

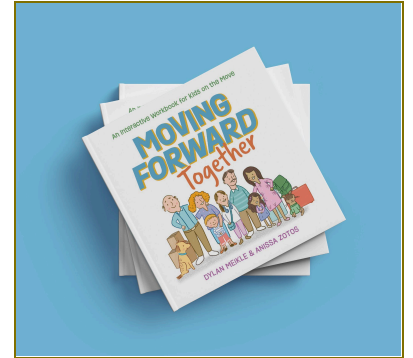
Lesson Five: My Arrival Plan

Objective:

Help students to think about their destination and begin to positively anticipate arriving in their new location. By now students are in transition, with part of their identity rooted in their current home, but as their departure date approaches, a closer connection with their future home is expected and healthy.

Duration: 30 minutes

Materials: *Moving Forward Together*, drawing/writing materials



Tuning In (5 minutes)

Welcome and Icebreaker

- Greet students warmly, creating a positive atmosphere.
- If students have done some prior work in *Moving Forward Together* (e.g. pages 28 and 29) start by asking students to share about their new destinations.

Overview of the Session

- Emphasize the importance of acknowledging both farewells and new beginnings.
- Explain that in looking forward to parts of the upcoming move we may find it easier to say goodbye.

Activities (20 minutes)

Activity 1: "I'm Looking Forward To...!" (Page 31)

- Now that students know more about their upcoming move and their new destination, ask them to complete page 31 by writing or drawing some of the things that they may be looking forward to. For some children, it might be moving closer to family, returning to a location they lived before, or perhaps it might be exciting new places, languages, landmarks or attractions.

Activity 2: "My Arrival Plan"

- Discuss the importance of planning for the arrival at the new destination.
- Guide students in creating an arrival plan, including time to discuss making new friends and revisiting strengths that will help them settle in.

- Flip back to the work your students completed when they were thinking about personal strengths (page 7). Take a minute to reread this work, and tune students into their strengths.
- Add some of the most important strengths that can aid your students in making friends to page 32. Talk through the section “To use my strengths to make friends I will” - model for your students how their strengths will lead them to meeting new kids and making like-minded friends. For example, a student with a sports strengths (“I am good at soccer”) can use this strength (“I will join a soccer club”) to meet friends that like the same things that they do.
- Read and talk about the text on page 32, then read aloud page 34.

Conclusion (5 minutes)

Sharing Circle

- Explain that it is time to conclude your ‘kids on the move’ counseling group.

Recap and Closing Thoughts

- Summarize key points from your sessions, flip through the book and offer praise for how far your students have come.
- Express confidence in your student’s ability to handle the upcoming challenges of moving.



Homework Assignment

- Encourage students to continue adding to their journals, noting positive aspects and excitement for the new destination.
- Remind them to talk to their families about the arrival plan.

Closing Remarks

- Thank the group for their reflections and engagement.
- Remind students that the journey ahead holds new opportunities and experiences.

Closing Remarks

- Thank the group for their reflections and engagement.
- Remind students to continue adding to their journals, and that *Moving Forward Together* has pages at the end to complete after they have arrived in their new house and started at their new school.