



Objectives:

- To help families realize that social networks constitute important coping resources.
- To help families become aware (on both cognitive and emotional levels) of their existing networks, including their strengths and weaknesses.
- To facilitate problem solving and modeling via group participation in improving the quality of each family's social network through one of two main mechanisms: a. improving existing supports and b. adding additional supports.
- To provide families with skills for identifying, accessing, and managing relationships, supports, and community links.



Threads:

- This session continues the theme of people resources as coping resources. The Family Sculpture exercise brings out many issues related to social support, coping, and safety for families to consider.



Preparation:

- Send out reminders of group to families.
- Prepare all materials.
- Food and facilities planning and preparation.
- Decide on facilitators' roles.
- Update on the status of each family in the group.
- Anticipate any problems that might arise during the session.



Homework Due:

- Implement Safety Routines
- Safety Resources Hunt



Session Overview:

Activity 1	Family Meal	30 Minutes
Activity 2	Circles of Support	30 Minutes
Activity 3	Family Sculptures	50 Minutes
Activity 4	Closing	10 Minutes



Homework to be Assigned:

- Seeking Support



Materials:

Tables (1 for each family)
 Centerpieces
 Nameplates and session schedules (1 for each family)
 Place settings/Napkins
 Nutritious meal/Drinks
 Phones for recording
 Play tunnel
 Pens/Pencils/Crayons/Markers
 Chore charts and star stickers (1 pack for each family)



Handouts:

Conversation Prompts	M3.S6.Prompts
Circles of Support	M2.S6.Circle.Support
People Help	M2.S6.People.Help
Mrs. Katz and Tush (condensed version)	M2.S6.Katz.and.Tush
Facilitators Instructions and Questions Handout	M2.S6.Instructions.Questions
Family Sculpture Outline and Action Plan	M2.S6.Sculpture.Outline
Phone Tree	M3.S6.Phone.Tree
Contact Sheets	M3.S6.Contact.Sheets
Family Rating Form	M3.S6.Feedback
Participant Log	M3.S6.Log
Clinician Rating Form	M3.S6.Clinic.Measures



Posters:

Rules Poster	Group.Rules.Poster
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Books:

Mrs. Katz and Tush
So Much
Anansi the Spider: A Tale from the Ashanti

Activity 1: Family Meal



30
Minutes



Goals:

- To facilitate an intimate family interaction.
- To increase awareness of the importance of routine within each family.



Materials:

Tables (1 for each family)
Centerpieces
Nameplates and session schedules
(1 for each family)
Place settings/Napkins
Nutritious meal/Drinks



Handouts:

Conversation Prompts



Posters:

Rules Poster



Instructions:

Facilitators prepare room by setting tables (one for each family). A simple centerpiece for each table is a nice touch. A nameplate and schedule for the session's activities are also placed on each table. Hang poster with group rules listed in a prominent place where all the families can see it.

Food should be pre-cooked and ready to serve. Food can be served buffet or family style.

Parent(s) gather their children around a table and share a meal together.

Before serving the food:

Lead Facilitator: *We are so happy to have you back with us tonight. Let's begin.*

Co-Facilitator _____: *First let's thank name of cooks for fixing this wonderful meal. Please help yourselves to some food. Parents, why don't you serve your children first and then make a plate for yourself. Parent(s) should be encouraged to serve their children and then themselves.*

Co-Facilitator _____: *To help your family have a good time during dinner, you might want to ask each other these questions or talk about the ideas on these cards. Hand out conversation prompts.*

After the Meal:

Co-Facilitator _____: *Refer to poster of rules and review.*

Ask each family the following question: So, is there anything going on right now that might get in the way of your family taking part in today's group?

This session focuses on the people who help you out and support your family. So, let's get started.

Note 1: Facilitators encourage and model appropriate conversation, sharing, and supervision of children. Facilitators try several methods to stimulate conversation including joining the family and modeling or use of conversation prompts. A facilitator might stop at the table of a family and offer encouragement, praise, and suggestions for managing different situations (behavior management, cueing, discipline). Work with families on interactions/behaviors occurring “in the moment”. Remember to be sensitive to and empowering of the parent(s).

Note 2: One facilitator should take on the role of process monitor making sure that the session runs smoothly and proceeds in a timely fashion. The process facilitator should encourage families to start finishing their dinner and cleaning up their tables after about 20 minutes to make sure that this activity is finished within 30 minutes and the group is ready to begin the next activity on time.

Activity 2: Circles of Support



30
Minutes



Goals:

- To illustrate family systems theory.
- To educate about trauma and its effects.



Materials:

Play tunnel
Pens/Crayons/Markers
Paper



Handouts:

Circles of Support
People Help



Books:

Mrs. Katz and Tush (with condensed version)
So Much

**Instructions:**

Lead Facilitator: *We hope you enjoyed your dinner. It is now time to begin our activities for tonight. If you will look at that schedule now, I will tell you a little bit about tonight's group. Proceed with introducing each activity briefly.*

Before we start the first activity tonight, I want to take time for families to share what you learned about the places that you called. Have participants briefly tell the group which organization they called. They can then be considered "experts" in that area and can be consulted during the family sculpture exercise regarding resources. Only spend about 5 minutes. If you hand in your completed sheets to me, we will put them together into a notebook for all families to share the information you collected.

It is now time to break into smaller groups. Remember, each facilitator will take a different group, one for the adults, one for the older children, one for the younger children, and one for the babies. Let's begin by forming those groups. Facilitators gather their groups together. When the groups are formed and quiet, facilitators move one group at a time to their designated areas.

Lead Facilitator (Adult Group): Hand out the "Circles of Support". *We are going to talk some about people who are important to you. On this handout, I want you to put the first names of everyone who you think belongs in each circle. Let's do the first group together. Write the names of everyone in your immediate family in this circle. Your immediate family includes your children and your partner if you have one. But your immediate family could include people not related to you but who you share your daily life with. Now, let's think about your extended family. Your extended family includes those people who you consider family, like your parents, sisters and brothers, aunt, and uncles, and maybe others like Godparents or really close family friends.*

Hand out "People Help". Each adult identifies a recent mild stressor and the social resources they used to cope with the stressor. Adults then think of additional resources that they: (a) could have used and/or (b) wish were available to them. Remind the adults of the people they identified in the safety mapping exercise as someone who feels safe.

Co-Facilitator (Teen Group) _____: Hand out the "Circles of Support". *We are going to talk some about people who are important to you. On this handout, I want you to put the first names of everyone who you think belongs in each circle. Let's do the first group together. Write the names of everyone in your immediate family in this circle. Your immediate family includes your adults who care for you and your siblings if you have some. Your immediate family could also include anyone who you share your daily life with. Now, let's think about your extended family. Your extended family includes those people who you consider family, like your grandparents, aunt, and uncles, and maybe others like Godparents or really close family friends. Hand*

out “People Help”. Each teen identifies a recent mild stressor and the social resources they used to cope with the stressor. Families then think of additional resources that they: (a) could have used and/or (b) wish were available to them. Remind the teens of the people they identified in the safety mapping exercise as someone who feels safe.

Co-Facilitators (Older Child Group) _____: Hand out the “Circles of Support”. *We are going to talk some about people who are important to you. On this handout, I want you to put the first names of everyone who you think belongs in each circle. Let’s do the first group together. Write the names of everyone in your immediate family in this circle. Your immediate family includes the adults who care for you and your siblings, if you have some. It could also include other people who live with you and take part in the things you do every day. Now, let’s think about your extended family. Your extended family includes those people who you consider family, like your grandparents, aunts, and uncles, and maybe others like Godparents or really close family friends.* Then children 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.

Co-Facilitator (Young Child Group) _____: Read *Mrs. Katz and Tush*. Then 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. *So Much* can be substituted for *Mrs. Katz and Tush* if more developmentally appropriate.

Co-Facilitator (Baby Group) _____: Read *So Much*. Facilitators encourage babies to crawl through the tunnel using big smiles and warm hugs when they get to the end.

Note 1: Facilitators for each group should start wrapping up the discussions or games after 25 minutes to allow 3-4 minutes to transition back to the family meeting room.

Activity 3: Live Sculptures



50
Minutes



Goals:

- To increase each family’s emotional processing and awareness of their network through social sharing with others.
- To facilitate family problem solving through group discussion and sharing.

- To generate a problem-solving template and plan for action.

**Materials:**

Phones for recording
Pen/markers/crayons

**Handouts:**

Facilitators Instructions and
Questions Handout
Family Sculpture Outline and
Action Plan

**Books:**

*Anansi the Spider: A Tale from
the Ashanti*

**Instructions:**

Co-Facilitator _____: *Now, we are going to read a story about Anansi the Spider and his family. While I am reading, be sure to pay attention to each family member's special strengths in the story and their role in helping during a difficult situation. Read the book: Anansi the Spider: A Tale from Ashanti. Read from beginning through point where Anansi is rescued by his sons, ending with "They were very happy that spider family."*

Lead Facilitator: *In the story we just finished about Anansi the spider, we saw something bad happen to Anansi and he needed help. Each of his sons used their special strengths and skills to help save their dad and bring him back home. Just like the characters in the story, each of us has special strengths or skills, and important roles we play in our family. We also saw in the story that Anansi asked someone outside his family for help when he was having a tough time deciding. In our breakout groups, we talked about some of the people outside your families who can help you or your family when you are having a hard time.*

Thinking about our own families, we are now going to make sculptures. Usually, sculptures are made from clay, marble, or wax, but we are going to make these sculptures out of people. It is something like acting in a play, too, because you will take the role of different people in each sculpture. Each family will get to make their own sculpture. But first, we are going to build a sculpture to show you what we mean. We each have different families, so we are going to use the story we just read about Anansi the spider to build a sculpture about his family. We won't have enough people to do it ourselves, so we will need your help too.

Proceed to build sculpture of Anansi's family. You can either direct the building of the sculpture or make the activity more interactive by eliciting input/suggestions from the families, depending on time constraints. Sculpture should include Anansi (representing the center and foundation of his family), and each of his sons, See Trouble, Road Builder, River Drinker, Game Skinner, Stone Thrower, and Cushion. You can position each person representing a son equally around Anansi, as each was equally instrumental in saving him. Each person can also represent that character's role by

positioning themselves in a way that reflects their skills (e.g., Road Builder – pretend to be hammering on ground).

Co-Facilitator _____: *Now, it is your turn to make a sculpture of your family. And remember, like Anansi, we want you to include your family members AND people outside of your family that are resources for you. Now, we are going to break into two groups. Two facilitators will take each group, with two/three families in each group. Let's begin by forming those groups.*

Facilitators gather their groups together. When the groups are formed and quiet, facilitators move one group at a time to their designated areas.

Lead Sculpture Facilitators _____: Assist each family in building a “live sculpture” to represent their existing social resources. Use group members to represent members of the family’s social network. Follow the Facilitator’s Instructions for this exercise. Give each family a total of 15 minutes. Each family will present their sculpture and answer questions about how they would like to change their social support resources in the future.

Take a picture of each family’s sculpture.

During the last 5 minutes have each family decide on a way to seek support during the next week. Handout the “Family Sculpture Outline and Action Plan”. *Wow, we learned a lot about the people who are part of your family rituals and routines and who support your family. Please talk together and decide on one thing to do during the week to increase your social support.*

Activity 5: Closing



10
Minutes



Goals:

- To increase sense of group cohesion.
- To practice planning and implementation of rituals and routine.
- To assure continuity from one session to the next.



Materials:

Chore charts and star stickers (1 pack for each family)



Handouts:

Phone Tree/Contact Sheets
Family Rating Form
Participant Log
Clinician Rating Form

**Instructions:**

Lead Facilitator: *We want to thank everyone for taking part in tonight's group. It is now time to finish this session and at the end of every group, we do a few things to end the group and to get ready for the next group.*

Co-Facilitator _____: *Is there anything that we still need to do to finish tonight's activities?*

I want to let each family know what a good job they did. Tell each family, or a family member, one thing that they did especially well.

Co-Facilitator _____: *Introduce and review the topic for next week. 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. Here are extra copies of your chore chart and more stickers so that you can keep on working together to get everything done.*

Lead Facilitator: *We want to make sure that we stay in touch during the week, but we know that you are comfortable as a group and have gotten to know each other. So instead of a facilitator calling you, let's set up a system for you to call each other. Introduce Buddy System or Phone Tree. Now, let's end by closing rituals. Families share closing rituals, if desired. Cue families to acknowledge the end of group to other family members as well. Please complete your family rating form now and hand it in. Thanks.*

Facilitators complete participant log and clinician rating form.

**Homework to be Assigned:**

- Seeking Support