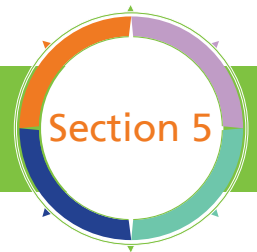


Expectations from Self and Others



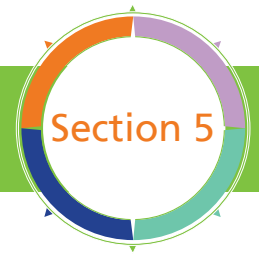
Parent &
Caregiver



Circle
Agenda

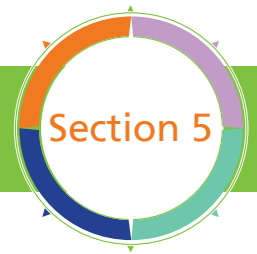
Circle Topic	
CR Section 5: Expectations from Self and Others	
Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Send out pre-read for Section 5 <input type="checkbox"/> Prepare materials for Session 5
Purpose of Circle	<p>Today you will:</p> <ol style="list-style-type: none"> 1. Learn to identify the expectations we have for ourselves and for others. 2. Learn whether these expectations are helpful or holding us back.
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 <input type="checkbox"/> Centerpiece <input type="checkbox"/> Talking piece <input type="checkbox"/> Fidgets <input type="checkbox"/> Flipchart paper with compassion resilience definition <input type="checkbox"/> Pens/Markers <input type="checkbox"/> Flipchart <input type="checkbox"/> Name tags <input type="checkbox"/> Handouts: Understanding Temperament, Affirmation Worksheet and Caregiver Bill of Rights <p>Preparation: Arrange chairs in a circle without furniture in the middle. Hang compassion resilience definition on the wall.</p>

Expectations from Self and Others



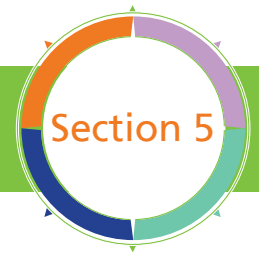
CR Section 5: Expectations from Self and Others	
<p>Circle Topic</p> <p>Opening and Check-in (15 minutes)</p>	<p>Share</p> <ul style="list-style-type: none"> Welcome back! I invite everyone to get into a comfortable position with your eyes closed or looking towards the ground. We are going to take a moment to pause. Take a few slow breaths. <i>(Pause)</i> Name in your mind what you want to let go of to be present in this circle and your personal reason for being here. <i>(Pause for 10 seconds)</i> I invite you to bring your attention back to the circle. When we were together last, we discussed things that caused us fatigue and things that filled us up or built our resilience. <p>Ask</p> <ul style="list-style-type: none"> (Talking piece) <u>What have you done since our last group that has built your resilience?</u> <p>Share</p> <ul style="list-style-type: none"> We have completed half of our compassion resilience groups. So far we have discussed our values, our family goals, compassion resilience, steps to compassionate action, self-compassion, mindfulness, the cats visual of the cycle of compassion fatigue, emotional regulation plans, things that cause us fatigue and things that build us up along with the practice of letting go. Today we are going to look at expectations and the impact our expectations have on our well-being and our families. Last session we discussed things we do and don't have control over. Our own expectations are something we have control over. As we have our discussion today, let's remember to do our best to follow our group agreements as well.
<p>Guiding Questions (10 minutes – Expectations Explanation)</p>	<p>Share</p> <ul style="list-style-type: none"> If we want to minimize frustration and anger in our families, let's look at what unrealistic or unclear expectations might be behind those feelings. We will use kindness as our desired outcome in this example. An expectation can be: <ol style="list-style-type: none"> Too high - <i>"I expect my child to be kind at all times."</i> Too low - <i>"Of course my child is mean to others, like all kids."</i> Not stated - <i>"Why do I have to tell her? She ought to know."</i> Stated but unclear - <i>"Be kind!"</i> Clearly stated - <i>"Please be a kind friend by smiling and asking her if she would like to play with you."</i> Unrecognized - <i>"I didn't realize I expected my child to be kind in all social situations." Often you don't realize it is an expectation until it's not met.</i>

Expectations from Self and Others



Circle Topic	CR Section 5: Expectations from Self and Others
<p>Guiding Questions <i>(continued)</i></p> <p>(30 minutes – Application Questions)</p>	<p>Ask</p> <ul style="list-style-type: none">▪ (Popcorn) <u>What are some examples of expectations parents and caregivers have of themselves for each category?</u> <p>Scribe the examples on a flip cart paper.</p> <p>Share</p> <ul style="list-style-type: none">▪ We learn a lot about how to parent, or not to parent, from how our own parents and caregivers interacted with us as children. Thinking back on what your caregivers modeled for you when you were a child can help you better understand your approach to parenting. <p>Ask</p> <ul style="list-style-type: none">▪ (Talking piece) <u>What is an unreasonable or unstated expectation your parent/caregiver had of you and what impact does that expectation have on you now?</u> <p>Ask the group to get into pairs. If there is an odd number and you have more than one facilitator, one facilitator can pair with a participant. Otherwise, one group of three will work.</p> <ul style="list-style-type: none">▪ (Partner discussion) Share an expectation you have for yourself that you think might be unrealistic. What is the impact of that on you and your family relationships? <p>Ask</p> <ul style="list-style-type: none">▪ (Popcorn style) <u>What would you like to share with the circle from your partner conversations?</u> <p>Share</p> <ul style="list-style-type: none">▪ We've discussed expectations for ourselves, but what about our children or those we care for? <p>Ask</p> <ul style="list-style-type: none">▪ (Popcorn) <u>What is one example of an unstated expectation that either you have for your child or you think your child has for you.</u>

Expectations from Self and Others



Circle Topic		CR Section 5: Expectations from Self and Others
<p>Guiding Questions <i>(continued)</i></p>	<p>Hand out Understanding Temperament handout</p> <p>Share</p> <ul style="list-style-type: none"> Often, we find we need to adjust our expectations to the needs and temperament of our children. Temperament is a person’s manner of thinking, behaving or reacting. There are three general types of temperaments often referred to as easy-going, slow-to-warm, and active. We are all born with a certain temperament. Understanding our child’s temperament can help us adjust our expectations in a way that makes them more realistic and attainable. <p>Ask</p> <ul style="list-style-type: none"> (Popcorn) <u>How might you need to adjust an expectation you have for one of your children to account for their temperament?</u> 	
<p>Check for Understanding (15 minutes)</p>	<p>Ask</p> <ul style="list-style-type: none"> (Talking piece) <u>What is an expectation you’d like to clarify in the next week?</u> 	
<p>Self-care and Closing (20 minutes)</p>	<p>Hand out Turning Unrealistic Expectations into Affirmations and Caregiver Bill of Rights</p> <p>Share</p> <ul style="list-style-type: none"> As we explored today, expectations have a huge impact on our wellbeing. This handout has a practice that was also included in the pre-read for this session. It walks you through turning an unrealistic self-expectation into an affirmation. I also handed out the Caregiver Bill of Rights. This is from the lens of caring for aging family members and has some good examples of affirmations that would counter some unrealistic expectations. <p>(Popcorn) <u>What is an affirmation you can tell yourself that would counter an unrealistic expectation you have for yourself as a parent?</u></p> <p>Share</p> <ul style="list-style-type: none"> Thank you for being here today. We look forward to seeing you <i>(insert next meeting day/time here)</i>. 	