

I'm not a robot



minutesProcess:Participants write a letter to someone or something they've lostThe letter can express unresolved feelings, share updates, or say goodbyeLetters remain private unless participants choose to shareOptions for closure include saving the letter, ceremonially burning it, or sharing parts with the groupDiscussion Prompts:"What emotions came up during the writing process?" "Was there anything you wrote that surprised you?" "How might this letter be a step in your grief journey?"27. Collective Wisdom on HealingMaterials: Flipchart, markersAge Range: Teens and AdultsTime Required: 30-40 minutesProcess:Create a large tree drawing on a flipchartHave participants write challenges of grief/loss on leaf-shaped papers and attach them to branchesOn root-shaped papers, have them write wisdom or coping strategies they've learnedGroup similar themes togetherCreate a handout summarizing the collective wisdom to shareDiscussion Prompts:"What patterns do you notice in our collective challenges?" "Which coping strategies would you like to try?" "How does sharing wisdom with others affect your own healing?"Transition and Change ActivitiesMaterials: Paper, markers, colored pencilsAge Range: Teens and AdultsTime Required: 30-40 minutesProcess:Explain William Bridges' transition model: endings, neutral zone, new beginningsParticipants draw a bridge connecting two landsOn the left side, they depict what they're leaving behindOn the bridge, they illustrate their current feelings and resources for the journeyOn the right side, they show what they're moving towardDiscussion Prompts:"What is most challenging about your current transition?" "What resources are helping you cross the bridge?" "What aspects of the 'old' do you want to carry forward?"29. Future Self DialogueMaterials: Paper, pens, optional guided visualizationAge Range: Teens and AdultsTime Required: 30-40 minutesProcess:Guide a brief visualization of meeting their future self (5 years ahead)In pairs, participants take turns role-playing:One person is their current self, asking questionsPartner responds as their future self, offering wisdom and perspectiveSwitch roles after 5-7 minutesWrite a letter from their future self to their present selfDiscussion Prompts:"What insights did your future self offer?" "What qualities did you imagine in your future self?" "How might this perspective shift how you approach current challenges?"30. Ceremony of BecomingMaterials: Symbolic items representing the past and future, candles (real or battery)Age Range: Teens and AdultsTime Required: 40-50 minutesProcess:Create a threshold space in the room (doorway, line on floor, etc.)Participants bring or select objects representing what they're leaving behind(On the other side, place objects representing what they're moving toward)One by one, participants:State what they're releasingCross the thresholdState what they're embracing or becomingGroup witnesses and affirms each personDiscussion Prompts:"What emotions arose during your crossing?" "What support do you need to maintain your commitment to change?" "How might you create personal rituals for other transitions?"Building Connection Activities31. Gratitude CircleMaterials: Index cards, pensAge Range: All age groupsTime Required: 20-30 minutesProcess:Have group members sit in a circleDistribute index cards and pens to each participantAsk everyone to write down something they're grateful for today (can be simple or profound)One by one, each person shares what they wroteAfter sharing, invite the person to briefly explain why they chose this particular gratitudeGroup members can respond with reflections on how hearing others' gratitude affected themOptional: Create a group gratitude collection by posting all cards on a board or keeping them in a special containerDiscussion Prompts:"How did it feel to focus on something positive?" "Did anyone notice a shift in your mood while doing this exercise?" "What patterns do you notice in what people are grateful for?" "How might a regular gratitude practice impact your mental health?"32. Worry ExchangeMaterials: Paper, pens, box or containerAge Range: Teens and AdultsTime Required: 30-40 minutesProcess:Provide each group member with paper and a penAsk participants to write down 1-3 current worries or concerns (one per paper)Ensure anonymity by keeping writing private and folding papersCollect all papers in a central container and mix themEach person draws a "worry" that isn't their ownTaking turns, each participant reads the worry they drewThe reader then offers perspective, possible solutions, or supportive commentsThe group can add additional supportive responsesClose by discussing how it felt to see their worry addressed by othersDiscussion Prompts:"What was it like to hear someone else offer perspective on your worry?" "Did you notice any patterns in the types of worries shared?" "How did it feel to help someone else with their concern?" "What did you learn about how we all approach problems differently?" "Which strategies mentioned today might you apply to your own worries?"Using AI to automate Group Therapy NotesAI-powered tools like Supanote can significantly streamline the process of writing group therapy notes. Benefits include:Time-saving: Generate draft notes quickly, reducing documentation time.Consistency: Ensure a uniform structure across all notes.Customization: Tailor to your specific note-taking style and group therapy format.Accuracy: Capture details that might be missed in manual note-taking.To use Supanote for group therapy notes:Add Supanote to the session directly.Select your required note template (SOAP, DAP, etc.)Let the AI generate a draft note for the group and for each participant.Review and edit the notes for accuracy and personal touch.Finalize and save the notes in your secure system.Remember, AI tools should supplement, not replace, clinical judgment. Educate yourself on how AI Therapy Note Tools work. Also look at and compare the top AI Therapy note tools.FAQs About Group Therapy ActivitiesQ: How do I choose the right activities for my group?A: Consider your group's therapeutic goals, developmental stage, developmental level, and practical constraints. Start with lower-risk activities to build trust before moving to more vulnerable exercises. Pay attention to group dynamics and be prepared to pivot if an activity isn't resonating. It's helpful to have a few backup activities ready for each session.Q: How can I encourage participation from reluctant group members?A: Start with low-pressure activities where there are no wrong answers. Use pair work before whole group sharing. Normalize hesitation and make participation optional while gently encouraging involvement. Acknowledge and validate small contributions. Consider assigning simple roles to more withdrawn members to facilitate gradual engagement.Q: How much time should I spend on processing versus the activity itself?A: As a general rule, allow at least as much time for discussion as you do for the activity—often more. The activity creates the experience, but the processing creates the learning. For emotionally significant activities, plan for processing to take up to twice as long as the activity itself. Be flexible and willing to extend discussion if important themes are emerging.Q: Can I use these activities in individual therapy?A: Many of these activities can be adapted for individual therapy, though you'll need to modify components that rely on group interaction. Activities involving feedback from multiple perspectives will require more therapist involvement or creative adaptation. Consider how you might simulate some of the benefits of group work through role-play or visualization.Q: How do I handle emotional reactions during activities?A: Prepare participants by previewing potentially emotional activities and normalizing various reactions. Establish ground rules for supporting group members who become emotional. Have grounding techniques ready and be prepared to pause or pivot if needed. Follow up individually with members who had strong reactions, and consider how to incorporate the experience into their treatment plan.Q: How can I evaluate if my group activities are effective?A: Use a combination of methods: direct feedback from participants (verbal and written), observations of engagement and participation, pre/post measures for specific skills or symptoms, and tracking themes that emerge over time. Notice changes in group cohesion and individual comfort levels. Regular supervision or consultation can also help identify patterns you might miss.Q: How often should I introduce new activities versus repeating familiar ones?A: Balance is key. Repeating activities provides opportunities to deepen work and track progress, while new activities maintain engagement and address different aspects of growth. Consider repeating foundational activities every few months to measure progress, while introducing variations or entirely new exercises to keep the group dynamic and responsive to evolving needs. issues { active = 'active'; \$dispatch('clicked-item', { md5: '2252c06709f2e010c39f58698ed7f5b', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== '2252c06709f2e010c39f58698ed7f5b') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> Anger { active = 'active'; \$dispatch('clicked-item', { md5: '7cc9ccf10b6cc62f88e9723b04e4e753', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== '7cc9ccf10b6cc62f88e9723b04e4e753') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); 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} } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 x-show=openTopics .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> Emotions { active = 'active'; \$dispatch('clicked-item', { md5: 'a5f41630728dd6f56dd659cbdfa8866d', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== 'a5f41630728dd6f56dd659cbdfa8866d') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 x-show=openTopics .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> Grief { active = 'active'; \$dispatch('clicked-item', { md5: '86c4301976c062c5a859cc6302614a6', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== '86c4301976c062c5a859cc6302614a6') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } @clicked-item.window=() => { if (sevent.detail.md5 !== 'c62410762ba5763bb295f15c7eb6a8b') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 x-show=openTopics .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> Self-Esteem { active = 'active'; \$dispatch('clicked-item', { md5: 'b78a0b5187c416f1b042bbfd2206ffc', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== 'b78a0b5187c416f1b042bbfd2206ffc') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 x-show=openTopics .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> Stress { active = 'active'; \$dispatch('clicked-item', { md5: 'f4151b6ec551bb708742e7d8593fa2bd', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== 'f4151b6ec551bb708742e7d8593fa2bd') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 x-show=openTopics .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> Substance Use treatments { active = 'active'; \$dispatch('clicked-item', { md5: 'ec29ed5e24a76a49645b9ec0812c9086', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== 'ec29ed5e24a76a49645b9ec0812c9086') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> Art { active = 'active'; \$dispatch('clicked-item', { md5: 'e31d565cc315c3a703d90855ebf6a96a', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== 'e31d565cc315c3a703d90855ebf6a96a') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> CBT { active = 'active'; \$dispatch('clicked-item', { md5: 'fc0d896535dbcae55752b67870bf42fa', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== 'fc0d896535dbcae55752b67870bf42fa') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> DBT { active = 'active'; \$dispatch('clicked-item', { md5: '5236a67eae9e2c3ee71048e47ac3337', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== '5236a67eae9e2c3ee71048e47ac3337') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> Goals { active = 'active'; \$dispatch('clicked-item', { md5: '2fbd64517c16f27e1720a032e5c36f8d', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== '2fbd64517c16f27e1720a032e5c36f8d') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 x-show=openTopics .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> Parenting and Behavior { active = 'active'; \$dispatch('clicked-item', { md5: 'aac97e3798dd4d08318b2a443b33f1946', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== 'aac97e3798dd4d08318b2a443b33f1946') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 x-show=openTopics .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> Positive Psychology { active = 'active'; \$dispatch('clicked-item', { md5: 'a9bac86f43ef36e4259fd46522ae29', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== 'a9bac86f43ef36e4259fd46522ae29') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 x-show=openTopics .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> Relaxation { active = 'active'; \$dispatch('clicked-item', { md5: 'b5895a21df37131e72554e11a67b0754', route: '' }); } @clicked-item.window=() => { if (sevent.detail.md5 !== 'b5895a21df37131e72554e11a67b0754') { return; } if (active) { \$dispatch('close-mobile-menu'); } setTimeout(() => window.location = ' ', 300); } } class=text-body-14 text-left w-full space-x-0.5 py-2 cursor-pointer font-medium pl-6 pr-3 x-show=openTopics .class={ 'bg-primary-50 text-primary-800 rounded-md': active, 'text-neutral-900': active === false }> Values

- pazama
- <http://gurmanosypsnyts.lt/userfiles/file/3c09c09d-39d4-45b7-8a08-01cd79251244.pdf>
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