

Parent &
Caregiver



Circle
Agenda

Circle Topic		CR Section 2: What Does It Look Like to Act with Compassion?
Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Send out electronic link to Kristin Neff's Self-Compassion Scale to participants <input type="checkbox"/> Send out pre-read for Section 2 <input type="checkbox"/> Type up Group Agreements from Session 1 and have printed for the center of the circle — either include group's values at the bottom of this list or keep notecards to spread around the circle at future sessions <input type="checkbox"/> Type up the group's family goals and have printed for the center of the circle <input type="checkbox"/> Prepare materials for Session 2 	
Purpose of Circle	<p>Today you will:</p> <ol style="list-style-type: none"> 1. Explore the Steps of Compassionate Action. 2. Apply the Steps to situations. 3. Address the need for safety while trying to be compassionate. 	
Time/Materials/Preparation	<p>Time: 90 minutes</p> <p>Materials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group agreements <input type="checkbox"/> Group values and family goals – generated at first session <input type="checkbox"/> Centerpiece <input type="checkbox"/> Talking piece <input type="checkbox"/> Fidgets <input type="checkbox"/> Name tags <input type="checkbox"/> Pens/markers <input type="checkbox"/> Flipchart paper with compassion resilience definition <input type="checkbox"/> Handouts: Compassionate Action Steps, Emotional Regulation Plans, Strategies for Keeping Calm, "Just Like Me" cards 	

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<p>(15 minutes, Emotional Regulation Plans) <i>(continued)</i></p> 	<ul style="list-style-type: none"> In those cases, our lower or “downstairs brain” is in control. The part of our brain that can rationalize, or our “upstairs brain,” cannot help us to decide about our best action. <p>Ask</p> <ul style="list-style-type: none"> (Talking piece) <u>What have you found to help you access your “upstairs brain” (to choose a rational response) in the midst of your “downstairs brain” being triggered (fight, flight or freeze) by your child’s words or actions?</u> <p>Facilitator Tip: <i>Examples include, taking a few deep breaths, walking away from my child before responding, saying some words of kindness to myself, such as this too will pass.</i></p> <p>Hand out the Emotional Regulation Plans for all three age groups and Strategies for Keeping Calm handouts.</p> <p>Share</p> <ul style="list-style-type: none"> These plans can help you and your children learn and practice noticing your “downstairs brain” triggers and using strategies to engage your “upstairs brain.” This takes lots of practice! <p>Walk through one of the plans with the group.</p> <p>Ask</p> <ul style="list-style-type: none"> (Popcorn) <u>What might be a good first step for you to get started working on these plans with your family in the next week?</u>
<p>Check for understanding (10 minutes)</p>	<p>Share</p> <ul style="list-style-type: none"> Next time we get together we will take a deep look at compassion fatigue; what it is, how it starts and grows over time, and how to become more aware of it so we can avoid it taking too much of a toll on us. To get us thinking a bit about it in the context of the ORCUUKPCVGEVKP5VGRU : <p>Ask</p> <ul style="list-style-type: none"> (Talking piece) <u>Which of the Compassionate Action Steps sometimes actually adds to your feelings of frustration, overwhelm, or exhaustion?</u>
<p>Self-care and Closing (15 minutes)</p>	<p>“Just like Me” Exercise</p> <p>Share</p> <ul style="list-style-type: none"> Do this exercise to develop grace for one of your family members when it is hard to do so. Close your eyes or look towards the ground and recall a time when you have found one of your family members more challenging. Maintain your focus on this person as I read these statements.

Circle Topic

CR Section 2: What Does It Look Like to Act with Compassion?

Self-care and Closing
(15 minutes)
(continued)



- i. "Just like me, this person is seeking happiness in their life."
- ii. "Just like me, this person is trying to avoid suffering in their life."
- iii. "Just like me, this person has known sadness, loneliness and despair."
- iv. "Just like me, this person is seeking to fill their needs."
- v. "Just like me, this person is learning about life."

Facilitator Tip: After reading through the five steps one time, repeat the last part of each section — "is seeking happiness in their life, is trying to avoid suffering in their life, has known sadness, loneliness and despair, is seeking to fill their needs, and is learning about life" – then pause for five seconds before inviting participants to bring their attention back to the circle.

Hand out "Just Like Me" cards.

- Try this five-step exercise when you are with someone and feelings of compassion seem out of reach. Do it discreetly and try to do all the steps with the same person. You can begin by simply bringing someone to mind. Eventually you can do this when you want to bring yourself out of a place of judgment in a tough interaction with another person. At the root of it all, we are all human beings who crave attention, recognition, affection, and above all, happiness.

Ask

- (Talking piece) For our closing today, I'd like to pass our talking piece around the circle one more time and ask, what is one thing that stood out to you today that you want to think more about between sessions?

Share

- Thank you for being here today. Our next meeting will be (*share next session date and time here*).
- Same as last time, the facilitation team will be sending out a pre-read before our next session. It will give you some additional context for what we will be covering at our next group. If you didn't get a chance to read the pre-read for this week and would like to learn more about the topic we discussed today, take a few minutes to review it.
- We look forward to seeing you next time.