

# STRENGTHENING FAMILY COPING RESOURCES

## Module Two: High Risk-Session Ten – *Celebration*

Date:

Facilitators Present:

ishaly

1. 1. Family Meal Celebration: \_\_\_\_\_

Facilitators encourage and model appropriate conversation, sharing, and supervision of children. Conversation prompts can be helpful. Remember to be sensitive to and empowering of the parent(s).

- Welcome
- Give thanks for those who helped prepare the food and get the room ready

Opening Activities: \_\_\_\_\_

- Rules (Facilitator)
- Check in with each family
- Review schedule for the evening
- Opening ritual:

2. Our Own Family Fun Book (25 minutes): \_\_\_\_\_ priscilla and ishaly translate Translate pages.  
Read Rachels book

- I have a book to share with you. Read “The FAMILY FUN Book” to the families.
- Encourage the families to share experiences that make them feel good. They can include experiences included in the book and add additional experiences as well.
- Encourage them to brainstorm, as a family, activities or experiences that make them all feel good.
- After families brainstorm, hand out scrapbook pages and materials. Families create their own “FAMILY FUN Book,” including activities and experiences that make each family member and the entire family feel good. Families should also be encouraged to include activities that could make them feel good in the future.
- Once finished, facilitators encourage families to share their “Family Fun” scrapbook pages.

3. Making Us Laugh? (25 minutes): \_\_\_\_\_ rachel and rosalba

- Adults \_\_\_\_\_: Hand out “Laughter is Important” and “Laughing Through Life.” Discuss with parents why they think laughter is important. Discuss the importance of balancing positive experiences for families who have experienced trauma. Encourage parents to share examples of funny things their children have done or said. Ask parents what types of fun, laughter-promoting activities they do with their children now. What types of activities would they like to do more of? *If needed, a few minutes can be taken at the end of the breakout group to discuss treatment planning for each family.*
- Teens \_\_\_\_\_: Hand out “Laughter is Important.” Facilitate discussion with teens about why they think laughter is important. Discuss what makes them laugh? What activities do they enjoy to do with their peers? Lead teens in a structured game.
- Older Children \_\_\_\_\_: Ask the children what fun things they like to do and what makes them laugh. After the discussion, encourage fun

in the group by either singing silly songs together or playing “Sound and the Fury” game. See “Fun and Silly Songs” for suggestions. To play “Sound and the Fury,” the facilitator and the children all stand in a circle. The facilitator starts by modeling a funny gesture with their whole body paired with a silly sound. Everyone else in the group has to imitate the movement and sound. The child standing to the right of the facilitator then models their own gesture paired with a silly sound. The group then imitates the first gesture and sound, followed by the new gesture and sound. Circle continues clockwise until all children have had a turn. Each round the group will imitate all of the previous gestures and add the newly exhibited gesture and sound at the end.

- Younger Children \_\_\_\_\_: Ask the children what fun things they like to do and what makes them laugh. After the discussion, encourage fun in the group by singing fun and silly songs with the children. Suggestions for silly songs are listed in the handout “Fun and Silly Songs.” The children can also initiate singing their favorite silly songs.
- Toddlers and Babies ( \_\_\_\_\_ ): Read babies “I Love to Laugh! A Book of Fun and Giggles.” Play the included games and activities with the babies as you read the book, including Peek-A-Boo, Itsy Bitsy Spider, and Ring Around the Rosie.

#### 4. Getting Closure (25 minutes): \_\_\_\_\_

- Handout “~~Closure Questionnaire~~” and “Family Ritual Tree Care”
- ~~Encourage families to complete the “Closure Questionnaire” with information about what aspects of group were useful for them and what they thought was not as helpful.~~
- After about 10-12 minutes, switch to the second handout.
- On the second handout, “Family Ritual Tree Care,” ask families to think about traditions or routines discussed over the course of the group that they would like to keep doing. Encourage them to talk as a family and write down what they decide. This may include traditions or routines they want to continue to work on in the future. Give families a copy of a picture of them with their ritual family tree (session 2) to attach to their handout.
- Ask families to share.
- Younger children (Facilitator): Can take young children to another room or help young kids at the tables so they can contribute to the family task. Help them make “goodbye cards.”

#### 5. Closing Ceremony (15 minutes): \_\_\_\_\_

- Presentation of certificates
  - Tell families they have done a great job during group and should be proud! We are proud of the work and the play you have done and would like to recognize you for that. We have a certificate that we would like to present to each family. Please come forward when we call your name to receive your certificate.
  - Allow time for each facilitator to compliment the family members.
  - Take pictures of each family.
- Facilitators work together to make the closing ceremonial. May include calling each family up to the front of the room to present them with their certificate. Facilitators could hum or play the Graduation March, or other music as families come to the front.

- Now it is time to say “Good-bye” for the last group. Let’s end like we always have with our closing routine and ritual.
- Thank everyone for taking part in tonight’s group
- Check that everything was covered/summary of session
- For the following week – no more group, but make sure to follow through on your family ritual tree care plan!
- Closing ritual: