

Lesson Three: Communicating Feelings and Worries

Objective:

Students will explore ways to help their family prepare for the move, fostering a sense of unity and support. Additionally, students will identify and address worries related to the transition process, utilizing positive thinking strategies. The goal is to strengthen family bonds and provide students with tools to alleviate concerns.

Duration: 30 minutes

Materials: *Moving Forward Together*, colored pencils



Tuning In (5 minutes)

Welcome and Icebreaker

- Greet the students warmly and create a positive atmosphere.
- Use a quick icebreaker activity to engage students and set a collaborative tone.
- Spend a few minutes commenting and complimenting any additional pages that students completed between sessions.

Overview of the Session

- Briefly explain the purpose of the session: to explore ways students can help their families prepare for the move and to address any worries they may have.
- Emphasize the importance of family support during the moving process.

Activities (15 minutes)

Activity 1: "Your Family Needs to Help Each Other" (Page 23)

- Use the text on page 23 of *Moving Forward Together* to explain that when children move they do so with their family and that families will help one another during their time of change.
- Prompt the group about how everyone in their family needs a little help to move. Students should reflect on how they can help each member of their family. For example:
 - "Mom needs me to give some of my toys away to charity."
 - "My little sister can be noisy, so I'm going to do my best to stop bugging her."

Bridging Activity:

Ask students to revisit their thermometer on page 9, discussing any changes in feelings as the move date approaches.

Activity 2: "Worry Bubbles" (Pages 10-12)

- Read the text on page 10 to the group, then introduce the worry bubbles on page 11.
- Guide students to document worries they may be thinking about on page 10.
- Younger students might draw their thinking or you could scribe for them.
- Provide time for most students to add several worries. Draw out commonalities and normalize the feelings and worries that the students offer as they take turns sharing.
- Work with the group to build understanding about how worries are normal and a natural part of thinking about the future, however we can also use positive self-talk based on our strengths to “pop” worried thinking (page 12).
- Show students how to flick between their strengths (page 7) and their worries (page 11). Use the example of Finley (page 12) to model how strengths can offset worries and reassure us. Finally, read page 13 of *Moving Forward Together* to complete this activity.

Discussion Prompts (5 minutes)**Guided Discussion**

- Highlight some of the special insights that the group discovered today.
- Emphasize the idea that family support and positive thinking can alleviate concerns.
- Remind the group that worries are a normal part of change, but they each hold unique and powerful strengths that will help them during their transition.

Sharing Circle

- Encourage empathy and support within the group. Ask students to make a positive comment about another member of the group, specifically mentioning a strength or a worry that they “popped”.

Conclusion (5 minutes)**Homework Assignment**

- Encourage students to show their work to their families and discuss their own needs as well as address worries. Students can teach their family how to “pop” worries with strengths. Spend a few minutes explaining and modeling how your students can lead these discussions at home.

Closing Remarks

- Thank the group for all of their thinking and sharing today.

Note: Monitor students for signs of high worry or anxiety, and follow up with additional support or private sessions as needed. Contact parents/caregivers if significant worries are disclosed.