

## **STRENGTHENING FAMILY COPING RESOURCES**

### **Module Three: Session Fourteen – *Good Things Happen Too!***

Date:

Facilitators Present:

1. Family Meal – Facilitators encourage and model appropriate conversation, sharing, and supervision of children. Remember to be sensitive to and empowering of the parent(s).

\*Include conversation prompts for those families who are not being video recorded

2. Opening activities (Lead Facilitator)

- Welcome
- Rules (Facilitator)
- Give thanks for those who helped prepare the food and get the room ready
- Check in with each family
- Review schedule for the evening
- Opening ritual:

3. Our Own Feel Good Book (Facilitator; 30 minutes)

- I have a book to share with you. Read “The FEEL GOOD Book” to the families.
- Encourage the families to share experiences that make them feel good.
- Encourage them to brainstorm, as a family, activities or experiences that make them all feel good.
- After families brainstorm, hand out scrapbook pages and materials. Families create their own “Feel Good Book,” including activities and experiences that make each family member and the entire family feel good. Families should also be encouraged to include activities that could make them feel good in the future.
- Once finished, facilitators encourage families to share their Feel Good scrapbook pages.

4. What Makes Us Laugh? (30 minutes)

- Adults (Lead Facilitator): Hand out “Laughter is Important” and “Laughing Through Life.” Discuss with parents why they think laughter is important. Discuss the importance of balancing positive experiences for families who have experienced trauma. Encourage parents to share examples of funny things their children have done or said. Ask parents what types of fun, laughter-promoting activities they do with their children now. What types of activities would they like to do more of? *If needed, a few minutes can be taken at the end of the breakout group to discuss treatment planning for each family.*
- Teens (Facilitator): Hand out “Laughter is Important.” Facilitate discussion with teens about why they think laughter is important. Discuss what makes them laugh? What activities do they enjoy to do with their peers? Lead teens in a structured game.

**\*This guideline is not intended to replace the comprehensive instructions provided in the manual**

- Older Children (Facilitator): Ask the children what fun things they like to do and what makes them laugh. After the discussion, encourage fun in the group by either singing silly songs together or playing “Sound and the Fury” game. See “Fun and Silly Songs” for suggestions. To play “Sound and the Fury,” the facilitator and the children all stand in a circle. The facilitator starts by modeling a funny gesture with their whole body paired with a silly sound. Everyone else in the group has to imitate the movement and sound. The child standing to the right of the facilitator then models their own gesture paired with a silly sound. The group then imitates the first gesture and sound, followed by the new gesture and sound. Circle continues clockwise until all children have had a turn. Each round the group will imitate all of the previous gestures and add the newly exhibited gesture and sound at the end.
- Younger Children (Facilitator): Ask the children what fun things they like to do and what makes them laugh. After the discussion, encourage fun in the group by singing fun and silly songs with the children.
- Toddlers and Babies (Facilitator): Read babies “I Love to Laugh! A Book of Fun and Giggles.” Play the included games and activities with the babies as you read the book.

#### 5. What to Celebrate? And How? (Facilitator; 20 minutes)

- Ask families if they completed the homework, “Things to Celebrate.” If not, hand out additional copies. Ask families to list some of the things they have to celebrate. If the list is completed, have families select one thing to plan and carry out an actual celebration.
- Handout “Planning to Celebrate.” Encourage families to make plans for celebrating their selected event. Allow about 10 minutes for this portion of the activity.
- Hand out “Making It Special”. Encourage families to look over the list of ways to make it special. Pick some ways they would like to make their celebration special. They can use their own ideas, too. Give families about 5 minutes to complete this.
- For the last part of the activity, we will spend a few minutes problem solving so that you can think about what might go wrong with the celebration and how to would fix it. Hand out “In Case of Problems” worksheet. Then have each family come up with solutions.
- If time allows, encourage families to share their celebration choices with the group.
- Younger children can be kept occupied with making invitations to the celebration for each family member.

#### 6. Closing Activities (10 minutes)

- Thank everyone for taking part in tonight’s group (Lead Facilitator)
- Check that everything was covered/summary of session (Lead Facilitator)
- Share a good thing about each family (Team)
- Introduce topic for next week (Facilitator) – Next week, we will finish this program on family traditions and say “Good-bye”. Is there any special activity you would like to add to the final session (i.e. potluck dinner)?
- Review tasks/homework for the following week – Get ready for celebration in group!
- Planning contacts for the week – **Continue system for families to contact one another**
- Closing ritual (Facilitator):

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