



RECOMMENDATIONS FOR PROVIDING VIRTUAL *CELEBRATING FAMILIES!*™ GROUPS



Prevention Partnership International
EMBRACING, EMPOWERING AND GUIDING FAMILIES

IN PARTNERSHIP WITH



FUNDING PROVIDED BY

***WE CARE* FOR CHEMICALLY DEPENDENT
HEALTH PROFESSIONALS**



Prevention Partnership International
EMBRACING, EMPOWERING AND GUIDING FAMILIES

Melissa Santos, Project Director
California Office of Child Abuse Prevention Project

Celebrating Families![™] and ***¡Celebrando Familias!*** are programs of NACoA (National Association for Children of Addiction) offering curriculum materials, technical assistance and training services. For more information in California contact: Melissa Santos, Melissa.Santos@communitysolutions.org
In all other states: Mary Beth Collins, mbcollins@nacoa.org
www.celebratingfamilies.net and www.preventionpartnership.us

Authors: Rosemary Tisch, Linda Sibley, Mary Gardner

Consultants: Maria Ramirez, Kayla Echevarria-Ures, Toni Welch Torres, Makenzie Brown Gallegos MFT

Consulting Sites: Champions Recovery Alternative Programs, Inc.; Sherwood Valley Band of Pomo Indians; The STARS Program at Bridges Inc.; Uplift Family Services, Addiction Prevention Dept.



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GUIDING PRINCIPLES

Guiding Principles provide a foundation for interactions and relationships with the children, parents and families seeking care. They can make a crucial difference in families' ability to heal, learn new skills, and become healthy, happy*, responsible, addiction free. We recommend these Principles for everyone leading *Celebrating Families!*™ groups.

A belief that

- ~ All parents love their children.
- ~ Families tell us who they are -- we accept and welcome them.
- ~ Substance use disorders (SUD) and mental health challenges are not predestined. They have both genetic and environmental causes.
- ~ Recovery is a process.
- ~ Everyone has the ability to learn new skills.
- ~ Everyone learns differently.

An Intention to....

- ~ Be a community of lifelong learners – we are not experts.
- ~ Honor and respect the vital role of parents in their children's lives.
- ~ Create safe, nurturing relationships based on trust.
- ~ Be authentic and enter into our work knowing who we are and what we bring.
- ~ Listen to and accept what is shared, withholding judgment.

An understanding that ...

- ~ People's stories are important.
- ~ Diversity is to be honored.
- ~ We learn from each other.
- ~ We must model healthy living, including recovery.
- ~ Skills must be taught intentionally.
- ~ We must challenge society's widely held beliefs about substance use disorders and families.
- ~ It is important to provide a safe space for participants to grow and develop.

We honor and respect children by ...

- ~ Providing a safe setting for them to learn.
- ~ Being intentional in our activities.
- ~ Recognizing parents are the experts of their experience with their children.
- ~ Modeling healthy living.
- ~ Knowing we learn from them.
- ~ Understanding they are developing and learning new skills and behaviors.
- ~ Listening to them and following their lead.

●
***An alternative meaning for "happy" is "flourishing", which evokes virtue, good conduct and generous citizenship**

RECOMMENDATIONS FOR PROVIDING VIRTUAL *CELEBRATING FAMILIES!* GROUPS

***Celebrating Families!*[™] is a family program placing importance on serving the whole family by:**

- Providing groups for all family members: children, teens, caregivers, and parents.
- Emphasizing the significance of families being together with family meals (a known protective factor) and the Connecting With My Family Activity.
- Focusing on the parent/caregiver/child relationship through suggested activities in *CF! Dear Caregiver... Pages*.

Our focus on working with whole family is based on research:

- Prevention programs targeting the whole family are most effective (United Nations Office on Drugs & Crime, 2014).
- After in-home family support, family programs are the next most effective approach, 15 times more effective than programs for youth only, and three times more effective than life or social skills training (Hawkins, Kosterman, Catalano, Hill & Abbott, 2008).

TECHNOLOGY TIPS

- 1. Lean on and learn from your tech-savvy staff/group leaders.**
- 2. Practice, practice, practice!** Expect technical problems. Try out a session. Make sure you know how it works on a smart phone.
- 3. Create a Tip Sheet.** Anticipate problems. Create a sheet with troubleshooting tips.
- 4. Have a practice session.** Help participants download your agency's app/platform and practice using it one-on-one. This can be a pre session or possibly the *CF!* intake with parents.
- 5. Be aware of visual distractions.** Carefully position your camera/iPhone to make sure you have good a head shot, avoid background distractions and glaring backlight. Some leaders have found placing the iPhone on a stand is helpful.
- 6. Platforms & Software:** Your agency may already have selected a platform for delivering other services virtually.
 - Zoom and Microsoft Teams are good platform for offering groups, where participants can all see and talk to each other. Some recommendations:
 - Mute all microphones. It is difficult to hear clearly with multiple microphones on.
 - Teach participants how to "raise their hand".
 - Remember to ask for volunteers, having leader or co-leader unmute their microphone.
 - The "white board" feature is a way to work with participants – drawing or writing together. Try it out beforehand.
 - Break the group up into small groups, using both leaders.
 - Check out other options for locking the group, sharing your screen, and a waiting room (<https://slate.com/human-interest/2020/04/zoom-teaching-tips.html>).

Instagram/Facebook and Linktree: Parents of young children may be more active on Instagram; older kids more on Facebook; some use Linktree, as an add on to Instagram, as this allows multiple

links. (Instagram only allows one link.) If you have videos on YouTube to share with the group, you can make a short announcement to parents on Instagram and refer them to the appropriate link. These will stay up so families can go back and watch them at any time.

Texting and WhatsApp: People tend to open texts more than emails. Some communities use WhatsApp all the time, so using it isn't a challenge. WhatsApp makes it easier to have group messaging no matter what type of phone parents have. This specific app allows you to broadcast a message as a group text, but when a someone replies, it comes back to you as a private message.

IMPORTANT: Do NOT post pictures of individuals on on-line. We strongly discourage publicly posting images of children, even with permission.

STRATEGIES FOR LEADING VIRTUAL GROUPS

- 1. Materials and Supplies.** A list is available with the *CF!* curriculum.
 - a. Provide supplies for the first few sessions ahead of time, in a binder for the parents/adults or box for each child. Encourage families to provide access to box only for group. Send supplies and handouts for following sessions every two to three weeks, using different colors for the different sessions.
 - b. Add directions from curriculum to handouts.
 - c. Provide additional supplies (cost can be covered by savings from meals):
 - i. For children add: a puppet or stuffed animal, a couple of books (*The Kissing Hand* recommended).
 - ii. "Fidget toys" such as squeeze balls or spinners.
- 2. Have a co-leader!** One person handles technical problems, attendance, and watches for who wants to share.
 - i.
- 3. Keep groups short, small and simple!** 30 minutes for elementary-age children; 45 minutes for pre-teens; 60 minutes for teens; and 90 minutes for adults. Keep activities simple. Send adults links to videos ahead of time, requesting they watch them on their own for discussion during group.
- 4. Establish a collaborative relationship with parents by:**
 - a. Preparing them to:
 - i. Help young children with electronic devices. (Parents may want to stay close to "protect" their devices.)
 - ii. Lead Family Activities and provide discussion during family meals. Parent leaders need to prepare parents to do these successfully and follow up about how they worked.
 - b. Remembering that parents have lots of other responsibilities. Be respectful of their time when assigning homework or asking for support for the children.
 - c. Introducing children's group leaders during the first session of the parent group. Have children group leaders share about what to expect during group (See Session 1 Parent Group, Activity 2). If it is not possible, the parent group leader can share about the children's' groups. Be sure to mention that children's groups:

- Are an essential component of *Celebrating Families!*[™] .
- Provide a place for children to learn new skills.
- Offer a place for children to share and learn they are not alone. There are lots of kids growing up in families dealing with addiction.
- Importance of providing as much privacy as possible, explaining if groups were in-person they would be confidential except for issues of harm to self or others.

5. Strategies for providing privacy during groups:

- a. Create a “safe” place.
- b. Children can set up a tent or cave (blanket over two chairs) where they can have “their group”.
- c. Parents can go to another room, outside, or sit in a car or truck.
- d. If possible have participants wear headphones. Headphones provide some privacy as far as others over-hearing conversations of other participants.
- e. American Academy of Pediatrics recommends children use headphones specifically engineered for them, offering volume limiting options and avoiding earbuds.
- f. Determine who else is in the room or nearby. When starting group, ask
- g. Who else is in the room, may overhear the conversation, or (for children) is nearby that may be able to provide support?
- h. How comfortable do you feel sharing today? Alter your presentation and questions as you feel it may be important.
- i. Code Word: You might establish a code word that children/participants can use if they are not feeling safe sharing.
- j. Mechanism for support. Group leaders might consider providing a way for participants to reach out for support if needed such as an agency email or phone number.

6. Establish and Review Group Agreements: During your first session establish agreements and review them at the start of all sessions. Review Agreements to make sure they are appropriate for virtual groups. If a participant becomes disruptive, remind them of the agreement and ask them to follow it. If the behavior continues, ask them if they would like to take a break (to get a drink of water or just take a short walk) or talk with the co-leader.

7. Ask frequent open-ended questions of your group: It can be harder for group leaders to gauge how members are feeling because it is much more difficult to read body language or facial cues than when in-person. It can also be more difficult for people to share worries or needs online.

8. Child’s on-line safety: Group Leaders need to pay attention to children talking about new friends they have made on-line (safety issue) and to advise parents and caregivers to also be alert for possible safety issues.

9. Let children/teens guide you. Respond to what works (or doesn’t work), repeating activities that work. Measure success in participation and smiles. Remember to be kind to yourself: This is new. We are all still learning. The children are young! If attendance is dwindling, call or email families to find out what they need and try to adapt. Be sure to let Program Developers (Prevention Partnership International) know what didn’t work!

- 10. Music can be magical.** Recommend parents sing with children and use music for quiet times. Children respond well to singing and dancing on-line. Try a group sing-along or use songs intermittently to re-engage children who may be distracted. Use popular songs related to the session's topic to engage teens.
- 11. Stay connected.** Relationships remain the bedrock of *Celebrating Families!*[™]. Stay in touch. Show you care. Connect outside of group, if possible via the mail, phone/text or email — whatever works best. Send a note of gratitude with something like a recommended short video or song; a child-friendly cooking recipe; or directions for a simple craft or activity.
- 12. Remember that families are your partners:** They are your allies and can support you and you can support them by remembering they
- love their children.
 - are the experts on their children.
 - are attending *Celebrating Families!*[™] in order to break the cycle of addiction in their family.

However, hearing their children share how hard the addiction was for them and the family may be difficult in early recovery.

RECOMMENDED SESSION AGENDAS

Children: 30 minutes

Pre-Session Gathering: 5-10 minutes

Interaction with children while waiting for all to join group

Opening: 5 Minutes

Centering

Group Agreements

Review last session & Homework Follow-up

Activities: 15-20 Minutes

Introduction of Topic: Connect to Healthy Living Circle

Focus Question

Session Activities

Closing: 5 Minutes

Homework assignments

Serenity Saying

Adolescents: 50 minutes

Pre-Session Gathering: 5-10 minutes

Interaction with children while waiting for all to join group

Opening: 10 Minutes

Centering

Group Agreements

Review last session & Homework Follow-up

Activities: 30 Minutes

Focus Question

Introduction of Topic: Connect to Healthy Living Circle

Session Activities

Closing: 10 Minutes

Homework assignments

Reflection & Serenity Saying

Parents/Caregivers: 75-90 minutes

Pre-Session Gathering: 5-10 minutes

Interaction with children while waiting for all to join group

Opening: 10 Minutes

Centering

Group Agreements

Review and Homework Follow-up

Activities: 60 Minutes

Focus Question

Introduction of Topic: Connect to Healthy Living Circle

Session Activities

Assign Homework: 10 Minutes

Session Assignments

Family Activities (to do during the week)

Closing: 15 Minutes

Reflection and Serenity Saying

MATRIX OF SUGGESTED ACTIVITIES

SESSION 1: Orientation & Getting Started

Main Concept: Establish trust in the Group Leader and with the Group.

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering Focus Question Group Agreements Get Acquainted Questions</p> <p>Activities: #1: Introduction to <i>CF!</i> #2: What Children Are Doing. #3: Connecting With Our Children 101 Ways to Praise a Child</p> <p>Closing: Homework: Child Affirmations & Family Activities Reflection & Serenity Saying</p>	<p>Family Meal: Discuss importance of having a family meal.</p> <p>Connecting With My Family: #1: Family Agreements #2: Which animal represents your family?</p> <p>Dear Caregiver Page: Children: Question #3: Help children with their Act of Kindness</p> <p>Adolescents: Question #2 & 3: Questions about Acts of Kindness</p>	<p>Opening: Centering (Keep it Short & Simple) Introduce themselves Establish Group Agreements</p> <p>Activities: #1: Introduction to <i>CF!</i> #2: Get acquainted questions. #3: 7 Cs & discuss Focus Question #4: Acts of Kindness</p> <p>Closing: Homework: Act of Kindness & Family Activities Reflection & Serenity Saying</p>	<p>Opening: Centering Establish Group Agreements Journals and Journal Question</p> <p>Activities: Focus Question with the 7 C's from #3 #1: Introduction to <i>CF!</i> #2: Shield of Life #4: Acts of Kindness</p> <p>Closing: Homework: Act of Kindness & Family Activities Reflection & Serenity Saying</p>

SESSION 2: Healthy Living

Main Concept: There are four parts to Healthy Living.

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction #1: Values Exercise #2: Healthy Living Circle #3: Child Safety Checklist</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Family Meal: Share what you added to the HLC</p> <p>Connecting With My Family: #3: The Healthy Living Circle (HLC)</p> <p>Dear Caregiver Page: Children: Make your own HLC</p> <p>Adolescents: Questions #1 & 2: Questions about the HLC</p>	<p>Opening: Centering/Group Agreements Homework follow-up Review</p> <p>Activities: Introduction & Focus Question #1: The Healthy Living Circle (HLC) #2: Healthy Living Mural</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Opening: Centering/Group Agreements Journal Question Get Acquainted Interviews Homework follow-up Review</p> <p>Activities: Focus Question and Responses #1: The Healthy Living Circle (HLC) #3: Values Exercise.</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>



SESSION 3: Nutrition

Main Concept: Healthy eating Is important.

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle #1: Let’s Eat Healthy Meals Game #2: Introduction to My Plate #3: Reading Nutrition Labels #4: Tips for Healthy Eating</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Family Meal: What can you eat this week that you really like & is healthy?</p> <p>Connecting With My Family: Review <i>The Kissing Hand</i> (available on-line The Hunt for Hidden Sugars</p> <p>Dear Caregiver Page: Children: Activity: Healthy Snacks & Treasure Hunt Adolescents: Q #2: How much sugar in a Coke? Use back side to calculate sugar in foods around the house.</p>	<p>Opening: Centering/Group Agreements Opening Activity: <i>The Kissing Hand</i> Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #2: My Plate & Healthy Meals Game #3: Tips for Healthy Eating</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #2: You Are What You Eat (with My Plate) #3: Healthy Meals Game #4: Tips for healthy eating</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>

SESSION 4: Communication

Main Concept: Use of “I” Messages and Active Listening.

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle #2: Skill of Using “I” Messages #3: Four Styles of Parent Communication #4: Skill of Active Listening</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Family Meal: Children’s Additional Activity #2 (page 160): “I” Message Cards</p> <p>Connecting With My Family: Guided Conversations Using “I” Messages</p> <p>Dear Caregiver Page: Children: Activity: Body Language Game Q #2: Practice “I” Messages Adolescents: Q #1: Which form of communication is most comfortable for you? Q #2: Practice “I” Messages</p>	<p>Opening: Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #2: Using “I” Messages #3: Listen Well! (Draw a picture privately; then tell others how to draw it)</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #1: Three Types of Communication (explain & discuss questions). #2: Skill of Using “I” Messages #3: Back to Back Drawings #4: Skill of Active Listening</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>



SESSION 5: Feelings and Defenses

Main Concept: All feelings are important.

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle #1: Getting to Know Feelings #2: Expressing My Feelings Safely #3-5 (Combined): Discovering Defenses</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Family Meal: Feelings Color Basket Game (Parents Group Additional Activity #2)</p> <p>Connecting With My Family: Our Family Agreements</p> <p>Dear Caregiver Page: <u>Children:</u> Activity: Make a Feelings Box. Use it to answer Q #3. <u>Adolescents:</u> Activity: <i>What If ...</i> Game Q #1: Why is it important to face difficult feelings?</p>	<p>Opening: Centering/Group Agreements Feelings Wheel Check-in Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question & Responses #1: List of Feelings Words #2: Clues from my body #3: Expressing my feelings safely.</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: Focus Question and Responses Introduction & Healthy Living Circle #1: Getting to Know My Feelings #2: Expressing My Feelings Safely #3&4: Defenses</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>

SESSION 6: Anger Management

Main Concept: Anger can be expressed safely.

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle #1: HALT Stress Management #2: Three Steps of Anger Management #3: Using Reducers #4: Role Play – The Fight #5: Helping Our Children with Their Anger</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Family Meal: Children share the Anger Management Stop Light. NOTE: <i>Teens learned same steps but without the Stop Light.</i></p> <p>Connecting With My Family: Family Acts of Kindness</p> <p>Dear Caregiver Page: <u>Children:</u> Q #1: Rules for expressing anger safely. <u>Adolescents:</u> Q #4: What are Steps of Anger Management? Q #5: Name 2 safe people in your life & what makes them safe.</p>	<p>Opening: Centering/Group Agreements Feelings Wheel Check-in Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #1: Anger Management Stop Light #3: Safe People #4: The Fight</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: Focus Question and Responses Introduction & Healthy Living Circle #1: HALT – Stress Management #2: Steps of Anger Management #3: Using Reducers</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>



SESSION 7: Facts About ATOD

Main Concept: ATOD affects our bodies, minds, emotions and relationships.

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle # 1: Alcohol, Tobacco and Other Drugs Yes/No Questions #2: Which Brain Do You Want? – (Show only the “Promo” section) # 3: Application to Parenting</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Family Meal: Choose a Family Act of Kindness for the week.</p> <p>Connecting With My Family: Creating ATOD Truthful Ads</p> <p>Dear Caregiver Page: Children: Question #1: What makes drugs, including tobacco, so dangerous? Adolescents: Activity: ATOD Ads Watch Q’s #1 & 2: Why are ATOD dangerous, especially for teens?</p>	<p>Opening: Centering/Group Agreements Feelings Wheel Check-in Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #2: Night Before the County Fair #3: How Alcohol Affects People (Focus on the amount of drinks in one hour)</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: Focus Question and Responses Introduction & Healthy Living Circle #1: ATOD Yes/No Questions (Choose those that are most appropriate for your group.) #2: Tolerance #3: Which Brain Do You Want DVD (Show only the “Promo” section)</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>

SESSION 8: Chemical Dependency is a Disease

Main Concept: Chemical Dependency Is A Disease.

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle #1: CD Stages Roleplay –(Assign roles ahead of time) #2: Brain Chemistry and Addiction #3: When You Talk To Your Children About ATOD Activity #4: CD Truth Statements</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Family Meal: Choose a new Family Act of Kindness for the week.</p> <p>Connecting With My Family: WOW Moments</p> <p>Dear Caregiver Page: Children: Discuss the meaning of the Truth Statements (listed on back side) Adolescents: Question #2: What are the warning signs of addiction (see Circle of Addiction on back side)?</p>	<p>Opening: Centering/Group Agreements Feelings Wheel Check-in Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #1: CD Is A Disease #2: Story PUP (use a puppet) #4: CD Truth Statements</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: #1 (from Pre-Adol) What is CD? #2 (Pre-Adol): Introduction to Stages of Addiction CHOOSE ONE: #3 (Pre-Adol) The Bicycle Ride OR #2:(Adol) Brain Chemistry (abbreviated) #5: CD Truth Statements</p> <p>Closing: Assign Homework Reflection & Serenity Saying</p>



SESSION 9: Chemical Dependency Affects the Whole Family

Main Concept: If one member of a family is CD the whole family is affected.

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle #1: CD Family Role-Play (<i>Assign roles ahead of time</i>) #2: Disease of CD – Demonstration #3: Recovering Parent – What can YOU do?</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Family Meal: WOW moments & Family Act of Kindness Question: What I like about my family.</p> <p>Connecting With My Family: Bubble Gum Family – parents tell it as a story and discuss questions.</p> <p>Dear Caregiver Page: <u>Children:</u> Activity: Practice Truth Statements Q #2: How can you take care of yourself (<i>last Truth Statement</i>)?</p> <p><u>Adolescents:</u> Q #2: How can you take care of yourself (<i>last Truth Statement</i>)?</p>	<p>Opening: Centering/Group Agreements Feelings Wheel Check-in Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #1: Things I Inherited #2: Story of PUP, Part III #3: CD Truth Statements</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: <i>Use the Pre-Adolescent Session plan for this session.</i> Focus Question and Responses Introduction & Healthy Living Circle #1: What did I inherit? #3: Family Sculpt (<i>students draw their family rather than use cups</i>) #4: CD Truth Statements</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>

SESSION 10: Goal Setting

Main Concept: Learning the steps of setting and achieving a goal.

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle # 1: Risk and Protective Factors # 2: Goal Setting # 3: ANT Warfare</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Family Meal: Share WOW moments Family Act of Kindness</p> <p>Connecting With My Family: Activity #2: Peanut butter and Jelly Sandwich Activity #3: Setting a Family Goal</p> <p>Dear Caregiver Page: <u>Children:</u> Activity: Healthy Choices Game Q #2: Healthy Choices Stop Light</p> <p><u>Adolescent:</u> Activity: Problem Solving Jar Questions #1& #3</p>	<p>Opening: Centering/Group Agreements Feelings Wheel Check-in Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #2: Setting My Goal #3: The Ant & Grasshopper (<i>Story is available on YouTube</i>)</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: Focus Question and Responses Introduction & Healthy Living Circle #1: Past, Present, Future #2: Goal Setting #3: ANT Warfare</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>



SESSION 11: Making Healthy Choices

Main Concept: How to make healthy choices

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle #1: Values Exercise #2: Making Healthy Choices #3: Practice Healthy Choices Activity #4: Asking for help</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Family Meal: Family Act of Kindness & Goal What If ... Exercise (Children's Session 11 Additional Activity #2)</p> <p>Connecting With My Family: Staying Safe Checklist</p> <p>Dear Caregiver Page: Children: Activity: Healthy Choices Game Q #2: Healthy Choices Stop Light Adolescent: Activity: Problem Solving Jar Q #1: A difficult decision you had to make. Q #3: Safe people you turn to.</p>	<p>Opening: Centering/Group Agreements Feelings Wheel Check-in Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #1: Problem Solving Stop Light #2 Safe People Sorting Game #4: Story: The Winter Coat (<i>If time</i>)</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: Focus Question and Responses Introduction & Healthy Living Circle #1: Values Exercise #2: Making Healthy Choices #3: Problem Solving Practice #4: Asking for Help</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>

SESSION 12: Healthy Boundaries

Main Concept: My body belongs to me and only me!

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle #2: Healthy and Unhealthy Boundaries #3: Saying No to Others #4: My Body Truth Statements</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Family Meal: WOW Moments, Family Act of Kindness & Family Goal</p> <p>Connecting With My Family: My Body Song with Peter Alsop (available on YouTube)</p> <p>Dear Caregiver Page: Children: Activity: Practice saying NO Safe People - Back page Adolescents: Activity: A Difficult Topic + Q #1: My Body Truth Statement Q #2: Be true to yourself"</p>	<p>Opening: Centering/Group Agreements Feelings Wheel Check-in Homework follow-up & Review</p> <p>Activities: Introduction & Focus Question #1: Comfortable/Uncomfortable Touch #2: Saying NO (<i>first part only</i>) #3: DVD – Yes, You Can Say NO! (<i>Available on YouTube</i>) <u>Alternative:</u> Additional Activity #3.</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: Focus Question and Responses Introduction & Healthy Living Circle #2 & 4: Comfortable/Uncomfortable Touch; My Body Truth Statement CHOOSE ONE: #3 (Pre-Adol): DVD Yes You Can Say No -available on You Tube #3 (Adol): Skill of Saying NO</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>



SESSION 13: Healthy Friendships and Relationships

Main Concept: Identification of friends and partners who are safe and trustworthy

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle #1: My Friendship/Partner Values #2: Healthy/Unhealthy Boundaries #3: Circle of Friends #4: Domestic Violence: Equality, Power and Control Wheel #5: Healing the Damage</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Family Meal: Children's <i>Dear Caregiver Page</i>: Q #1: What makes a friend safe? Q #2: Do you think any of your friends might be unsafe?</p> <p>Connecting With My Family: Family Tree</p> <p>Dear Caregiver Page: Children: Activity: Camera Game Adolescent: Activity: Healthy Family Recipes Q #4: What can you do if being bullied? (<i>Refer to back: Bullying Power & Control Wheel</i>)</p>	<p>Opening: Centering/Group Agreements Feelings Wheel Check-in Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #2 & 5: Safe and Trustworthy Friends and Friendship Acrostic #3: Making New Friends</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: Focus Question and Responses Introduction & Healthy Living Circle #1: My Friendship Values #2: Circle of Friends #3 & 4: Healthy and Unhealthy Friendships and Relationships</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>

SESSION 14: How We Learn

Main Concept: Recognizing individual learning styles

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle #1: What's it like to have a Learning Difference? #2: What is Learning Differently? #3: Understanding FASD #4: Supporting Our Children</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Family Meal: Share WOW Moments, Family Act of Kindness & Family Goal</p> <p>Connecting With My Family: Family Night Agenda</p> <p>Dear Caregiver Page: Children: Activity: Review the "What's My Learning Style" survey kids did in group. Adolescent: Q #3: What did you discover are your learning styles? Q #4: How can this help you learn better in school?</p>	<p>Opening: Centering/Group Agreements Feelings Wheel Check-in Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #2: What is Learning Differently? #4: Discovering My Learning Styles</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: Focus Question and Responses Introduction & Healthy Living Circle #1: Which Lady Do You See? #3: What is Learning Differently and ADHD? #4: Discovering My Learning Styles</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>



SESSION 15: Our Uniqueness

Main Concept: I am unique and special!

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: Introduction & Healthy Living Circle #1: Taking Care of Myself #2: Four Steps to Limit Setting #3: Following Through #4: Affirmations (<i>Adol Activity #5</i>)</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Family Meal: Make an Affirmation Jar from Children's <i>Dear Caregiver Page</i>:</p> <p>Connecting With My Family: Marshmallow Affirmations – from Adolescent Session 16: Activity #3</p> <p>Dear Caregiver Page: Children: Question #2: What things make YOU unique and special? Adolescent: Activity: Family Shields Q #2: What healthy skills you need to take care of yourself?</p>	<p>Opening: Centering/Group Agreements Feelings Wheel Check-in Homework follow-up & Review</p> <p>Activities: Introduction & Healthy Living Circle Focus Question and Responses #3: Taking Care of Myself Reminders #1: What is Uniqueness? #4: Affirmations</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: Focus Question and Responses Introduction & Healthy Living Circle #1: Values Exercise: The Lifeboat #3: Taking Care of Myself Reminders #5: Affirmations</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>

SESSION 16:

Main Concept: To celebrate how we've grown!

<u>Parent/Caregivers</u>	<u>Family Activities</u>	<u>Children</u>	<u>Adolescents</u>
<p>Opening: Centering & Focus Question Group Agreements Homework Follow-up Review & Child Affirmations</p> <p>Activities: #1: Notebooks & Evaluations #2: What Recovering Parents Can Do #3: Children Learn What They Live (<i>from end of Activity #2</i>)</p> <p>Closing: Assign Homework WOW Moments List Reflection & Serenity Saying</p>	<p>Family Meal: Continue using the Affirmation Jar Continue choosing a family Act of Kindness</p> <p>Connecting With My Family: Plan a Family Night using the <i>Family Night Agenda</i> from Session 14</p> <p>Dear Caregiver Page: Children: Q: What one thing did you learn in group that you remember the most? Adolescent: Question #2: Step for achieving a goal</p>	<p>Opening: Centering/Group Agreements Feelings Wheel Check-in Homework follow-up & Review</p> <p>Activities: #2: Evaluation: the 3 questions plus "What was your favorite activity?" Facilitator Affirmations (<i>given verbally: see Session 15 page 77 for examples</i>)</p> <p>Closing: Encourage children to continue Acts of Kindness, WOW Moments & personal goals Reflection & Serenity Saying</p>	<p>Opening: Journal Question Centering/Group Agreements Homework follow-up & Review</p> <p>Activities: #2 from Session 15: My Life #2: Evaluation – the 3 bulleted questions only #3: Affirmations from Group Leaders (<i>Give a verbal affirmation to each teen. See the beginning of Session 15, page 77 for ideas.</i>)</p> <p>Closing: Encourage teens to continue Acts of Kindness, WOW Moments & personal goals Reflection & Serenity Saying</p>