



MET

(Managing Emotions Together)

Facilitation Guide



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4th Edition

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Group Psychoeducation Classes Overview

The “MET (Managing Emotions Together)” group psychoeducation classes are designed for participants who reach a threshold score of active trauma-related symptoms on the PTSD PC-5 or other trauma screening tools.

The goal of the “MET (Managing Emotions Together)” classes is for participants with active trauma symptoms to implement helpful and healthy behavior change. The classes build upon the information participants received in the Trauma Informed Care Screening and Brief Education on Trauma which help them identify their symptoms and how trauma impacts their lives.

These psychoeducation classes are a strengths-based process that supports participants in achieving their stated goals. It is not psychotherapy, which typically focuses on processing past experiences. The “MET (Managing Emotions Together)” program is a series of classes, grounded in the “here and now.” These classes are optimally provided by staff with the knowledge, experience, and competencies necessary in working with participants experiencing trauma symptoms.

The program consists of five group classes:

- Class 1: Introductions and Goal Setting
- Class 2: Feeling Thermometer and Toolbox
- Class 3: Self-talk Tools
- Class 4: Body-Based and Social Resource Tools
- Class 5: Creating My MET Plan

Each class is structured to provide participants with the opportunity to:

- Learn new information that builds self-awareness
- Identify symptoms related to trauma
- Explore how symptoms can impact their health and goals
- Learn new skills to help manage their symptoms
- Learn how to use tools that support new skills

How to Use This Guide

This Facilitation Guide provides step-by-step instructions to conduct each class.

- Each class is divided into activities with suggested times.
- Each activity is broken up into steps, with the title of the step delineated in bold. Each step includes:
 - Sample scripts to be used as an example of what the facilitator might say for each step
 - Instructions for the facilitator written in ***BOLD AND ITALICIZED CAPITAL LETTERS***.
 - An icon of a piece of paper indicating that the Participant Workbook is being used for that step.

Participant Workbook

- The Participant Workbook titled “MET: Managing Emotions Together” accompanies each class.
- Each participant should receive a copy of this workbook.
- The specific materials used in the Participant Workbook are highlighted in the Facilitation Guide with page numbers and a book icon.

Key Considerations

- The program consists of five classes. Each class is designed to be about 60 minutes.
- Group psychoeducation is not therapy, so it is important for facilitators to keep the work focused on the “here and now.”
- The order of the class content follows evidence-based best practices. It is important to deliver these classes in the steps as designed. Please resist any temptation to skip ahead to future sections.
- The facilitator notes are not offered as scripts to be memorized, but as guidelines for highlighting key points and providing examples of language to facilitate each step.

Group Psychoeducation

Class 1: Introductions and Goal Setting

Class 1: Introduction and Goal Setting

Goals and Description

Goals

By the end of the class, participants will be able to:

- Deepen their understanding of key elements from the Brief Education on Trauma
- Identify what is important to them and strategies to reach their goals
- Describe the impact of trauma and related emotional and physical dysregulation and reactivity
- Demonstrate the deep belly breathing regulation tool

Description

The first MET class, Introductions and Goal Setting, is designed to create a safe environment that allows participants to learn about and understand trauma-related reactions and behaviors as they take the first step towards acquiring new emotional and physical regulation skills. The facilitators start by establishing rapport and creating a sense of safety with participants and then build on the PTSD PC-5 Trauma Screening and the Brief Education on Trauma to increase participants' awareness of their trauma-related symptoms. The participants then identify areas of life that are important to them, and goals related to those areas. The class ends with a relaxation and grounding tool to help with participants' emotional and physical regulation.

Class 1: Introductions and Goal Setting Agenda At-a-Glance

Activities	Total Time: 60 minutes
Activity 1: Welcome and Describe Purpose of Class	5 mins
Activity 2: Establish Class Norms	5 mins
Activity 3: Generate Individual Goals and Share with Class	15 mins
Activity 4: Review Trauma Basics	10 mins
Activity 5: Describe the Impact of Trauma	15 mins
Activity 6: Lead Deep Belly Breathing Exercise	5 mins
Activity 7: Assign After-Class Practice	5 mins

Activity 1: Welcome and Describe Purpose of Class

Time Required: 5 Minutes

Materials Needed: Participant Workbook Page 5

Step 1: Greet and Introduce Yourself

- Welcome to your first MET class. MET stands for Managing Emotions Together, and this class is all about being in charge of yourself by building on your knowledge and skills. In this class, we are going to look at increasing our understanding of how past traumas can impact a person in the present and learn tools that we can use to support ourselves in reaching our goals and the things that are important to us.

→ **DO FACILITATOR INTRODUCTIONS.**

- The two of us work here at ____ agency and, we will be here each time to lead the class.
- My name is ____ and I work as a ____ here.

→ **INVITE YOUR CO-TRAINER TO INTRODUCE THEMSELVES.**

- And my name is ____ and I work as a ____ here.

→ **INVITE EVERYONE TO SAY THEIR NAME IN A CREATIVE WAY.**

- For example: name and one color they like, name and favorite food, or name and song they like.

Step 2: Describe the 5 Classes

 Page 5, “Overview of MET Classes” sheet in Participant Workbook

→ **REFER TO OVERVIEW OF MET CLASSES SHEET IN PARTICIPANT WORKBOOK (P.5)**

- We will have five classes total. On page 5 in your workbooks you will see some info on what these MET classes are all about, and what we will do in each class. Let’s take a quick look. Each class is geared towards providing us with opportunities to learn about the impact of trauma and what we can do about it.
 - Class 1: Introductions and Goal Setting -- we will start to know each other, review trauma, and each of us will set our goals. We will end with learning a new calming skill.


- Class 2: Feelings Thermometer and Toolbox -- We will look at how different situations can affect the intensity levels of our stress and feelings.
- Class 3: Self-talk Tools -- We will learn how to recognize our self-talk, or the thoughts we say to ourselves, and will learn how to increase our helpful self-talk to keep us moving toward our goals.
- Class 4: Body-Based and Social Resource Tools -- We will learn about body-based coping skills, which are quick, easy tools to relax and focus our bodies and minds. We will also explore which people and places support us in sticking to our goals,
- Class 5: Creating My MET Plan-- We will put together everything from the classes into a Managing Emotions plan, so we have all the skills and tools we like together in one place.

Activity 2: Establish Class Norms

Time Required: 5 minutes

Materials Needed: Participant Workbook Page 6

Step 1: Review Class Guidelines

 Page 6, “Class Guidelines” sheet in the Participant Workbook

- Our priority is to make these classes a safe place for everyone. Our job as facilitators is to help create a sense of safety and respect, and so we would like for all of us to come up with a list of a few class guidelines that we think will help us to do that.

→ **REFER TO CLASS GUIDELINES SHEET IN THE PARTICIPANT WORKBOOK (P.6).**

- *Discuss the following with the class, highlighting why they are important.*

- Respect Each Other.
- So, what does that mean to you? Give me 2 or 3 ideas of what you would include as part of respect.

→ **ACKNOWLEDGE ANSWERS AND ADD THE FOLLOWING IDEAS IF IT IS NOT MENTIONED:**

- Respect everyone’s opinion. Everyone here is committed to identifying their strengths and learning new strategies and skills to reduce the impact of trauma. Even if we don’t agree with someone, we want to respect everyone’s right to express their opinion.
- Even if we don’t agree with someone, we want to respect everyone’s right to express their opinion.
- Wait your turn to speak.
- Stay focused on the class. (For example, pay attention and put your cell phone on silent.)
- Respect also means everyone has the right to pass. We will never force you to talk about something that you aren’t comfortable with.

- What Happens in Class, Stays in Class.
 - What do you think that means?

→ **ACCEPT 1-2 ANSWERS AND ADD THE FOLLOWING IDEAS IF IT IS NOT MENTIONED:**

- Any personal information that is shared should be kept confidential. We want everyone to feel comfortable asking questions and talking about their experiences using the skills.
 - There are two exceptions to this. First, if we are concerned about anyone's safety, we will check in with that person individually. If we believe that a person is at risk for hurting themselves or someone else, we will break confidentiality to protect them or the other person. Second, if you reveal that a vulnerable person, such as a child or elderly person, is currently being abused or neglected, then we will also break confidentiality to protect that person.
 - Avoid "Trauma Stories."
 - This class is intended to build and practice skills. Sometimes it may be tempting to share stories. For some people, hearing or talking about the details of stories of the past can be difficult, overwhelming, or unsettling to say or hear.
 - That's why in this class, we want to help people stay in the present and focus on learning skills
 - If you start to go into too much detail, we will help to support you by asking you to stop and help re-direct you to whatever skill or tool we're discussing. That is not because we don't care, but because we are protecting both you and the class. Sometimes, you might want to talk more about your personal experiences of trauma, and that is okay. That can even be a good thing. Please let us know after class and we can discuss options for you to do that.
 - Focus on Skills.
 - This is a class, which is different than a support group. So, when we come together, we encourage everyone to try their best to focus on talking about how we might use the tools or skills we are discussing, and how they have or have not worked for us, rather than discussing our week in detail.
 - Try Your Best!
 - Let's share a couple of examples of what try your best might look like in this class.
- **ACKNOWLEDGE ANSWERS AND ADD THE FOLLOWING IDEAS IF IT IS NOT MENTIONED:**
- Try to stay in the room for the whole class. If you become distressed, that can be a good time to practice the skills you're learning. If you become extremely distressed, you always have the right to tell one of us and take a break to go take care of yourself.
 - We will only be meeting 5 times total — only 4 more times after today. Please do your best to come to every class, and please do your best to be on time. The more you're on

time, the more you and everyone else will get out of the class. Even if you're not feeling like it, please try to come.

- Also, please try the tools and skills. Sometimes they might seem simple, but they can make a huge difference in helping to deal with distress and working toward your goals. The more you practice the tools and skills between each class, the more you will get out of it. We may call on you to share, and you can always pass if you would rather not talk.

→ **ASK THE CLASS IF THERE ARE ANY OTHER CLASS NORMS THEY WOULD LIKE TO ADD.**

Facilitator's Note: Present these guidelines in a warm, validating way. We want people to feel heard and protected.

Activity 3: Generate Individual Goals and Share with Class


Time Required: 15 minutes

Materials Needed: Participant Workbook Pages 7 – 8

Step 1: Introduce Goal Generation Activity

- We would like to begin our class by thinking about what you would like to learn from this experience and specific ways you might be hoping to improve some things in your life.
- Let's start with identifying what is important to you.

Step 2: Identify Individual Priorities

 Page 7, "What's Important to Me?" sheet in the Participant Workbook

→ **REFER TO WHAT'S IMPORTANT TO ME? SHEET IN PARTICIPANT WORKBOOK (P.7)**


- On this page, there are things that people may find important in their lives. I am going to read them out loud and as I do, I want you to circle all the ones that are important to you.

→ **READ ALL THE CIRCLES OUT LOUD.**

- Now, pick the top 3 things or topics that are most important, and put a star next to those. You can also add your own in the blank circles. One of the things we recommend is that you put health as an area of importance if that is important to you.

→ **ASK FOR A COUPLE OF VOLUNTEERS (2 TO 3) TO SHARE ONE THING THEY SAID WAS IMPORTANT TO THEM.**

Step 3: Identify Individual Goals

 Page 8, "Me and My Goals" sheet in the Participant Workbook

→ **REFER TO ME AND MY GOALS SHEET IN PARTICIPANT WORKBOOK (P.8).**

- Now, let's look at the next sheet. The main objective of the MET classes is to help you work toward the things that are important to you, your goals, and to create overall wellbeing.

- We will be learning skills for how to start doing that. So, we invite you to think about those things you identified as important to you.
- Write down on the lines provided in the first box 3 things that are important to you.
- Keeping them in mind, identify two or three goals. Think of how things are now in those areas and how you would want them to be. Based on how you want things to be, make a goal. You can have one goal for each topic, or all three goals can be related to the same topic, etc.

→ **CO-FACILITATOR SHARES AN EXAMPLE.**

- For example, let's say that:
 - I tell you my health is important to me, and I want to create a goal around that.
 - When I think about how things are right now in terms of my health, I realize I try to take my medication every day. But I miss a lot of my doctor's appointments.
 - When I think about how I would want things to be, I realize I would like to be better about going to my doctor appointments. So, when it comes to my health, my goal is to make sure I go to all my doctor's appointments.

→ **ALLOW THE PARTICIPANTS TO WRITE DOWN 1 TO 2 STATEMENTS ABOUT HOW THINGS ARE NOW (THEIR CURRENT REALITY) AND HOW THEY WOULD LIKE THEM TO BE (THEIR GOALS).**

- *If necessary, facilitators can support participants in writing goals down.*

Step 4: Share Individual Goals

→ **INVITE PARTICIPANTS TO SHARE ONE EXAMPLE OF THEIR REALITY AND RELATED GOAL.**

- Now, let's go around and share one goal you wrote on your sheet. You can also say pass.
- So, let me ask (**SAY CO-FACILITATOR'S NAME**), what is one of your goals?

→ **CO-FACILITATOR GIVES AN EXAMPLE OF ONE THEIR GOALS.**

- *The co-facilitator should model just saying one goal. They should avoid explaining why or what is currently happening.*

→ **GO AROUND THE ROOM AND INVITE EACH PERSON TO SHARE ONE OF THEIR GOALS. (IT IS FINE IF A PERSON SAYS PASS.)**

→ **GIVE POSITIVE REINFORCEMENT TO THE CLASS SHARING ANY INFORMATION AND ENCOURAGE A WARM AND INVITING ENVIRONMENT.**

- These classes are designed to support you in working towards your goals. When a person has experienced trauma, past or present, the effect can impact their ability to work towards their goals. In these classes, we will learn skills and strategies that will help support our ability to work towards our goals.

Activity 4: Review Trauma Basics


Time Required: 10 minutes

Materials Needed: Participant Workbook Page 9

Step 1: Introduce the Discussion about Trauma

- Now it is time for us to move onto the next topic for today's class, which is to deepen our understanding of trauma. You have been given an overview of trauma and we'd like to expand on that.
- Trauma can create challenges in someone's life, even if it happened a long time ago. For example, it can affect a person's ability to:
 - Control their reactions in stressful situations
 - Trust others and develop relationship
 - Hold a job
 - Take care of their health
 - And may even make them feel like they are "weird" or "crazy"
- Learning about trauma can help a person:
 - Connect the dots between what happened to them in the past and the way they think, feel, react, and behave in the present
 - Gain more control over their thoughts, feelings, reactions, and behaviors to give them more options for how they respond to their life
 - Better understand their reactions to stress and stressful situations
 - Develop a more positive self-perception
 - And handle relationships better

Step 2: Define Trauma

 Page 9, "Quick Review of Trauma" sheet in the Participant Workbook

→ **GO TO THE BOARD AND WRITE, "WHAT IS TRAUMA?" ON THE TOP.**

- **ASK:** How might you explain the concept of trauma?

→ **EXPLAIN:**

- Trauma refers to both:
 - A life-threatening or deeply disturbing situation, event, or experience that overwhelms a person’s capacity to cope and,
 - The lasting, adverse effects (physiological, social, psychological, or spiritual) that continue to impact an individual, even after the threatening situation is over.

Step 3: Use the Hand Model of the Brain¹

 Page 9, “Quick Review of Trauma” sheet in Participant Workbook

→ **REFER TO QUICK REVIEW OF TRAUMA SHEET IN PARTICIPANT WORKBOOK (P.9)**

- When a traumatic incident happens, we have an automatic PHYSICAL reaction.
- Imagine this is our brain (**MAKE A FIST WITH YOUR THUMB TUCKED INSIDE YOUR OTHER FOUR FINGERS.**)
 - Different parts of our brain are in charge of different functions.
 - The thumb represents our emotional brain. It is responsible for feelings and memories.
 - The four fingers represent the thinking part of the brain. This part of the brain THINKS about our emotional reactions, analyzes what is happening, and helps us DECIDE how we want to respond.
 - Usually, these parts of the brain work together to help us understand what is happening around us, make decisions, and get through the day
 - The more our thinking brain flips, the more sensitive we become to stress and signals of danger.

Step 4: Explain Fight, Flight, Freeze Response

 Refer to p. 9 “Quick Review of Trauma” sheet in the Participant Workbook

- But what happens when there is a threat or danger?
- Let’s say someone was walking through woods and as they walk under a tree, a huge snake that looks poisonous falls on their head. The thinking lid goes up, the emotional brain takes over, and we react in a way that is often called “fight, flight, or freeze.”

¹ Adapted from: Daniel J. Siegel, M.D.: *Mindsight: The New Science of Personal Transformation*. (2010).

→ **ASK THE CLASS:**

- If a huge poisonous snake fell on our head, what fight reaction might we have? (**LOOK FOR RESPONSES LIKE, “TAKE A ROCK AND HIT THE SNAKE.”**)
- If a huge poisonous snake fell on our head, what flight reaction might we have? (**LOOK FOR RESPONSES LIKE, “RUN AWAY.”**)
- If a huge poisonous snake fell on our head, what freeze reaction might we have? (**LOOK FOR RESPONSES LIKE, “DON’T MOVE A MUSCLE, BARELY BREATHE, DON’T MAKE ANY NOISE, AND WAIT FOR THE SNAKE TO GO AWAY.”**)
- These are all NORMAL, SURVIVAL responses that happen to save our lives – AUTOMATICALLY our brain tells us, “You are in danger;” our heartbeat speeds up, we breathe faster, and our entire body becomes tense and ready to act. All these physiological responses instantly kick in to help us cope effectively with a threatening event.
- Now, let’s talk about long lasting impacts.

Activity 5: Describe the Impact of Trauma

Time Required: 15 minutes

Materials Needed: Participant Workbook Pages 10 – 12

Step 1: Explain the Concept of Sensitivity to Stress

- When someone has lived through significant adverse events or life-threatening circumstances, their brain becomes very sensitive to feelings of stress, threat, and disrespect.
- This means that a person can have a heightened sensitivity to everyday types of stressors. These stressors can include a range of things like:
 - Having to wait in a long, slow line
 - Someone cuts in front of them in line
 - Their doctor is running 15 minutes behind schedule for their appointment
 - The internet goes down in the middle of a show they're watching
 - A spouse or partner doesn't text or call to let them know that they're going to be late
- While other people may find situations like these mildly inconvenient or frustrating, the brain of someone who has experienced trauma may interpret these same situations as completely overwhelming. They may find themselves becoming very reactive and getting so upset to the point where they "explode" or go completely the other way and shut down.
- When this happens a person may feel like they can't do anything about it because the whole thing seems so out of their control or they may think "this is just who I am," or "this is just what I do" when that is not the case. This can lead to negative thoughts and feelings about themselves and others.
- There are things a person can do to change the effect that trauma has on their life including noticing what may be their own stressors and learning techniques and skills to manage their reactions, especially during stressful situations. That's what we will be doing in this class. The first step is what you are doing right now – educating yourself about trauma and how stressors work.

Step 2: Introduce Concept of Trauma Reminders

 Page 10, "What are Trauma Reminders?" sheet in the Participant Workbook

→ **REFER TO WHAT ARE TRAUMA REMINDERS? SHEET IN THE PARTICIPANT WORKBOOK (P.10)**

- A person can also experience trauma reminders.
- So, for example, imagine months later that same person is still having nightmares about what happened. Then one day a year later, they are walking through a park, and they see a rope coiled up in the grass and they jump back and get ready to run.
- **Ask:** So, what do you think is happening at that moment? Why might this person react this way?
- That person knows the difference between a snake and a rope. But, at that moment, their brain reacted like they were in danger. The rope is a trauma reminder.
- A trauma reminder is something that, subconsciously, reminds us of a traumatic event and causes us to have a fight, flight, or freeze response even when we are not in danger.
- Trauma reminders can be things that are easy to relate to the original event (like being in the woods or trees) but they can also be something less obvious (like a rope, the wind, or the smell of grass).

Step 3: Expand on the Concept of Trauma Reminders

📄 Page 11 “What Happens to Us When We Experience a Trauma Reminder?” sheet in the Participant Workbook

→ **REFER TO WHAT HAPPENS TO US WHEN WE EXPERIENCE A TRAUMA REMINDER? SHEET IN THE PARTICIPANT WORKBOOK (P.11) AND EXPLAIN THE FOLLOWING ABOUT TRAUMA REMINDERS:**

- So, when we experience a trauma reminder, our body has the same fight, flight, and freeze survival response as we experience during an actual life-threatening event.
- Let’s look at some examples of what that might look like.

→ **PROVIDE 2 OF THE FOLLOWING “FIGHT” RESPONSES EXAMPLES:**

- Hands in fists, desire to punch
- Flexed/tight jaw, grinding teeth, snarl
- Fight in eyes, glaring, fight in voice
- Desire to stomp, kick, smash with legs, *feet*
- Feelings of anger/irritation
- Urges to hurt ourselves or someone else
- Knotted stomach/nausea, burning stomach

- Verbal aggression

→ **PROVIDE 2 OF THE FOLLOWING “FLIGHT” RESPONSES EXAMPLES:**

- Restless legs, feet/numbness in legs
- Anxiety/shallow breathing
- Big, darting eyes
- Leg/foot movement
- Missing appointments
- Feeling fidgety, restless, trapped, tense, or isolated
- Urge to run (literally or figuratively)
- Excessive exercise
- Disconnecting

→ **PROVIDE 2 OF THE FOLLOWING “FREEZE” RESPONSES EXAMPLES:**

- Feeling cold/frozen, numb, *pale skin*
- Feeling stuck in some part of the body
- Sense of stiffness, heaviness
- Hold breath/restricted breathing
- Sense of dread, heart pounding
- Change in heart rate
- Focus on the threat (“deer in headlights”)


- Given these examples, most of us have either experienced or seen fight, flight, or freeze in action. When we know what it looks like, it helps us become more aware of when these fight, flight, and freeze responses may be occurring.
- It is also important to understand that the level of intensity of our response can really vary. It can range from something like thinking, “Oh, that reminds me of my trauma,” to feeling high levels of emotion without knowing why, to having a flashback where you feel like you are right there re-experiencing the traumatic event.
- One of the aims of this class is to help us understand how trauma reminders may impact us and learn skills to help us manage our reactions. We will be teaching lots of skills and tools we can use to stay calm and manage the emotions and distress we may feel when we are experiencing sensitivity to stress and trauma reminders.

Step 4: Introduce Concept of Trauma Symptoms

 Page 12, “Common Symptoms Following Trauma” sheet in the Participant Workbook

- The impact of trauma can vary. A person might be very jumpy, or they might be tired a lot of the time. What do you think other symptoms might be?
- It makes sense that, when a person survives very challenging or life-threatening experiences, they develop ways to try to cope with what happened and to protect themselves. The things people do to try to cope can, over time, turn into feelings, thoughts, or behaviors that may get in the way of goals or things that are important to them.
 - For example, if someone I trusted really hurt me, I might not feel comfortable getting close to people and not allow myself to have close friends. Or if walking into the medical facility brings up reminders of a trauma, I might avoid going to the clinic and not get the medical care that I need.
- In this class, we are going to go over those symptoms and as the classes continue, learn skills and tools that can help us manage our feelings, thoughts, and behaviors so we can be more in line with what is important to us and increase our overall wellbeing.

Step 5: Review Symptom Groups

 Page 12, “Common Symptoms Following Trauma” sheet in the Participant Workbook

→ ***REFER TO COMMON SYMPTOMS FOLLOWING TRAUMA SHEET IN THE PARTICIPANT WORKBOOK (P. 12).***

- Generally, there are four different groups of symptoms related to trauma. These symptoms are ways that on some level, often unconscious, people try to cope and feel safe.

→ ***PROVIDE 2 TO 3 EXAMPLES OF EACH SET OF SYMPTOMS.***

- *As you go through this list of symptoms, continue to emphasize how the symptoms are things people may unconsciously do to try to cope and/or keep themselves feeling safe.*
 - Symptom Group 1: Persistent, distressing thoughts or feelings about the trauma, that may come on suddenly. For example:
 - Images, memories, flashbacks, sensations in the body
 - Frequent nightmares
 - Symptom Group 2: Avoidance. For example:
 - Avoiding talking about memories, thoughts, or feelings related to the trauma

- Avoiding external reminders of the trauma (for example, people, places, activities, objects, or situations)
- Symptom Group 3: Changes in how we think and feel. For example:
 - A lot of negative thoughts about ourselves and others
 - Frequent feelings of fear, anger, guilt, or shame
 - Loss of interest in activities that we used to enjoy
 - Feeling distant or cut off from other people or our emotions
- Symptom Group 4: Being “on alert” for danger all the time. For example:
 - Feeling jumpy or being easily startled
 - Having difficulty concentrating
 - Trouble falling or staying asleep
- These are all normal responses for how a person might react to trauma. These reactions may have even originally helped us survive or feel safe. But over time, are no longer helpful, and can turn into “symptoms” that get in the way of achieving our goals.
- People try to do all sorts of things to manage these symptoms. Some strategies are helpful, and some less helpful or even hurtful. In this class, we will focus on helpful skills and tools to help you manage emotions and symptoms so you can move toward your goals.

Activity 6: Lead Deep Belly Breathing Exercise

Time Required: 5 minutes

Materials Needed: Participant Workbook Page 13

Step 1: Facilitate Deep Belly Breathing Exercise

📄 Page 13, “Deep Belly Breathing” sheet in the Participant Workbook

- One of the ways we help our brain be less reactive or sensitive is to engage in activities that help calm our nervous system.
- We are going to end our class today by learning a tool called deep belly breathing. This is one way to manage distress and feel calmer.
- If you happen to feel dizzy, that’s normal; Sometimes that happens if someone is not used to breathing this way. If that happens, just stop doing the deep belly breathing, and when you’re ready, you can go back to it.

→ **FIRST, SHOW EVERYONE HOW TO DO IT.**

- *Have one facilitator read the instructions, while the other demonstrates how to do it by putting one hand on your stomach and one hand on your chest., etc.*
 - Keep your eyes open with a soft focus or look down towards the floor.
 - Place both hands on your lower belly.
 - Feel your belly expand into your hands as you inhale slowly.
 - Feel your belly relax as you breath out.

→ **THEN, ASK EVERYONE TO DO IT WITH YOU FOR TWO MINUTES.**

- *People can keep their eyes open or look down at the floor, whatever they prefer.*

→ **PROCESS:**

- What was it like to do this?
- How might you use this?

→ **LET PARTICIPANTS KNOW THEY HAVE THE INSTRUCTIONS IN THEIR WORKBOOK AND CAN TRY IT ON THEIR OWN.**

Facilitator's Note: Doing this deep belly breathing exercise can be challenging for some people, or they might be too shy to try it in class. That is okay. Encourage everyone to practice it daily if they can.

Activity 7: Assign After-Class Practice

Time Required: 5 minutes

Materials Needed: None

Step 1: Explain After-Class Practice

- **ASK EVERYONE TO PRACTICE THE DEEP BELLY BREATHING ONCE OR TWICE A DAY, FOR 5 MINUTES AT A TIME.**
- **THEY CAN SET THE TIMER ON THEIR PHONE.**
- It is good to regularly practice this when you are calm, and then later, you can use it as a coping technique when you are feeling anxious or stressed.

Group Psychoeducation Class 2: Feeling Thermometer and Toolbox

Class 2: Feeling Thermometer and Toolbox Goals and Description

Goals

By the end of this class, participants will be able to:

- Strengthen their understanding of their trauma reminders, sensitivity to stress and emotional dysregulation through awareness of their physical and cognitive reactivity
- Understand how thoughts impact feelings and behavior
- Increase knowledge of tools to use for emotional regulation

Description

The second MET class Feeling Thermometer and Toolbox is designed to empower participants with tools to manage their reactivity to stressors. In this class, participants start by reviewing their after-class practice. They learn how to apply strategies to “keep cool” using the Feeling Thermometer (FT) while experiencing emotional dysregulation and reactivity. Then, they identify coping strategies, skills, and tools they currently use. After, participants apply their knowledge to the case study of Alex. The class ends with an assignment of an after-class practice, My Daily Feeling Thermometer.

Class 2: Feeling Thermometer and Toolbox At-a-Glance

Activities	Total Time: 60 minutes
Activity 1: Welcome and Review	10 mins
Activity 2: Introduce Feeling Thermometer (FT)	15 mins
Activity 3: Introduce Tools and Skills	15 mins
Activity 4: Practice FT Case Study: Alex	15 mins
Activity 5: Assign After-Class Practice	5 mins

Activity 1: Welcome and Review

Time Required: 10 minutes

Materials Needed: Participant Workbook Pages 6 and 13

Step 1: Welcome and Engage


→ **WELCOME AND ENGAGE PARTICIPANTS AND THANK THEM FOR COMING BACK.**

- Welcome back to MET (Managing Emotions Together) class.
- This class provides people with knowledge and skills that help them manage their emotional reactions and lives.
- We look to increase our understanding of how past traumas can impact a person in the present and learn tools and skills that you can use to support you in your goals and the things that are important to you.
- My name is ____ and I'm leading this class with ____.

→ **INVITE EVERYONE TO SAY THEIR NAME IN A CREATIVE WAY.**

- *For example: name and one color they like, name and favorite food, or name and song or movie that they like.*


Step 2: Review Class Norms

 Page 6, "Class Guidelines" sheet in the Participant Workbook

→ **REFER AND BRIEFLY REVIEW CLASS GUIDELINES (PARTICIPANT WORKBOOK P.6) FOR EXAMPLE:**

- *You might ask participants to pick their favorite guideline, or which one stands out to them.*
- *Read (or review) only the guideline statement without explaining what it means.*

Step 3: Review Participants' Experience of the After-Class Practice

 Page 13, "Deep Belly Breathing" sheet in the Participant Workbook

→ **ASK PARTICIPANTS ABOUT THEIR EXPERIENCE PRACTICING *DEEP BELLY BREATHING*.**

- What was it like when you did it? How did you feel after you did it?
- How might this type of activity be helpful?

Facilitator's Note: Allow people to give general comments on their after-class practice activity, or some specific examples of when and how they used deep belly breathing, but don't allow people to go into a lot of detail or discuss any traumatic material. If someone says they did not do it, remind them they will have the opportunity to practice whenever they want.

Step 4: Present the Topic for the Class

- Last class we talked about how, because of events that have happened in the past, we may find ourselves reacting to things in ways that do not support our goals.
- Today we will focus on improving our self-awareness, getting to know ourselves better, and learning a tool that can be helpful for understanding and managing our reactions.

Activity 2: Introduce Feeling Thermometer (FT)

Time Required: 15 minutes

Materials Needed: Participant Workbook Pages 15 – 16

Step 1: Explain the Feeling Thermometer (FT)

📄 Page 15, “Feeling Thermometer” sheet in the Participant Workbook

- We want to explore a tool that is related to our feelings.

→ **REFER TO THE FEELING THERMOMETER WORKSHEET ON PAGE 15 OF THE PARTICIPANT WORKBOOK.**

- It’s called a “Feeling Thermometer” (“FT” for short). The thermometer ranges from 0-100.
 - Zero is at the bottom of the thermometer and it is when you are fully relaxed or at peace.
 - Being at 100 is all the way at the top and it’s the most intense you can possibly get when you are full of whatever emotion you are experiencing.

→ **PROVIDE THE FOLLOWING EXAMPLES:**

- If I’m listening to calm music, I might be at a 10.
- If I’m going for a walk, I might be at a 30.
- If I miss the bus, I might be at a 45.
- If I’m arguing with my sibling, I might be at a 70.
- If I am being screamed at and believe I am in danger, I might be at a 90.
- With the FT there is no right or wrong answer. Typically, we are at different numbers throughout the day.
- One thing people often notice is that at higher levels on the FT, they are reacting more than choosing how to behave.

Step 2: Explain the Connection between the Feeling Thermometer and Ability to Think

- When our FT is high, for example, if we’re really stressed out or if we’ve experienced trauma reminders, we’re usually just reacting to what is happening.

- We're not thinking about what we are going to do, we're not thinking about our goals or what is important to us.
- When we are at an 80, 90, or 100, our emotions usually take over and we are just reacting rather than making a choice about how we want to respond or act.
- So, we want to be able to notice when the FT is going up and do something to keep it lower so that our FT is at a level where we can choose how to manage the situation in a way that is best for us.
- It is usually much easier to deal with a stressful situation when our FT is at a 60 than it is when our FT is at a 100.

Step 3: Explore How to Recognize FT Level by Noticing Physical Sensations

 Page 16, "My FT and Physical Cues" sheet in the Participant Workbook

- So, how do we know where we are on our FT?
- One way is to notice what kind of things we might do when our FT is rising. Some people may become very quiet, others may start talking fast or loudly. Our goal is to recognize the signals our bodies give us that tell us our FT is rising,
- Another thing to notice is the physical sensations or reaction we are having. As our thermometer goes up or down, we often experience changes in our body. For example, our heartbeat or breathing might go slower or faster.

→ ***REFER TO PAGE 16, MY FT AND PHYSICAL CUES.***

- If I was listening to calm music and my FT is at a 10. What are some of the physical sensations I might notice?
- What do you think is happening with:
 - My heartbeat?
 - My breathing?
 - How might my muscles feel?
 - What other body sensations might I have?
- What about if something happens, like I'm late for an important appointment, and I go up to a 65, what physical changes might I notice? What do you think is happening with:
 - My heartbeat?
 - What about my breathing or tension in my muscles?

- What other body sensations might I have?
 - And what if someone comes in and yells at me in public and I go up to 90, what physical sensations might I experience?
 - What do you think is happening with my heartbeat?
 - How about my breathing?
 - What other body sensations might I have? (Some people get nauseous, tightness in the stomach, or sweaty hands.)
 - Notice that our body sensations change as our feeling thermometer goes up. The physical reactions we experience in our body are clues that let us know when our feeling thermometer is rising.
 - **ASK:** How might it be helpful to know the physical cues that your FT is going up?
- **ALLOW PARTICIPANT A MOMENT TO RESPOND AND THEN PROVIDE THE FOLLOWING TALKING POINTS:**
- Because past trauma can cause the brain to be more sensitive, we may experience a quick rise in our FT without even realizing what is happening.
 - Knowing the physical cues can help you recognize when your FT starts to rise, which can be helpful in managing emotions and reactions.
 - And, after you notice your Feeling Thermometer is rising, you can use different strategies or tools to bring your Feeling Thermometer down.
 - Noticing your physical cues can also help you become aware of what type of situations or stressors are more likely to make your FT rise. In other words, it can help you identify the stressors that tend to cause strong reactions in you. For example, I might notice that I'm okay with waiting in lines but that my FT gets high every time I am in a crowded area. With that knowledge, I can make a plan to help me keep my FT low and manage my reactions during those moments.

Facilitator's Note: Participants may struggle with how to answer the question about "physical sensations or body reactions." As the facilitator leads this activity, the co-facilitator can support participants' understanding by providing some examples.

Step 4: Conduct FT Practice and Breathing Exercise

- Now, we are going to do an exercise together.

- This type of exercise may feel unfamiliar at first. If at any moment you are not comfortable doing this, please feel free to stop.
 - First, everyone check in with yourself; just notice what's going on in your body.
 - Rate your own FT now on a scale of 0 to 100. Please write down that number in a place only you can see.
 - Now, let's try the *Feeling my Feet on the Floor* exercise together.
- **FOR THIS ACTIVITY, ASK PARTICIPANTS TO PLEASE KEEP THEIR EYES OPEN WITH A SOFT GAZE OR LOOK DOWN AT THE FLOOR.**
- Ask everyone to sit comfortably in their chair with feet flat on the floor, with their spine straight, and without tension.
- **LEAD THE CLASS THROUGH THE "FEELING YOUR FEET ON THE FLOOR." STATE OUT LOUD:**
- Keep your eyes open with a soft focus on a spot a few feet in front of you and breathe in a comfortable way.
 - Sitting or standing, place all your awareness on the bottoms of your feet. Notice any sensations.
 - Then, notice the tops and sides of your feet too. Take your time.
 - Imagine there are roots growing out from your feet and into the earth. The earth supports you. Kindly let yourself know I am fine just as I am.

Facilitator's Note: Subtly watch how the participants do the activity so you can provide some support and constructive feedback later. Often, people try to sit up super straight. Give positive reinforcement for their efforts and encourage continued practice. If someone chooses not to do it or seems to have trouble with doing it, honor that individual's right not to do the activity and, when possible, continue to do the exercise with the other participants.

Step 5: Debrief FT Practice and Breathing Exercise

- And now again, everyone check in with yourself. Notice what's going on in your body.
- Rate your own FT now on a scale of 0 to 100. Please write down that number in a place that only you can see.
- Notice if the number changed. Did it go up, down, or stay the same?
- Notice if you had any thoughts or urges.

→ **ASK THE CLASS IF ANYONE WOULD LIKE TO SHARE THEIR EXPERIENCE.**

- Our goal in this class is to identify tools and skills that will help you bring your FT down. The “feeling your feet on the floor” exercise is just one skill, but we’ll be learning many more.

Facilitator’s Note: Accept all answers and affirm those who choose to participate and share their experiences. If a participant reports their number did not change or it got higher, explain that in the beginning it is normal for it to feel awkward or uncomfortable to try these skills, and that this is just one of the many skills they will learn in the class. Let them know we will be learning many more skills to help them manage their FT. The idea is that they try different things to see what works for them.

Activity 3: Introduce Tools and Skills

Time Required: 15 minutes

Materials Needed: Participant Workbook Pages 17 – 18


Step 1: Introduce the Activity

- Last time, we talked about how trauma can affect a person, and lead to several different reactions and symptoms.
- So far today, we have talked about how to notice the feeling that may arise at different times, particularly during times of stress or when you might be experiencing trauma reminders.
- Now, let's begin to talk about skills people might use to manage feelings during those times.

Step 2: Conduct Class Brainstorm

- **ASK CLASS TO BRAINSTORM ALL THE TOOLS PEOPLE MIGHT USE TO MANAGE WHEN THEY HAVE STRONG OR INTENSE FEELINGS.**
 - *Write down tools so participants can all see (e.g., on newspaper, via screenshare, etc.)*
- **ASK AND DISCUSS:**
 - Thinking of this list, which of these tools do you think can be helpful for a person in moving towards what is important them?
- **ASK AND DISCUSS:**
 - Which of these tools may no longer be serving them? Which of these tools may lead to more challenges in the long run?
- **REMIND CLASS THAT THEY WILL BE LEARNING ALL KINDS OF TOOLS, COPING SKILLS, AND STRATEGIES TO HELP MANAGE SYMPTOMS AND WORK TOWARD THEIR GOALS.**

Step 3: Review My Toolbox

 Pages 17 – 18, “My Toolbox” sheet in the Participant Workbook

- **REFER TO MY TOOLBOX SHEET IN PARTICIPANT WORKBOOK (PP.17 – 18)**

- On this sheet, you will see many examples of things people can do to manage distress and bring their FT down. I am going to read these. If any of them are ones you already do to help you bring your FT down and feel better, put a star next to it.
- If there is a tool you like, something that you do that is not on the sheet, please add it in one of the blank circles.
- These tools can be used both as coping skills to bring your FT down at moments of distress and can be done on a regular basis to teach yourself to stay calm and focused, so you can do those things that help you achieve what's important to you.
- In the remaining classes, we will keep coming back to this idea of a toolbox as we learn tools that focus on lowering your feeling thermometer and calming down your body and emotions.

Activity 4: Practice FT Case Study: Alex

Time Required: 15 minutes

Materials Needed: Participant Workbook Pages 19 – 22

Step 1: Read the Case Study on Alex

📄 Pages 19 – 21, “Alex’s Story” sheet in the Participant Workbook

→ **REFER TO ALEX’S STORY SHEET IN PARTICIPANT WORKBOOK (PP. 19– 21)**

- Read story aloud as class follows along.
- Ask the class what their reaction is to the story.

Facilitator’s Note: Alex is meant to be gender neutral. Read the story with feeling that matches the rise of Alex’s distress level as the story moves forward. This will help the class stay interested in listening, and give an idea about the incremental rise of Alex’s FT.

Step 2: Review Alex’s FT

Page 22 “Alex’s Feeling Thermometer” sheet in Participant Workbook

- At the end of the story, Alex says, “I just lost it,” as if their reaction came out of the blue. Let’s see if we can slow things down and better understand what happened in this story.
- **REFER TO THE ALEX’S THERMOMETER SHEET IN PARTICIPANT WORKBOOK (P. 22).**
 - *Optional: write the three scenarios on newsprint paper and facilitate a discussion.*
- Let’s talk about when Alex first wakes up:
 - Where was Alex’s FT at this moment?
 - What physical cues might Alex have been experiencing in their body?
 - What tools might Alex have used to help keep their FT low and help them be able to manage the situation at this point?
- **SHARE THE FOLLOWING POINTS DURING THE DISCUSSION:**
 - It’s the anniversary of Alex’s mother’s death.

- The anniversary of a loved ones' death or negative experiences like traumatic events can be very difficult.
 - During those days, people's feeling thermometer will probably be higher. They may feel more irritable or depressed before, during, and after the anniversary of a significant event.
 - And this can be true even if the person is not actively thinking about the trauma.
 - Knowing this and reminding yourself ahead of time that it might be a tough day can help you feel less vulnerable and do activities to help keep or bring your FT lower.
 - You might choose to do a bunch of the tools from your toolbox to help you cope, you might do something nice for yourself, or just choose to take it easy during those days.
 - This is called "coping ahead."
 - Let's talk about when the woman sneezes in the clinic:
 - Where was Alex's FT at this moment?
 - What might Alex have been feeling in their body?
 - What tools might Alex have used to help keep their FT low and help them better manage this situation?
- **SHARE THE FOLLOWING POINTS DURING THE DISCUSSION:**
- It makes sense that Alex is concerned about getting sick. However, Alex's FT went so high, their lid completely went up and Alex ended up not seeing the doctor (which was important to Alex).
 - If Alex had been able to recognize that their feeling thermometer was going up (notice their heartbeat getting faster, tightness in their chest or their breathing speeding up), Alex could then have used some tools (that could be done in public – like taking deep breaths or listening to music if they had headphones).
 - With a lower FT, Alex might have been able to think of other options (like getting up and going to another area of the waiting room) that would have allowed Alex to feel more comfortable AND still be able to keep their goal of seeing the doctor.
- Let's talk about when both women yell at Alex:
 - Where was Alex's FT at this moment?
 - What might Alex have been feeling in their body?

- What tools might Alex have used to help keep their FT low and help them be able to manage this situation?

→ **SHARE THE FOLLOWING POINTS DURING THE DISCUSSION:**

- Often, when we are “yelled at” our FT will rise. Yelling can also be a trauma reminder that might lead someone into a fight, flight, or freeze response that is not in line with or supportive of their goals. Being aware of what might make our FT rise, can help us recognize when we may need to actively do something to maintain or lower our FT.

Activity 5: Assign After-Class Practice

Time Required: 5 minutes

Materials Needed: Participant Workbook Page 23

Step 1: Assign After-Class Practice

📄 Page 23, “My Daily FT Rating” sheet in the Participant Workbook

→ **REFER TO MY DAILY FT RATING SHEET IN PARTICIPANT WORKBOOK (P.23)**

- Just the way you rated your FT in class today before and after you did the deep breathing, please rate your FT once a day.
- You can add notes/comments on the side if you want to. This might help you identify what was happening and what types of situations can make your FT go up or down. The more you know about your FT, the more you can use your tools to support yourself and what is important to you.

Group Psychoeducation Class 3: Self-talk Tools

Class 3: Self-talk Tools Goals and Description

Goals

By the end of this class, participants will be able to:

- Increase their awareness of their unhelpful self-talk and its impact on their health-related behaviors and other goals
- Build skills to use helpful self-talk as an emotional regulation tool
- Implement helpful self-talk in their daily life

Description

The third MET class, Self-talk Tools, is designed to help participants understand and use the skill of self-talk. To start, participants review their after-class practice from the previous class. The participants are then introduced to the concept of helpful and unhelpful self-talk and taught how to recognize unhelpful self-talk. Then, the participants learn how to practice changing unhelpful self-talk to helpful self-talk. Next, facilitators model practicing helpful self-talk through a well-wishes exercise. The class closes by assigning after-class practice that helps participants understand the connection between their feeling thermometer and self-talk.

Class 3: Self-talk Tools At-a-Glance

Activities	Total Time: 60 minutes
Activity 1: Welcome and Review	10 mins
Activity 2: Introduce Self-talk	15 mins
Activity 3: Moving to Helpful Self-talk	20 mins
Activity 4: Giving Yourself or Someone Else Well-Wishes	10 mins
Activity 5: Assign After-Class Practice	5 mins

Activity 1: Welcome and Review

Time Required: 10 minutes

Materials Needed: Participant Workbook Page 6 and 23

Step 1: Greet and Introduce Yourself


→ **WELCOME AND ENGAGE PARTICIPANTS AND THANK THEM FOR COMING BACK.**

- Welcome back to MET (Managing Emotions Together)
- In this class, we look to increase our understanding of how past traumas can impact a person in the present and the tools and skills you can use to support you in your goals and the things that are important to you.

→ **INVITE EVERYONE TO SAY THEIR NAME IN A CREATIVE WAY.**

- *For example:*
 - *Name and one color they like*
 - *Name and favorite food*
 - *Name and song they like*

Step 2: Review Class Norms

 Page 6, “Class Guidelines” sheet in the Participant Workbook

→ **REFER TO AND REMIND PARTICIPANTS OF THE CLASS GUIDELINES SHEET IN THE PARTICIPANT WORKBOOK (P.6) AND LEAD A BRIEF DISCUSSION OF THEM.**

Step 3: Review Participants Experience of the After-Class Practice

→ **REFER TO MY DAILY FT RATING SHEET IN THE PARTICIPANT WORKBOOK (P.23) AND ASK THE CLASS HOW IT WENT CHECKING IN WITH THEIR FT EACH DAY.**

- What was it like to do this?
- How easy or difficult was it to identify your FT daily?
- How might it be helpful to know where your FT is during the day?

Facilitator's Note: Allow people to give general reviews of their week, or some specific examples of situations with notable FTs (high or low), but don't allow people to go into details or discuss any traumatic material.

Step 4: Present the Topic for the Class

- In this class, we will talk about the concept of using self-talk, which is the thoughts we all have running in our heads, as a tool to help ourselves be more in line with our goals and what is important to us.

Activity 2: Introduce Self-talk


Time Required: 15 minutes

Materials Needed: Participant Workbook Pages 19 – 21

Step 1: Introduce the Concept that Thoughts Impact Reactions

- As we go through any situation, we all have thoughts. These thoughts influence our feelings and behaviors and lead to reactions that can either help us or not help us in that given situation.
- Let's do an activity, using Alex's story from last class to see the role thoughts might play in how someone responds to a stressful situation. Let's go back to the story of Alex.

Step 2: Conduct Activity to Explore How Alex's Thoughts and their FT

 Pages 19 – 21, "Alex's Story" sheet in the Participant Workbook

→ **REFER TO ALEX'S STORY SHEET IN THE PARTICIPANT WORKBOOK (PP. 19 – 21)**

- I am going to read different sections of the story. After each section, we will stop and identify what thoughts Alex had, how the thoughts might have impacted Alex, and if you think it was helpful or unhelpful to Alex in this situation.

→ **READ EACH SECTION OF ALEX'S STORY.**

→ **AFTER EACH SECTION:**

- *Stop and ask participants to identify some of the thoughts Alex had and the impact of those thoughts by asking the following questions:*
 - How do you think those thoughts made Alex feel at that moment? What do you think it did to Alex's FT? (i.e. Did the thought make the FT go up or down?)
 - In this situation, do you think those thoughts were helpful or unhelpful to Alex? (I.e., Did they make the situation worse or better for Alex?)

Facilitator's Note: Have one facilitator read the story and the other facilitator write the identified thought (Alex's self-talk) on the board. Be sure to leave Alex's self-talk statements on the board as they will be used later in the class.

Step 3: Explain Helpful and Unhelpful Self-talk

- Our thoughts are things we say to ourselves. We call them self-talk. We can have two kinds of self-talk:
 - Helpful self-talk that moves us towards our goals
 - Unhelpful self-talk that moves us away from our goals
- Self-talk can impact our FT and lead us to make choices or cause reactions or behaviors that can bring us closer or further away from our goals.
 - For example, let's say I just found out my doctor, who I love is retiring. If I tell myself, "I'm never ever going to find another good doctor," my thermometer is going to get higher. I might feel helpless or give up and not try to get a new doctor. That means I'm not keeping my goal of taking care of myself.
 - If instead, I tell myself, "I already had one great doctor. I know he's not the only great doctor," my thermometer is going to stay low. I'm going to feel more hopeful, and I am going to search for a new doctor. Changing my self-talk would help me keep my health goal.
- Everyone has unhelpful and helpful self-talk. But sometimes, people can get into the habit of doing a lot of unhelpful self-talk.
- The good news is that we can develop skills to use helpful self-talk as a tool, helping us keep our FT low, so we can choose how to respond and get the outcomes we want.

Activity 3: Moving to Helpful Self-talk

Time Required: 20 minutes

Materials Needed: Participant Workbook Pages 25 – 27

Step 1: State the Three Steps to Using Self-talk

📄 Page 25, “Using Self-talk as a Tool” sheet in the Participant Workbook

→ **REFER TO USING SELF-TALK AS A TOOL SHEET IN THE PARTICIPANT WORKBOOK (P.25)**

- Let’s review the three steps to using self-talk as a tool.
 - Step 1: Recognize that you are having unhelpful self-talk.
 - Step 2: Tell yourself kindly but firmly to stop.
 - Step 3: Replace the unhelpful self-talk with helpful self-talk.

Step 2: Discuss Recognizing Unhelpful Self-talk (1st Step)

📄 Page 26, “My Unhelpful Self-talk” sheet in the Participant Workbook

- The first step to this skill is recognizing that you are having unhelpful self-talk.
- Self-talk is automatic; it’s just like driving a car. After we have learned to drive a car, we don’t really think about. It just kind of happens automatically. It’s the same way with self-talk.
- So, what we need to do is slow down and recognize what is going on in our minds, just the way we did when we went through Alex’s story.
- In developing your ability to recognize unhelpful self-talk, you might notice two things:
 - Unhelpful self-talk tends to happen more when we are stressed, experiencing trauma reminders or going through a difficult experience. During these times, our feeling thermometers tend to get high, we may feel out of control or act in ways that we don’t fully understand which can lead to unhelpful self-talk like, “What is wrong with me,” “I’m crazy,” or “Nothing ever works for me.”
 - We can get into a pattern in which the same unhelpful self-talk gets repeated over and over.

→ **REFER TO MY UNHELPFUL SELF-TALK SHEET IN PARTICIPANT WORKBOOK (P.26).**

- On this sheet you will see some common unhelpful self-talk that a person may say to themselves. Put a star next to ones that sound familiar.
- What are some other examples of unhelpful self-talk that someone may say to themselves?

→ **WRITE IT DOWN ON NEWSPRINT.**

Step 3: Discuss Stopping Unhelpful Self-talk (2nd Step)

 Page 25, “Using Self-talk as a Tool” sheet in the Participant Workbook

- Once we have recognized our unhelpful self-talk, the next step is to stop the unhelpful self-talk. This means telling ourselves kindly but firmly to stop.
- It is important not to put yourself down or get mad at yourself for having the unhelpful self-talk. Be supportive of yourself. You might say, “Okay, STOP. This is not helpful to me; I deserve better.”

Step 4: Discuss Replacing Unhelpful Self-talk with a Helpful Self-talk (3rd Step)

- The third step is changing unhelpful self-talk to helpful self-talk that can help us lower our FT and react in ways that help move us towards our goals.
- Let’s use some of Alex’s unhelpful self-talk as an example.

→ **GO BACK TO ALEX’S UNHELPFUL SELF-TALK THAT WAS PUT ON THE BOARD AND SELECT THREE FOR THE CLASS TO REPLACE WITH A HELPFUL SELF-TALK.**

- For example:
 - “Why can’t I ever be on time?”
 - “I feel stupid.”
 - “I can never keep my stupid mouth shut.”
- Sometimes we can just say the opposite of the unhelpful self-talk. For example, instead of saying, “I can’t do it,” we could say, “I can do it.”
- Sometimes the helpful self-talk can just be a reminder such as, “That is not a helpful thing to think about right now.”

Step 5: Ask Class to List Examples of Helpful Self-Talk

 Page 27, “Go-to Helpful Self-Talk” sheet in the Participant Workbook

- Often people are very good at coming up with unhelpful self-talk but may struggle to come up with helpful thoughts.
 - Let's make our own list of helpful self-talk so we have some ideas.
- **GO AROUND THE ROOM, STARTING WITH THE FACILITATORS, ASK EACH PERSON TO SAY ONE HELPFUL SELF-TALK STATEMENT.**
- *Put all examples of helpful self-talk statements up on the board.*
 - *Refer to Go-to” Helpful Self-Talk sheet in Participant Workbook (p. 27) and explain they have some additional examples of helpful self-talk in their workbook.*
- **IF NOT MENTIONED YOU CAN PROVIDE SOME OF THE FOLLOWING EXAMPLES:**
- “That’s not a helpful thing to think about right now.”
 - “I don’t have to fix it now.”
 - “This feeling will pass.”
 - “That was then, this is now. I can be in charge of me.”
 - “This is an opportunity to use my tools.”

Activity 4: Giving Yourself or Someone Else Well-Wishes

Time Required: 10 minutes

Materials Needed: Participant Workbook Page 28

Step 1: Introduce Concept of Well-Wishes

 Page 28, “Giving Yourself Well-Wishes” sheet in the Participant Workbook

- Repeating helpful self-talk statements to ourselves on a regular basis can jumpstart our ability to use self-talk as an emotional management skill and help encourage our thinking lid to stay down. This can help keep our FT lower, even during stressful situations and help us feel better overall.
- One practice some people do is to repeat a specific helpful phrase over and over.

→ **REFER TO GIVING YOURSELF WELL-WISHES SHEET IN THE PARTICIPANT WORKBOOK (P.28) AND EXPLAIN:**

- Let’s look at something we call giving well-wishes.

Facilitator’s Note: Sometimes, it is too difficult for a person to give themselves well-wishes. In this case, they can think of someone they care about, and send that person the well-wishes.

Step 2: Have Class Practice Well-Wishes

→ **PROVIDE INSTRUCTIONS:**

- First, on a scale from 0-100, notice where your FT is right now. Now let’s do the activity.
- In this practice we will say three well-wishes.
 - May you be peaceful.
 - May you be happy.
 - May you be healthy.
- You can choose to give well-wishes to yourself or to someone else.

→ **ASK THE CLASS TO PRACTICE SAYING THE FOLLOWING TO THEMSELVES OR OUT LOUD WHILE YOU SAY IT:**

- May you be peaceful.
- May you be happy.
- May you be healthy.

→ **REPEAT THE WELL-WISHES TWO MORE TIMES.**

- *Ask the class to share their reactions to this exercise.*
 - How did it feel to do that? What happened with your FT?
 - When might you be able to use this tool?

Facilitator's Note: We will come back to well-wishes in the last class.

Activity 5: Assign After-Class Practice

Time Required: 5 minutes

Materials Needed: Participant Workbook Page 29

Step 1: Explain After-Class Practice

📄 Page 29, “My Feeling Thermometer and Self-Talk” sheet in the Participant Workbook

→ ***REFER TO THE MY FEELING THERMOMETER AND SELF-TALK SHEET IN PARTICIPANT WORKBOOK (P.29)***

- Each day rate your FT level and check-in with yourself to see what type of self-talk you are having.
- If you are having unhelpful self-talk, change your thoughts to more helpful self-talk and notice how that impacts your feeling thermometer and actions.

Group Psychoeducation Class 4: Body-Based and Social Resource Tools

Class 4: Body-Based and Social Resource Tools Goals and Description

Goals

By the end of this class participants will be able to:

- Identify body-based management tools to aid with physical reactions related to trauma
- Articulate the connection between body-based tools and the Feeling Thermometer
- Identify social resources that can provide support in managing emotional reactions when they are stressed, overwhelmed, or experiencing symptoms of trauma
- Explore and identify how social resources and body-based tools could support them

Description

In the fourth MET class, Body-Based and Social Resource tools, participants explore physiological and social tools to assist in managing the impact of trauma. The class starts with a review of after-class practice. Next, participants are introduced to body-based tools to help manage physical reactions related to trauma. Participants then use this information to connect their bodily responses to their Feeling Thermometer. After, participants apply this connection to the case study of Alex. Then, facilitators explore with participants the importance of social resource tools to promote resilience. The class ends with a choice of after-class practices.

Class 4: Body-Based and Social Resource Tools At-a-Glance

Activity	Total Time: 60 minutes
Activity 1: Welcome and Review	15 mins
Activity 2: Introduce Body-Based Coping Tools	10 mins
Activity 3: Revisit Alex Case Study	15 mins
Activity 4: Discuss Social Resources	15 mins
Activity 5: Assign After-Class Practice	5 mins

Activity 1: Welcome and Review


Time Required: 15 minutes

Materials Needed: Participant Workbook Page 6 and 29

Step 1: Welcome and Engage

→ *WELCOME AND ENGAGE PARTICIPANTS.*

Step 2: Review Class Norms

 Page 6, “Class Guidelines” sheet in the Participant Workbook


→ *REFER TO CLASS GUIDELINES SHEET AND LEAD A BRIEF DISCUSSION OF THEM IN THE PARTICIPANT WORKBOOK (P.6).*

- Welcome back to MET (Managing Emotions Together)
- In this class, we seek to deepen our understanding of the impact of trauma and the tools we can use to achieve our goals.

→ *INVITE EVERYONE TO SAY THEIR NAME IN A CREATIVE WAY. FOR EXAMPLE:*

- *Name and one color they like*
- *Name and favorite food*
- *Name and song or movie they like*

Step 3: Review Participants’ Experience of the After-Class Practice

 Page 29, “My Feeling Thermometer and Self-Talk” sheet in the Participant Workbook

→ *ASK FOR 2 TO 3 VOLUNTEERS TO SHARE ENTRIES FROM THEIR MY FEELING THERMOMETER AND SELF-TALK SHEET IN PARTICIPANT WORKBOOK (P.29).*

- *For each participant that volunteers, ask the following questions:*
 - Without talking about the situation, what was your FT number?
 - What was the helpful self-talk you used at that moment?
 - What happened to your FT number?

→ **USE THE EXAMPLES PROVIDED BY PARTICIPANTS TO HIGHLIGHT HOW SELF-TALK (HELPFUL VS. UNHELPFUL) AFFECTS FT LEVELS.**

Facilitator's Note: Allow people to give general reviews of their week related to the activity, or some specific examples, but don't allow people to go into a lot of detail or discuss any traumatic material.

Step 4: Present New Topic on Developing Body-Based Tools and Social Resources

- In this class, we will learn about body-based coping tools, which can be particularly helpful for people who have experienced trauma.
- We will also talk about social resources.

Activity 2: Introduce Body-Based Coping Tools

Time Required: 10 minutes

Materials Needed: Participant Workbook Pages 31 – 32

Step 1: Explain Body-Based Coping Tools

- Thinking back to the fight-flight-freeze reaction we discussed in the first class, what do you remember?
- When a person experiences trauma, their bodies sometimes can stay on a kind of heightened alert. Physical reactions might include racing heart, tense muscles, low energy, cravings, or losing focus of what is going on around them.
- These physical reactions can have long-term negative effects on a person's body in two significant ways.
 - First, it can affect their immune system, cardiovascular system (like problems with their heart or lungs), and overall physical health.
 - Secondly, people want to – consciously and unconsciously – avoid the physical, emotional, and psychological distress brought on by trauma exposure and trauma reminders, which leads to adaptations in thoughts and behaviors that ultimately can get in the way of them taking care of themselves.
 - For example, people may put themselves down all the time (like having unhelpful self-talk), use drugs or alcohol more often, or avoid leaving the house. That is why people who experienced trauma may often feel like it is challenging to take care of themselves. They may not be aware that it has anything to do with trauma.
- In this class, we are going to look at some tools that can be helpful in managing and reducing these physical reactions. We'll look at tools called body-based coping tools. A body-based coping tool is any kind of tool that utilizes the body.
 - This can be particularly helpful for people who have experienced trauma because it helps to reduce the long-term effects trauma can have on a person's body.

Step 2: Have Class Brainstorm Body-Based Coping Tools

 Page 31 "Body-Based Coping Tools" sheet in the Participant Workbook

→ **ASK THE CLASS:**

- What are some things you already do that help you manage stress or calm your physical reactions?

→ **WRITE DOWN THE CLASS'S RESPONSES ON THE BOARD.**

- These tools help us be in tune with our bodies. There are two different types of body-based tools: maintenance and management.
 - Maintenance body-based coping tools are any activities that help us stay at a number on our FT that keeps us comfortably in charge of ourselves. They might be things we enjoy or do on a regular basis like playing basketball or doing yoga.
 - Management body-based coping tools are things we can do when our FT gets high and we find we need to calm our body down or cope, like deep breathing or taking a hot shower.
 - Some things may be both – maintenance and management body-based coping tools. For example, taking a walk might fit in both categories.

→ **REFER TO BODY-BASED COPING TOOLS SHEET IN PARTICIPANT WORKBOOK (P.31) AND EXPLAIN THAT THEY CAN ADD THESE TOOLS TO THEIR TOOLBOX.**

Step 3: Relate Body-Based Coping Tools to the FT

📄 Page 32, “Using Body-Based Coping Tools” sheet in the Participant Workbook

- Body-based coping tools can be used to help us stay in charge by helping us manage our FT which in turn, helps us manage our thoughts and behaviors.
- There are different ways to use body-based coping tools. As we said before, we can use them on a regular basis as maintenance.
- They can also be used in a way to manage specific situations:
 - We can use them BEFORE we are in a situation that we know would normally raise our FT.
 - We can use them DURING a situation when we notice our FT rising.
 - We can use them after a situation to bring our FT down.

→ **REFER TO USING BODY-BASED COPING TOOLS IN PARTICIPANT WORKBOOK (P.32).**

- Let's think of some examples of this.
- Before a situation, we might stretch. What other body-based coping tools might we use?

- During a situation, we might take a moment to breathe. What other body-based coping tools might we use?
- After a situation, we might take a walk. What other body-based coping tools might we use?

Activity 3: Revisit Alex Case Study

Time Required: 15 minutes

Materials Needed: Participant Workbook Page 32

Step 1: Introduce Alex's Story

📄 Page 32, "Using Body-Based Coping Tools" sheet in the Participant Workbook

- Remember Alex's Story that we discussed in Class #2?
- I'm going to summarize that story and I invite you to think about what body-based coping tools Alex could have used before, during, or after the situation.

→ **USE THE POINTS BELOW TO SUMMARIZE ALEX'S STORY.**

- Alex woke up on the anniversary of the death of their mother and wished they had been a better kid.
- Alex was running late, stuck in traffic on the hot bus.
- Alex felt ignored by the woman at the front desk and frustrated by her when told to wait because of being late.
- Alex sat between two people. One of them sneezed which made Alex feel very uncomfortable.
- Then Alex is yelled at by the person in the waiting room. Alex cursed and punched a wall.

Step 2: Have the Class List the Body-Based Tools that Alex Could Have Used

→ **AFTER SUMMARIZING THE STORY, INVITE THE CLASS TO BRAINSTORM WHAT BODY-BASED COPING TOOLS COULD BE USED BY ALEX BEFORE, DURING, AND AFTER THEIR SITUATION TO BRING DOWN THEIR FT.**

- Write participants' responses on the board.
- Affirm participants' responses.
- **Ask:** What is your takeaway from this activity?

Activity 4: Discuss Social Resources


Time Required: 15 minutes

Materials Needed: Participant Workbook Page 33 – 34

Step 1: Explain the Importance of Social Resources to Promote Resilience

- Another tool that people can use is called social resources. Social resources are the people and places in our lives that we experience as supportive and that make it easier to be ourselves. Social resources are important because they offer healing and help us to reach our goals.
- We are going to spend some extra time on this because social support, meaning having others in our life as a resource, is the number one factor to promote healing and the ability to cope in the face of trauma. There is a protective impact of being around others and having the resource of connection.
- For people who have survived a traumatic experience, especially if they've been through situations in which they couldn't trust or depend on others, it can be incredibly difficult to trust. It may feel safer or more comfortable to stay away from people or not depend on others. It might also feel like other people might not understand them.
- So, let's look at this idea of social resources.

Step 2: Introduce Social Map Activity

 Page 33, "My World – Where I Go, Who I Know" sheet in the Participant Workbook

- A social resource might be a family member, friend, health provider, or someone else you see regularly in your community like a store clerk, barber, or nail tech. It could also be a place, like a park, place of worship, or an agency that we are connected with.
 - Our social resources can be in-person or even online social connections.
 - One way to identify social resources is to look at the places and people we interact with, including places that give us comfort (like a park or church building).
- ***REFER TO MY WORLD – WHERE I GO, WHO I KNOW SHEET IN PARTICIPANT WORKBOOK (P.33)***
- We are going to create a map that helps us look at that.

Step 3: Explain How to Fill in the Map

- This large circle in the center represents you. Write your name in there or draw a symbol that represents you best.
- Now in each of these smaller circles, we are going to write down agencies, groups of people, or communities that are part of your life. And we don't want to judge them right now. Don't try to determine whether you see them as good, bad, helpful, or unhelpful.
- If it is a community, place, or group you interact with often, write it down. For example, you could write down "My temple," "My family," "The clinic," "The hair salon I go to," "My N.A. group," and "My friends."
- Let's jot down all the places, groups, or communities with whom you may interact.
- Let's hear some examples.
 - What are some of the types of places or groups you wrote down?
- Think of the people in each of these places:
 - Who might you feel most comfortable around? (**WRITE THEIR NAME DOWN.**)
 - Who makes you smile or feel at ease? (**WRITE THEIR NAME DOWN.**)
 - Who provides a distraction when you are stressed out? (**WRITE THEIR NAME DOWN.**)
 - Who has been a resource for you in the past? (**WRITE THEIR NAME DOWN.**)
 - Who has supported you or helped you in some way? (**WRITE THEIR NAME DOWN.**)

Facilitator's Note: Give the class time to complete their own maps. Go through questions slowly.

Step 4: Explain the Connection Between the Map and Social Resources

- The people you identified and wrote down are people who can be social resources. They may have been there for you in the past. They may be people who you feel comfortable around. They may help you bring your FT down.

Step 5: Explain the Relationship between the Map and the FT

- This means you can use your map as a tool to help manage your FT.
- Just going to a place on your map can help you feel at ease and bring or keep your FT down.

- And when you reach out to someone on your map, they can be a resource to help keep your FT at a low number or bring it down to a more comfortable level.

Step 6: Have Class List their Social Resources

📄 Page 34, “Social Resources” sheet in the Participant Workbook

- Now that you identified how people or places have helped in the past, let’s think about how they can be helpful in the future.
 - **REFER TO SOCIAL RESOURCES SHEET IN PARTICIPANT WORKBOOK (P.34).**
 - **GIVE THE CLASS TIME TO WRITE IN THEIR SOCIAL RESOURCES AND HOW EACH CAN BE SUPPORTIVE. (THE CLASS SHOULD DO THIS INDIVIDUALLY, BUT FACILITATORS CAN ASSIST AS NEEDED.)**
- Consider the following when thinking about your social resources:
 - Who can help you stay focused on what is important to you?
 - What can they do to be helpful?
 - Who can help you be/stay in a calm place in general?
 - What can they do to be helpful?

Facilitator’s Note: Be aware that trauma can have a very negative impact on relationships. Some participants may be completely isolated from other people. It is important to normalize the fact that trauma survivors may prefer to stay to themselves, while also encouraging them to begin to reach out to others in safe ways. If they only list places in their My World – Where I Go, Who I Know Map and/or list of social resources, you can ask who at those places might be helpful in some way and how.

Step 7: Process the Activity

- What did you learn from this?
- How might you use this in your own life?
- How might you let your social resources know the ways they can best support you?


Facilitator’s Note: A key consideration to mention to participants is that to be effective in using social resources, we need to consider what time agencies are open or people are available, the best way to contact them, and the best time to reach out."

Activity 5: Assign After-Class Practice

Time Required: 5 Minutes

Materials Needed: Participant Workbook Pages 35 – 37

Step 1: Explain After-Class Practice

 Pages 35 – 37 in the Participant Workbook

→ **EXPLAIN THAT FOR AFTER-CLASS PRACTICE THEY HAVE A COUPLE OF OPTIONS FOR WHAT THEY MIGHT DO FOR THIS WEEK. THEY CAN:**

- Use the My Feeling Thermometer and Body-Based Tools sheet in Participant Workbook (refer to p.35) to rate their FT each day and try using body tools to help reduce their FT.
- Use the Growing and Strengthening My Social Resources sheet in Participant Workbook (refer to p.36 and explain that this sheet provides a list of ideas of things people can do to strengthen their social resources) and to star what they might want to do to grow and strengthen their social resources.
- Use the Using My Social Resources sheet in Participant Workbook (refer to p.37) to fill in the chart to note the situations in which they used their social resources and how they used them.

Step 2: Close the Class

→ **REMIND EVERYONE THAT THERE IS ONLY ONE CLASS LEFT!**

- Let the class know they should pick one after-class practice.
- Encourage people to try their best to do the skills practice.
- Next week is the last class and we really want everyone to have the opportunity to try something and come back and talk about it.

Facilitator's Note: More time will be spent reviewing the practice in the final class, so it is even more important to be prepared.

Group Psychoeducation

Class 5: Creating My MET Plan

Class 5: Creating My MET Plan Goals and Description

Goals

By the end of this class, participants will be able to:

- Explain the importance of creating a plan to manage the impact of trauma
- Develop a “My MET Pan” with the skills and tools from the previous four classes
- Utilize their “My MET Plan” regularly to managing the impact of trauma on their lives

Description

The final MET class, Creating My MET Plan, brings together the skills and tools from the previous four classes to end the group psychoeducation program. The class begins with a review of the after-class practice. Next, facilitators introduce the concept of the “My MET Plan” to participants. They then collaboratively walk through the plan with participants who fill out a plan for themselves. After, the group culminates their classes by saying well-wishes, processing the experience, and receiving certificates.

Class 5: Creating My MET Plan At-a-Glance

Activities	Total Time: 60 minutes
Activity 1: Welcome and Review	20 mins
Activity 2: My MET Plan	20 mins
Activity 3: End With Well-Wishes	10 mins
Activity 4: Next Steps	5 mins
Activity 5: Give Certificates and Say Goodbye	5 mins

Activity 1: Welcome and Review


Time Required: 20 minutes

Materials Needed: Participant Workbook Pages 6 and 35 – 37

Step 1: Welcome and Engage Participants

→ WELCOME AND ENGAGE PARTICIPANTS.


Step 2: Review Class Norms

 Page 6, “Class Guidelines” sheet in the Participant Workbook

→ **REFER TO CLASS GUIDELINES SHEET AND LEAD A BRIEF DISCUSSION OF THEM IN THE PARTICIPANT WORKBOOK (P.6).**

- *Remind participants about the focus of the class learning tools and skills that can support them in their reactions.*
- *Remind participants this is the last class.*

Step 3: Review After-Class Practice

 Pages 35 – 37 in the Participant Workbook

→ **REMIND PARTICIPANTS THAT THEY HAD THREE OPTIONS FOR THEIR AFTER-CLASS PRACTICE.**

- We asked you for this after-class practice, to use body-based tools or social resources to help bring your feeling thermometer down. Let’s look at how they went.

→ **START WITH MY FEELING THERMOMETER AND BODY-BASED TOOLS SHEET (PARTICIPANT WORKBOOK P.35). ASK PARTICIPANTS WHO CHOSE THIS OPTION TO THINK OF WHAT THEY DID AND THEN ASK THEM THE FOLLOWING:**

- What was it like to do it?
- Did it bring your FT down?
- How did it work for you?
- How might this help you in the future?

→ **NEXT, CONTINUE TO GROWING AND STRENGTHENING MY SOCIAL RESOURCES SHEET (PARTICIPANT WORKBOOK, P.36). ASK PARTICIPANTS WHO CHOSE THIS OPTION TO THINK OF WHAT THEY DID AND THEN ASK THEM THE FOLLOWING:**

- What was it like to do it?
- What stood out to you?
- How might this help you in the future?

→ **CONTINUE TO USING MY SOCIAL RESOURCES SHEET (PARTICIPANT WORKBOOK, P.37). ASK PARTICIPANTS WHO CHOSE THIS OPTION TO THINK OF WHAT THEY DID AND THEN ASK THEM THE FOLLOWING:**

- What was it like to do it?
- What stood out to you?
- How might this help you in the future?

Facilitator's Note: Allow people to give answers. Do not allow people to discuss any trauma stories. Since this is the last class, it is ideal if every person can share something from their practice.

Step 4: Present My MET Plan


- In this class, we will complete My MET Plan, putting all the skills and tools together.
- Since today is our last class, we will take the time to reflect on the work we have been doing together and say goodbye.

Activity 2: My MET Plan

Time Required: 20 minutes

Materials Needed: Participant Workbook Pages 40 – 41

Step 1: Introduce My MET Plan

 Pages 40 – 41, “My MET Plan” sheet in the Participant Workbook

→ **EXPLAIN WHY IT IS IMPORTANT TO PLAN.**

- When your FT is at a high level, like 80 or 90, it is difficult to think clearly.
- Creating a plan helps you be ready by giving you concrete things you can do when your FT starts to rise.
- This way, instead of getting to a 90 and then trying to, at that moment, figure out what you can do (which we know will be very hard), you will have specific tools that you can choose to do and that will help you stay in charge of you.

→ **REFER TO THE MY MET PLAN SHEET IN PARTICIPANT WORKBOOK (PP. 40 – 41) AND EXPLAIN THAT YOU WILL LEAD THE CLASS THROUGH EACH SECTION, STEP BY STEP.**

- You have all been doing a great job with these classes. The last step is to put it all together in one place, on one plan.
- Once you have completed your MET Plan, you can keep it somewhere where it's easy to access. You can even share with people who you think can support you – maybe some of the people you identified as your social resources if you choose to.

→ **REMINDE PARTICIPANTS THAT THEY ARE MAKING POSITIVE CHANGES IN THEIR LIVES.**

- This plan is built on the things that help keep you “cool” even when your FT starts to rise. As you build this plan, we are going to think of our self-knowledge, the tools in our toolkit, and the people we have identified that can support us.

Facilitator’s Note: During this activity, it is important to be mindful of the time. You can manage the sharing after each question so it can move quicker by saying things like, “Let’s hear from 2 more people,” or “We have time for one more question.”

Step 2: Guide Identification of Key Aspects Related to the FT

- We have talked about the FT, so let's ask ourselves some questions about our FT.
- Let's start by looking at your FT.
 - First, what kind of things are likely to bring your FT up?
 - For example, I think my FT is likely to go up if someone yells at me or if I am hungry.
 - Check off or write down other examples of whatever applies to you on your plan.
 - What are some things you might do that is a sign that your FT is rising?
 - For example, I noticed when my FT goes up, I tend to talk louder, or I start pacing.
 - Check off or write down other examples of whatever applies to you on your plan.
 - How might knowing these things be useful? (**ALLOW 1 TO 3 PEOPLE TO SHARE**).

Step 3: Discuss the Importance of Goals in Developing My MET Plan

- When making a plan it is important to set clear goals.
 - What are the top two things that are important to you in your life?
 - Think of our discussions on what is important to you. What are your goals? What do you want to be different? (**REFER BACK TO THE ORIGINAL GOAL SHEET ON P.8 OF THE PARTICIPANT WORKBOOK TO HELP PARTICIPANTS COMPLETE THIS SECTION.**)
 - For example, what is important to me is my health and my goal is to eat veggies every day and take my meds on time.
 - **CO-FACILITATOR EXAMPLE:** My family is important to me; my goal is to call my mother at least once a week.
- Write down 1 – 3 goals next to the bullet points on your plan.

→ **ASK FOR 2 VOLUNTEERS TO SHARE ONE GOAL.**

Step 4: Have the Class Review the Tools to Manage their FT

- Now, let's look at the tools you can use to help you manage your FT and keep you focused on your goals and what is important to you.
 - What are things you can do to bring your FT down?
 - **EXAMPLE:** When I feel my FT rising, I take a few deep breaths.

- **CO-FACILITATOR EXAMPLE:** I like to squeeze a stress ball.

→ **ASK FOR 2 VOLUNTEERS TO SHARE ONE TOOL.**

Step 5: Have the Class Review their Helpful Self-talk Statements

- When our FT is rising, we can use helpful self-talk statements to support us reaching our goals.
 - What are some examples of helpful self-talk statements?
 - **EXAMPLE:** “I am in charge of my life.”
 - **CO-FACILITATOR EXAMPLE:** “One step at a time.”
- Check off or write down other examples of whatever applies to you on your plan.

→ **ASK FOR 2 VOLUNTEERS TO SHARE ONE STATEMENT.**

Step 6: Have the Class Review their Social Resources

- Now let’s look at the social resources that can help support you with your MET plan by bringing your FT down and helping you stay focused on our goals.
 - Who can you call when you need help?
 - **EXAMPLE:** I would call my friend.
 - **CO-FACILITATOR EXAMPLE:** I would text my AA sponsor.

→ **ASK FOR 2 VOLUNTEERS TO SHARE AN EXAMPLE.**

- And where are some places you could go to bring your FT down?
 - **EXAMPLE:** I could go to church.
 - **CO-FACILITATOR EXAMPLE:** I could hop on my online support group community.

→ **ASK FOR 2 VOLUNTEERS TO SHARE AN EXAMPLE.**

Step 7: Process the Experience of Completing My MET Plan

- Great, you did it! You took all you learned in these classes to create a plan.

→ **ASK THE CLASS THE FOLLOWING QUESTIONS TO HELP THEM PUT ALL THIS TOGETHER:**

- What was putting that all together like for you?
- What were some other things that you learned about yourself?
- Where can you keep this so it’s handy for when you need it?
- Is there anyone you would like to give a copy of the plan to?

Activity 3: End with Well-Wishes

Time Required: 10 minutes

Materials Needed: Participant Workbook Pages 28 and 42

Step 1: Facilitate a Short Discussion on the Ending of the 5-Class Series

→ **ACKNOWLEDGE THE GROUP EXPERIENCE OF PARTICIPATING IN AND COMPLETING THE 5 CLASSES.**

- **Ask:** What were some things you liked about the classes?
- **Ask:** How will this experience help you keep to your goals and use your tools?


Step 2: Have Participants Acknowledge their Contribution

 Page 42, “What Made This Successful?” sheet in the Participant Workbook

- As we end the class, it is important to acknowledge all the things each of you did to make this class work.
- Let’s take a moment to think about it. What did you do to make this class work?

→ **HAVE PARTICIPANTS WRITE DOWN OR DRAW THEIR ANSWERS ON WHAT MADE THIS SUCCESSFUL SHEET OF THEIR PARTICIPANT WORKBOOK (P.42)**

Step 3: Have the Class Repeat the Well-Wishes

 Page 28, “Giving Yourself Well-Wishes” sheet in the Participant Workbook

- A top priority in trauma recovery is developing a sense of self-compassion.

→ **REFER TO THE GIVING YOURSELF WELL-WISHES SHEET IN PARTICIPANT WORKBOOK (P.28) OR WRITE THE FOLLOWING ON THE BOARD AND HAVE THE CLASS SAY TOGETHER, 3 TIMES:**

- May you be peaceful.
- May you be happy.
- May you be healthy.

→ **EXPLAIN THAT WHEN THEY SAY THE WELL-WISHES, THEY CAN CHOOSE TO SAY IT TO THEMSELVES OR TO SOMEONE ELSE INCLUDING ANOTHER MEMBER OF THE GROUP, EITHER OUT LOUD OR IN THEIR HEAD.**

Activity 4: Next Steps

Time Required: 5 minutes

Materials Needed: None

Step 1: Distribute Handouts

→ **REMIND PARTICIPANTS THAT THEY HAVE THEIR WORKBOOK TO REFER TO AND USE AS A REMINDER OF ALL THE TOOLS AND SKILLS THEY HAVE LEARNED.**

- *Encourage the class to keep practicing these skills and using their tools. The class may be ending, but they are just getting started.*

Step 2: Explain Next Steps

- I know we have spoken about the idea of using social resources as a tool and that includes services that could help support you in your goals and what is important to you. **(CHECK WITH THE PARTICIPANT ABOUT WHAT THEY WOULD LIKE THEIR NEXT STEP TO BE AND, IF APPROPRIATE, MAKE REFERRALS.)**
 - *If appropriate, let the participant know they can come back and talk with you.*
 - *Thank them for all their hard work.*

Facilitator's Note: Some people might want to go on to do mental health treatment. Let participants know there are effective treatments for helping people who have experienced trauma. If you are unaware of options to do group or individual therapy, you can discuss with participants. Be aware of in-house and local options you can share with participants (perhaps have list ready with contact information that can be given to participants) or be able to make an appointment with the person in the agency who can complete the referral for mental health services.

Activity 5: Give Certificates and Say Goodbye

Time Needed: 5 minutes

Materials Required: Class Completion Certificates

Step 1: Conclude the Class

→ **EXPRESS CONFIDENCE IN EVERYONE'S ABILITY TO CONTINUE TO:**

- *Practice and add new tools.*
- *Use their tools they have in a wide range of situations.*

→ **DISTRIBUTE CERTIFICATES.**