

Module 6: Applying the Framework

Fishbowl Activity

Objectives

The purpose of Module 6 is:

- 1) To apply curricular concepts to practice.**
- 2) To demonstrate family group conference techniques.**
- 3) To summarize and review concepts.**

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Fishbowl Activity

State:	We are now going to participate in an activity where I will need seven volunteers to conduct a mock Family Group Conference similar to the ones that we observed in the Hunter website video. All the volunteers will be given very specific direction as to their part in the FGC. The FGC will include members of the Fuller family which you were introduced to during the "String Activity".
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Trainer Instructions for the Fishbowl:

Trainer asks for eight volunteers. Trainer invites volunteers to leave the room with the trainer to strategize the role play. They will be given an index card that will identify the family member that they will be role playing. The eight members to be included are:

John Fuller- Step Father
 Maria Fuller- Mother
 Tom Garner- Biological Father
 Lydia Perez- Maternal Grandmother
 Miguel Perez- Paternal Grandfather
 Tina- Robin's Aunt
 Father McCullough- Parish Priest
 Maureen Corbett- Caseworker

Trainer hands out Fuller family scenario that was used for the "String Activity" to remind volunteers of the child welfare issue of lack of day care for Robin. Trainer explains to volunteers that the purpose of the FGC is to develop a day care schedule for Robin. Those invited to the FGC are the adults who have been a support to John and Maria Fuller. Also invited by the Caseworker is Robin's biological father, Tom Garner. Mr. Garner has had limited contact with Robin, however, his mother has expressed interest in having a relationship with Robin. Mr. Garner resides with his mother.

Trainer informs volunteers that they will each be given a label that will identify the role they will be playing in the FGC. The label will be affixed on the front of them, above their chest. They will be informed "DO NOT READ THEIR OWN LABEL". They will be asked to read the other volunteer's labels but to keep this information to themselves. However, they are to respond to the other group members based on the information provided on that member's label. The labels will have the following descriptions on them.

John Fuller- Step Father- "I am an introvert"
 Maria Fuller- Mother- "I'm important, I have the most input"
 Tom Garner- Biological Father- "Ignore me"
 Lydia Perez- Maternal Grandmother- "English is my second language, I am helpful"
 Miguel Perez- Paternal Grandfather- " I am deaf and in poor health"
 Tina-Robin's Aunt- "I'm of minimal importance, but I can be helpful"

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Father McCullough-Parish Priest- "The Fuller and Perez families listens to me, I have an impact on them"

Maureen Corbett-Caseworker- "I am Important, I have the Authority"

Robin Fuller- "I am a child; I don't know what is going on."

Trainer informs volunteers to have a conversation, based on the scenario, and who they are role playing and what the other member's label reads. They are to attempt to develop a day care plan for Robin. For instance, since Lydia Perez "occasionally" watches Robin, would she be willing to commit to watching Robin on Tuesday nights? Since Tina likes to take Robin shopping and ice skating can she watch Robin on Saturday afternoon for two hours? The caseworker will begin the discussion. Remind volunteers of the principles of the FGC that they observed while watching the website and have those principles guide the caseworker while the FGC is being conducted. Volunteers then re-enter the training room where seven chairs have been arranged in a circle. Other participants are asked to observe the FGC and to note any observations they may have regarding the interactions among the group members.

Trainer allows FGC discussion to proceed for five to seven minutes, while other participants observe.

After five to seven minutes, Trainer ends the FGC. Volunteers remain in their chairs and are reminded not to look at their own labels until directed to so.

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Processing Role-play

Trainer Asks EACH MEMBER:

How did you feel in that role?

How did you feel about the way people communicated with you?

Instruct:

You may now look at your label.

Trainer also informs other participants of what each label reads

Ask each member:

Do you have anything to add, now that you see your label?

Ask each member:

What was most challenging or frustrating for you during this exercise?

Ask All Participants:

What impressed you about the interaction among the members of the fishbowl?

Elicit from the group how they observed each family member was interacted with by the others and how this impacted the individual.

As a result of this exercise, what ideas or thoughts will you take back with you and apply to your casework practice?

You can see that you have a worksheet titled "My Action Plan".

Please fill out the responses to Items 1-3 on this worksheet.

For Items 4-6, please put your responses on the Index Card provided to you.

At the end of this exercise, you will be asked to hand your Index Cards with your responses to the Trainers.

After 30 days from the end of this training, we will mail back to you, your personal Action Plans that you have developed here today.

Allow participants approximately 10 minutes to complete the worksheet. Process the responses of Items 1-3 with the whole group.

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Wrap-Up

List responses to these items on a flipchart.

State:

Ask:

Trainer processes this activity with large group and sums up the Action Plans.

Trainer States:

You will keep the worksheet to help remind you of the Action Plans that you developed and the changes that you want to implement into your casework practice as a result of attending this training.

Who are some of the resources back at your offices who can help support the changes that you would like to implement in your casework practice as a result of this training?

Please choose a partner and discuss your Personal Action Plan that you have written on the index card with your partner.

Would anyone like to share a part or all of their Personal Action Plans with the large group.

Trainings are great; however, when we go home, enthusiasm wanes. This is a way to keep your learning and Action Plans fresh.

Trainers wrap up the training:

- * *Thank Participants*
- * *Remind them of resources in workbook*
- * *Explain evaluations*
- * *Pass out evaluation instruments*