

Adapted Activity 2 - Poetry Reading & Writing
from The Girls Circle Activity Guide, **My Family, My Self**

This Activity was adapted by Brandi VanNorman.



To All Our One Circle Facilitators

With these difficult times, One Circle Foundation wants to acknowledge you for the great work you continue to do with youth.

In an effort to make that a little easier for you, we are beginning to add Adapted Activities from our curricula in order for you to have the ability to hold Girls Circle and Boys Council sessions online with the youth in your programs. As you know, the creative and experiential activities presented in the Activity Guides require individuals to be in a live, in-person circle. We have begun adapting these activities so the youth can participate from the safety of their homes. These adaptations will be posted and made available to you on the One Circle Foundation website “Virtual Solutions” section, for your easy access..

Each adapted activity will note which Activity Guide they were adapted from as well as which session. We include here an outline of the six steps of the Girls Circle Model and the seven steps of The Council for Boys and Young Men Model for you to use as a guide.

PLEASE NOTE: These adaptations do NOT include the full session; only the **ACTIVITY** step is described; however, you will see in the adaptation that there is an overview of the topic and brief discussion to incorporate into your circles. The objectives of the activity align with the original intent of the session.

Girls Circle:

Opening Ritual

Theme Introduction

Check-In

Activity → ADAPTED

Sharing of Activity

Closing Ritual

The Council for Boys and Young Men:

Opening Ritual

Theme Introduction

Warm-Up

Check-in

Activity → ADAPTED

Reflection

Closing Ritual

We welcome your suggestions and feedback as well as learning of any adapted or original activities you are doing online with the youth you serve. In fact, we invite our community members to share these activities with one another in this forum as well.

We at One Circle Foundation are committed to supporting all of you as we find our new normal. Be safe and continue to reach out for support from One Circle Foundation.

Although this activity was adapted from the Girls Circle Curriculum, the activity is appropriate for either gender.

Adapted Activity 2 - Poetry Reading & Writing

from The Girls Circle Activity Guide, **My Family, My Self**

This Activity was adapted by Brandi VanNorman.

Topic: Family Roles.

It is common that many families (immediate or extended) deal with issues of drug and alcohol abuse. Substance abuse impacts how a family functions on a day to day basis, but it can also create long standing roles that each member takes on. These roles can serve to maintain stability in times of stress, but they can also be very limiting.

Objectives:

- To introduce and identify the different roles that family members play.
- To examine how family drug and alcohol use influences a youth's choice to use or not to use.
- To explore possible alternatives to drug and alcohol use.

Key Learning Points:

- To increase awareness of family roles in homes where substance abuse is present.
- To develop ways for youth to cope and function when living with difficult family dynamics.
- To provide youth with psycho-education on the development of the teen brain and how the brain responds to alcohol.

Procedure to Lead Activities: Let the youth know before you start the activity they will need a piece of paper and either a pen or pencil. Give the youth a few minutes to get their supplies.

1. Let the youth know they will be doing an activity today that involves them writing a poem about their family and drug and alcohol use.
2. Let them know you read a poem and also share the poem on the white board. After you read the poem, ask them to take a look at the poem on the white board and pick one line from the poem that they will use as the first line in their poem. Remind them that this activity will be done in silence. You will give them 15 minutes to write their poem. There is no right way to write the poem, it can rhyme or not - the main thing is to think about their own family and what they would like to express.
3. The facilitator will read the poem slowly:

Family Secrets
Little and big secrets
Silence, unsharing
From shame, for protection
Blank spots
In the telling
Of our story
Carved off areas
Sometimes casually shared
As if we knew, forgetting the secret
The missing words
Names crossed from the address books
Pain pushed down
Missing memories
Scraps of childhood
Undiscussed.

By: Raymond A. Foss

4. After 15 minutes invite the youth to finish their poems. Thank the youth for writing their poems

Sharing of Activity:

After the youth have come back together, invite each youth , one at a time to read their poem. Let the youth know when they are ready to read their poem to raise their hand and you will call on them. Let them know after they have all read their poems you will be asking a few questions. After all individuals read their poem ask the following questions;

- *What was it like to write a poem about this topic? Invite participants to share their thoughts.*
- *Is there anything new you've learned about your family or yourself today? Invite participants to share their thoughts.*
- *What was it like hearing other people's poems? Invite participants to share their thoughts.*

Thank the youth for taking risks and sharing their poems.

Activity Handout # 3 Alcohol and the Brain

Let the group know you will share on the write board a handout explaining alcohol and the brain.

Once the handout is shared, as the facilitator you can start reading the first paragraph. After you have read the first paragraph invite the youth to take turns reading the remaining paragraphs. As each paragraph has been completed ask the question following

each paragraph and invite the youth to share their thoughts on each question. Remind the youth to raise their hands to respond.

Thank the youth for reading the remainder of the handout and for sharing their thoughts.

Reflection Questions:

Based on your experiences with drinking or being affected by someone drinking, does any of what we just talked about sound familiar? *Invite participants to share their thoughts.*

For those of you who do drink, do you think it is easy or difficult to set limits to how much you drink? *Invite participants to share their thoughts.*

Given the fact that the prefrontal cortex is not fully developed until the middle to late twenties, what do you think happens to your brain if you heavily use drugs during these developmental years? *Invite participants to share their thoughts.*

Application Question:

We've talked and shared about drug and alcohol use today, based on what we've shared and learned, how that will impact your relationship with drugs and alcohol this coming week?

