

Staff Support

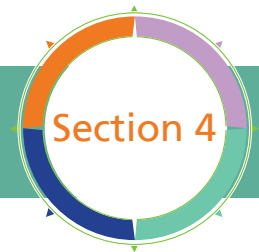


Circle Agenda

Agendas created in partnership with



Circle Topic	
CR4: System Driver of Compassion Fatigue	
Planning:	
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	Time: 45-50 min Send introduction document to participants a few days prior to the circle date. Materials: Circle kit, values and shared agreements created in first session, markers and large post-it paper Set-up: Up to 15 chairs arranged in a circle without furniture in the middle
Welcome/opening	"Daring to set boundaries is about having the courage to cover ourselves even when we risk disappointing others." — Bene Brown
Check-in or community- building activity	1. (Talking piece) How are you doing on a scale of 1-5?? 2. (Talking piece) What are 3 words your best friend would use to describe you?



Circle Topic

CR4: System Driver of Compassion Fatigue

Guiding questions

[Completing What Can I Control activity](#) from section 4. Explain that identifying drivers of fatigue can broaden our self-awareness of what we CAN do and identifying drivers of resilience can do the same.

1. (Talking piece) Think about 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 these systems has a negative impact on your ability to do your work with compassion? As we brainstorm our thoughts, the circle keeper will record what people say on large post-it paper. The talking piece will go around the circle multiple times so when you have no additional ideas to add just pass the talking piece to the person next to you.
2. (Popcorn) Once a comprehensive list has been created explain that each item will be read aloud. Participants can show with their fingers if they feel the item is: 1) no control over it, 2) leadership could have some control over it, 3) participants have control over it. 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: 1) strike through it, a 2) mark it with a large L and a 3) circle it. Allow there to be some discussion if people have more than one idea for the same item and those items can be marked two ways.
3. (Popcorn) Ask the circle to share out different practices that could be used to let go of the items with which participants said are out of their control so that limited time is focused on the things we can't control during our work time.
4. (Popcorn only if administration is in the circle) 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 the school 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. (If there is no administration in the circle, participants or the circle keeper could commit to asking administration to provide feedback on the items marked with an L and share out responses via email or at a later date.)
5. Choose an elbow partner and discuss one or two areas that are within your control that you would like to focus on. What steps would you take throughout this year to affect change in the area most important to you? Ask groups to share out a summary of what they discussed.

System Drivers of Compassion Fatigue



Circle Topic	CR4: System Driver of Compassion Fatigue
Check-out/check for understanding	Share a thought of gratitude with the group.

Closing	<p><u>Hand Movements activity</u> from section 4:</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.)<ul style="list-style-type: none">— 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- focusing on wishing that it wasn't what it is rather than identifying what can be done to change or accept it. Self-criticism is a form of resistance- wishing we are not who we are at this point in time.▪ Now, bring your elbow to your side, open your hands and turn your palms upward.<ul style="list-style-type: none">— 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 and our experiences.▪ Now extend your palms and your arms forward.<ul style="list-style-type: none">— Think about how this makes you feel. This is a metaphor for common humanity- what it feels like when we reach beyond ourselves 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.<ul style="list-style-type: none">— Reflect on your feelings during this last step. This is a metaphor for self-kindness and self-compassion. Caring for ourselves is the foundation that supports our compassion for others and guides us to avoid self-criticism and resistance to what we are experiencing. Self-compassion allows us to find comfort and strength in our common humanity.
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