

Staff Support

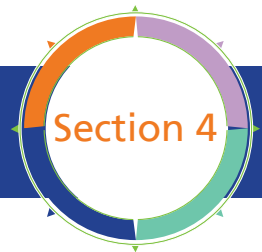


Circle Agenda

Circle Topic		CR Section 4: System Drivers of Compassion Fatigue
Planning	Send the introduction document from Section 4 in the online toolkit at least 4 days prior to the circle to all participants.	
Purpose of Circle/ Learning Objectives	We are learning to name things about the system we work in that are contributing to our compassion fatigue and which items we have control over and have the opportunity to spend energy addressing.	
Materials/Preparation/Time	<p>Time: 45-50 min</p> <p>Materials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Circle kit <input type="checkbox"/> Values and shared agreements created in first session <input type="checkbox"/> Markers and flipchart paper <p>Set-up: Up to 15 chairs arranged in a circle without furniture in the middle</p>	

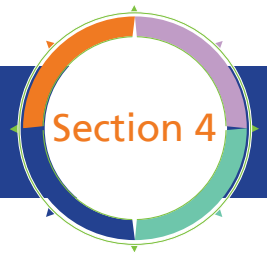
<p>Welcome/Check-In (5 minutes)</p>	<p><i>"Incredible change happens in your life when you decide to take control of what you do have power over instead of craving control over what you don't." — Steve Marboli</i></p> <p>(Talking piece) <u>What is something from your childhood that as a child you wished you had control over that now as an adult you do?</u></p>
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System Drivers of Compassion Fatigue



Circle Topic	CR Section 4: System Drivers of Compassion Fatigue
Grounding/Wellness Practice (5 minutes)	<p>(Pair Share) <u>What are you doing when you feel most alive – most like yourself?</u></p> <p>After 2 minutes, bring the group back and discuss these points:</p> <ul style="list-style-type: none">▪ Raise your hand if you shared a situation of being at work (most will not).▪ Think about what that means for how well we know our colleagues.▪ Think of when you feel most alive at work.▪ When you go home from your workday, do you have a tendency to share what happened in your day that left you feeling most alive or what was most draining?▪ Our bodies experience the stress we relive in our conversations to some degree as if we were experiencing it again. Sharing the hard parts of our day may be needed to be understood and validated. We can become aware of when it moves from helpful to hurtful. We have a choice about how much time and on what we focus when talking about our work. One practice to play with is to include what made you feel most alive in your day as you talk with friends and family.
Review (5 minutes)	<p>Share: We have looked at what compassion in action looks like, some of the challenges we face in those steps (such as engaging people in deciding their next best steps based on their strengths and available resources), and how fatigue develops through the cats cycle. Today we will look one more time at fatigue to gain some insights into the drivers of fatigue that are specific to this team as well as what drives resilience.</p>
Guiding Questions (20 minutes)	<p>What Can I Control Activity</p> <p>Explain: Identifying drivers of fatigue can broaden our self-awareness of what we CAN do and identifying drivers of resilience can do the same.</p> <ol style="list-style-type: none">1. (Talking piece) <u>Think about all you do in your work and the systems in which we work, the ones serving youth and families and the larger systems responsible for setting local, state and national policies. What about your work and the systems within which you work have a negative impact on your ability to do your work with compassion?</u> As the group brainstorms their thoughts, the circle keeper will record what people say on flipchart paper. The talking piece will go around the circle multiple times (if time allows) so when you have no additional ideas to add just pass the talking piece to the person next to you.2. Re-do step 1, but ask (Talking piece) <u>What about your work and the systems you work in have a positive impact on your ability to do your work with resilience?</u>

System Drivers of Compassion Fatigue



<p>Guiding Questions (20 minutes) <i>(continued)</i></p>	<ol style="list-style-type: none">3. Once the two lists have been created explain that each item will be read aloud. Participants can show with their hands if they feel the item is: closed fist — one they feel they have no control over or open hand — could have some control over it. When they look to leadership of their organization to have some control over the item read, use their other hand to make an L for leadership. Explain that control should be something that could be accomplished in the next two years (i.e. I can vote for a new candidate in the next election, but their policies would not take affect for multiple years.) If a majority of participants give the item a fist — strike through it, an open hand — circle it, L — mark it with a large L. Allow there to be some discussion if people have more than one idea for the same item and items can be marked with dotted lines when there is variance. You can vote for control or no control from your perspective AND L for your thoughts on leadership control.4. Another approach to this activity is giving everyone a marker and asking them to write on the flipcharts directly.5. Ask administration if they would be willing to look at the items with which participants felt leadership has some control over and would commit to looking at the list and reporting back to the circle if any of the items are things leadership will spend time on in the next 1-2 years, which items they would like more staff feedback on and which items they will not be addressing in the next couple of years.
<p>Putting it into Practice (10 minutes)</p>	<ol style="list-style-type: none">1. (Popcorn) <u>What percentage of time does your team or sub-set spend discussing the things they cannot control when they are together?</u>2. (Popcorn) <u>What percentage seems healthy for your team?</u>3. (Popcorn) <u>How can you identify to your team members when the group has gone over that percentage?</u>
<p>Closing (5 minutes)</p>	<p>Hand movements activity from Section 4 in the Toolkit. Share the statements below.</p> <ul style="list-style-type: none">▪ Hold your hands out and squeeze them into fists. (Hold for at least 30 seconds and invite participants to close their eyes for the rest of the activity.) This may be akin to feeling fatigue. <p>— Think about what emotions arise as you close your fists. This is a metaphor for resistance – what it feels like when we fight rather than accept our current reality. Resistance can be helpful if it leads us to discover where we might have some level of control. Yet, staying in the place of resistance can be unproductive and fatiguing.</p>

Closing (5 minutes) *(continued)*

- Now, bring your elbow to your side, open your hands and turn your palms upward.
 - Think about what emotions arise for you. This is a metaphor for mindfulness, what it feels like when we are present and open to ourselves, our experiences and the changes we are faced with.
- Now extend your palms and your arms forward.
 - Think about how this makes you feel. This is a metaphor for common humanity — what it feels like when we reach beyond ourselves and welcome and include others. In our vulnerability we discover the common aspects of humanity and can form bonds with others. We can act with compassion.
- Now place one hand in the other with both palms facing upward. Slowly bring them to your chest. Feel the warmth and gentle pressure. Breathe naturally.
 - Reflect on your feelings during this last step. This symbolizes self-compassion. Caring for ourselves is the foundation that supports our compassion for others and helps us find comfort in our common humanity.

Bonus Activity: Test it out! Suggest again that the participants practice sharing something that made them feel alive in their workday with someone outside of work at least once each day until the next session. Ask that they observe the listener's reaction and their own.