

# STRENGTHENING FAMILY COPING RESOURCES

## Module Two: Session Six – *People Resources*

Date: 10/31/2024

Facilitators Present: Olivia, Priscilla, Ade, and Rachel

1. Family Meal: \_\_\_\_\_ OLivia \_\_\_\_\_  
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 readyOpening Activities: \_\_\_\_\_
  - Rules (Facilitator)
  - Check in with each family
  - Review schedule for the evening
  - Opening ritual:
2. Identifying/Evaluating Resources (30 minutes): \_\_Priscilla\_\_\_\_\_ Before getting started with breakout groups, review homework: chore charts, safety resources hunt, safety routine
  - Adults \_\_\_\_\_ Priscilla \_\_\_\_\_: Handout “Circles of Support”. Lead discussion in talking about people who are important to the parents. Assist them as needed in completing the handout. Handout “People Help.” Each adult should identify a recent stressor and the social resources they used to cope with the stressor. Adults then think of additional resources they could have used and/or wish were available to them.
  - Adolescents \_\_\_\_\_: Handout “Circles of Support”. Lead discussion in talking about people who are important to the teens. Assist them as needed in completing the handout. Handout “People Help.” Each teen should identify a recent stressor and the social resources they used to cope with the stressor. Teens then think of additional resources they could have used and/or wish were available to them.
  - Older Children \_\_\_\_\_: Handout “Circles of Support”. Assist the children in completing the sociograms with people who are important to them. Have them pick someone not in their immediate family who has helped them out or kept them safe and tell the story of that person and how they helped.
  - Younger Children \_\_\_\_\_: Read “Mrs. Katz and Tush.” Then have children draw a picture of someone not in their immediate family who has helped them out or kept them safe and tell the story of that person and how they helped. Can substitute “So Much” if more developmentally appropriate.
  - Toddlers and Babies \_\_\_\_\_: Read “So

**\*This guideline is not intended to replace the comprehensive instructions provided in the manual**

*Much.*” Encourage babies to crawl through the tunnel using big smiles and warm hugs when they get to the end.

2. Live Sculptures (50 minutes) \_\_\_\_\_ Rachel-\_\_\_\_\_:

May need to break into two groups depending on number of families present)

- Introduce the idea of sculptures. Inform the group that each family will get the opportunity to build a sculpture of their family.
- Read “Anansi the Spider: A Tale from Ashanti” condensed version and use the story to show the group how to build a sculpture. Build a sculpture to represent the story just completed about Anansi and his sons. Be sure to include all the critical characters. Pose each character in a manner consistent with their role. Limit this example to 3-4 minutes.
- Facilitate each family in building a sculpture that represents both their family and outside resources/support that are important to them. Involve other facilitators and members from other families as needed. Take a picture of the completed sculpture.
- During the last 5 minutes, hand out “Family Sculpture Outline and Action Plan” to assist the families in deciding on a way to seek support during the next week.

3. Closing Activities (10 minutes): \_\_ Ade \_\_\_\_\_

- Thank everyone for taking part in tonight’s group
- Check that everything was covered/summary of session
- Share a good thing about each family
- Introduce topic of next week- We will talk about life choices, setting goals and making decisions about how you want your life to go and then making it happen.
- Review tasks/homework for the following week (Facilitator) – For next week, remember to seek support as discussed at end of family sculpture activity. Also, hand out extra copies of the chore chart and stickers so the families can keep working together to get everything done.
- Planning contacts for the week – **Establish a system for families to contact one another (either buddy system or phone tree)**
- Closing ritual:

Rachel-Irene  
Ade-Juliet  
Prsicilla-Amadu  
Olivia-Miriam  
Ade-Akele Bayaleyegn