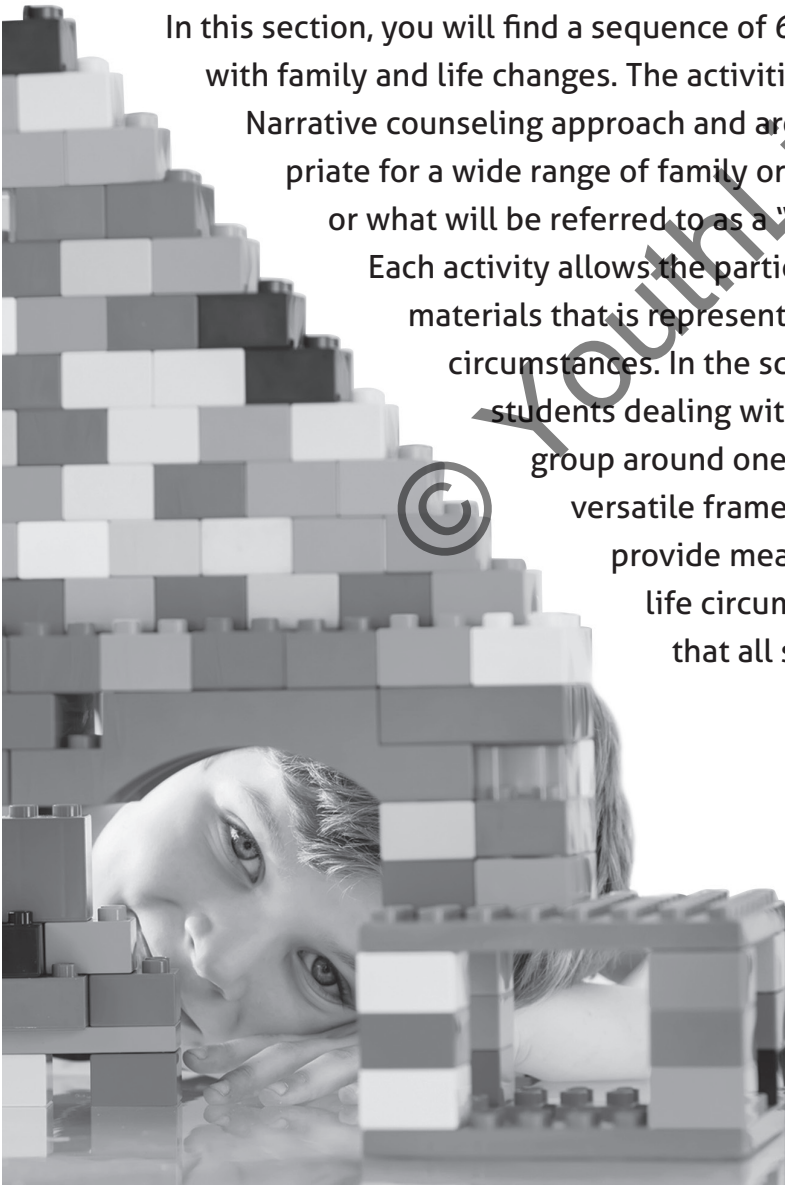




FAMILY AND LIFE CHANGES

(NARRATIVE-BASED APPROACH)

SECTION 1



In this section, you will find a sequence of 6 LEGO®-based art activities to support students with family and life changes. The activities for each session are based on a general Narrative counseling approach and are developed to be general enough to be appropriate for a wide range of family or life changes such as divorce, grief, or trauma, or what will be referred to as a “change event” in the following lesson plans. Each activity allows the participants to engage in art-making using LEGO® materials that is representative of their own personal narratives and life circumstances. In the school setting, often there may not be enough students dealing with the same issue at the same time to form a group around one topic. The approach used here provides a versatile framework that enables the counselor to include and provide meaningful support for participants with different life circumstances in the same group, which helps ensure that all students receive needed services.

SEASONS OF CHANGE

DESCRIPTION OF ACTIVITY

Students will build a structure that represents the change they are experiencing.

LEARNING OBJECTIVE(S)

- Students will be able to identify and describe a significant life change.
- Students will use their LEGO® structure to assist them in discussing the impact of the identified life change.

PROCEDURES

1. Begin by explaining that each person in the group is here today because we have all experienced some changes and that we are meeting together to provide a safe space for people to share at their comfort level about those changes. I like to start with a brief activity by showing students photos representing the four seasons of Spring, Summer, Fall, and Winter. Discuss with the students what changes happen in each season. Explain that when we go through changes in our lives, it can be like entering a new season and sometimes those seasons bring with them different feelings and events.
2. Next, explain that today we are going to do an activity with LEGOs® to help us reflect on our current "season" and the changes we are going through and what we would like to share with the group.
3. To help the participants better understand the activity and what types of things they might consider building, offer some ideas such as a person who recently lost a loved one may create a structure that represents a favorite activity they used to do with that person, such as building an ice cream cone out of LEGO® and sharing about how they really enjoyed going to the ice cream shop with their grandpa before he passed away, or a student could build a LEGO® model of their new house that they moved to after their parents got divorced.
4. Next, remind the students that there is no right or wrong way to do the activity and that they can choose whatever they want to build that is related to the change they have experienced.
5. As students are working, confer with each member of the group regarding what they are making and what they would like to share to describe their change experience. This provides an opportunity to connect with each student and allows each student to rehearse what they would like to say to the whole group when it is time to share and discuss.
6. To help students transition, let them know when it is almost time to share and reassure them that is okay if they did not completely finish what they wanted to build. I suggest you also have students pause for a moment to take a deep breath and make sure they are

calm and ready to share what they made. This activity can be challenging and emotional for some students to build and talk about.

7. Provide each student with the opportunity to share briefly about what they made and the emotions that it represents. Allow each student the opportunity to share at their comfort level. If a student wishes to pass, this should always be an option to ensure a safe environment. Also, let the student know, however, that if they change their mind and want to share, they can. After each student has an opportunity to share, follow up with group discussion using the questions provided below.

DISCUSSION QUESTIONS

1. When did you first find out about the change?
2. How do you feel about the change?
3. What has been challenging for you since the change?
4. What has helped you deal with the change?
5. What is something positive that has happened since the change?

FOLLOW-UP OR EXTENSION ACTIVITIES

- Students may build 2 structures that represent their life before the change occurred and after the change.
- Students may build more than one structure if they have multiple changes they are struggling with such as parental divorce, moving to a new school, and not having any new friends.

