



Self Discovery Through Art

Recovery. Resilience. ReCreation

A wellness support group program for adults based on cognitive behavioral therapy with structured studio art

PROGRAM MANUAL FOR FACILITATORS

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Second Edition

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Self Discovery Through Art

www.selfdiscoverythroughart.org



Self Discovery Through Art is on the cutting edge of nurturing and strengthening the mental health of all people using the arts as medicine. We have successfully demonstrated that integrating the creative process of art production in our wellness education programs contributes to an active and full learning experience as it engages the thoughts, feelings, senses and imagination of the participants that is both fun and deeply satisfying.

Vision Statement

To nurture and strengthen the mental health of all people using Arts as Medicine.

SDTA Mission Statement

Our mission is to educate, enrich and enlighten communities to the mental health benefits of understanding and correcting unhelpful thinking patterns using cognitive behavioral therapy (CBT) concepts and the creative process.



“Using the arts in healing complements the medical view in aligning artistic, emotional, and spiritual dimensions with mental wellness.” — *The American Journal of Public Health*

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Self Discovery Through Art is a collaboration between Nidhi Chabora and Nancy Jo Moses (NJ). Nancy Jo, MA, BS an accomplished public school visual art educator from Minnesota with 37 years of teaching and curriculum writing experience. Nidhi Chabora, APRN-Rx, BC is an Advanced Practice Nurse practicing on the Big Island of Hawaii. She received the American Psychiatric Nurses Association's Individual Innovation Award in 2012 for creating this exciting new program. She is also the recipient of the 2019 Leadership Award from the Hawaii Association of Professional Nurses (HAPN).

Early one morning in 2009, Nidhi welcomed NJ as a new member of an exercise class. Asking what kind of work she was in, NJ's response was not the usual, "I'm a retired art educator." She responded with a lively, "I'm a social entrepreneur looking for an exciting opportunity. It could be a paid position or a fun, new challenge". Nidhi, a psych nurse with an explosive innovative idea, quickly replied, "Do I have a gig for you!"

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Chapter 1: Program Introduction

Over the past ten years we have helped people suffering from depression, anxiety and PTSD manage their symptoms using our **Self Discovery Through Art** (SDTA) program. This program blends Cognitive Behavior Therapy, the gold standard of treatment for these disorders, with companion art projects to make the time spent fun and rewarding and serve as supportive reminders for future reference.

Recovery. Resilience. ReCreation



These wellness support groups have helped participants recover from loss, manage burnout and restore functioning.

The death of a loved one, loss of a job or other traumatic events: these are all examples of challenging life experiences. Many people react to such circumstances with a sense of uncertainty and a flood of strong emotions. Yet people generally adapt well over time to life-changing situations and stressful conditions. What enables them to do so? How do people deal with difficult events that change their lives, the loss of their home, health, purpose or community? (SAMHSA, n.d.)

We discovered that many cultures have words that describe this intrinsic motivation to adapt: grit, perseverance, resilience (English), *sisu* (Finnish), *ikigai* (Japanese), *ho'omau* (Hawaiian) to name a few. We looked at the process of how people address challenges and discovered that there are essentially three stages that are fluid and dynamic:

1. **Recovery** from challenges
2. Building **resilience**
3. Moving on to **re-create** lives worth living.

We call our wellness support group program: **Recovery.Resilience.ReCreation**. Our support group sessions focus on the concepts of recovery from loss, resilience as a bridge from loss, and on ReCreation of a life worth living. These concepts are brought to life visually during the session using structured studio art that engages the thoughts, feelings, senses and imaginations of the participants to provide a hands-on art experience and immediate feedback to anchor these concepts and skills within the participant.

The **Recovery.Resilience.ReCreation** program is for people seeking to meet personal challenges with courage and despite the odds flourish and become thrivers by strengthening their resilience.

Recovery



*“Life isn’t about waiting for the storm to pass;
it’s about learning to dance in the rain.”*

Vivian Greene

In this quote (Greene, n.d.), storms are metaphors for challenges we face. These may be temporary and/or permanent threats to our home, health, purpose and community. Yet we have seen time and time again, examples of people bouncing back, getting up, moving on and rebuilding their lives after adversity strikes. This active re-engagement in life is called “recovery.”

Resilience

The human trait that frees us up to dance in the rain is called resilience. “Resilience” is the process of adapting well in the face of trauma, tragedy, threats or significant source of stress. Being resilient does not mean that a person does not experience difficulty or distress. What sets resilient individuals and communities apart from others is the learned ability to adapt and restore functioning at a new level (APA,2012). The good news for all of us is that research shows that resilience:

- * Is more the norm and ordinary than extraordinary
- * Can be learned and may be influenced by culture
- * Is an ongoing process which takes time and effort.

Think of Resilience as the bridge between Recovery and the ReCreation of lives worth living. The resilience factors and skills are our guide. Ten resilience factors form the framework for the group sessions described in Chapter 7 of this facilitation guide.

Ten Resilience Factors

1. **Optimism/Gratitude:** maintaining an attitude of gratitude. Having hope and giving thanks regularly are qualities that come in handy when we are tired of the hard work of staying afloat. Optimists are grateful people and this allows them to generally see setbacks as temporary, and not a permanent condition. They are able to compartmentalize the setback to stop the ripple effect to other areas that are going well.
2. **Social Support:** these are the people in our lives: individuals, family members and agencies that are our lifelines to safety, providing the safety net when we ask for help. Trusted companions who can be especially helpful for dealing with rapids, upstream currents and other difficult stretches of the river.
3. **Role Models:** are guides we must have in our raft to show us the way to calm water because they have navigated the course and have drawn a map for us.
4. **Physical Activity:** essential for getting our bodies and minds strong to focus on the task of staying the course because our endurance will be challenged. We know that where our attention goes our energies will follow.

5. **Integrity:** our inner compass or internal rudder that keeps us true to our values and shows up in behavior that is aligned with these. Our values strengthen our integrity and vice versa.
6. **Faith/Spirituality:** the inner, quiet confidence, that even though we cannot see, predict it or control anything, it is no longer necessary to do so. It is life lived in the face of uncertainty. This is the unshakeable belief that we all come from One Source and that the divine in us recognizes the identical divine spirit in others. This belief is sorely tested when we are faced with the rough waters of adversity.
7. **Facing Fear:** using our role models and our support system when we come to the rapids we get ready to face our fear of drowning or failure. What awaits us when we do go through and come out of whitewater, is the exhilarating joy of being wet but alive. We can bring the boat to the bank, sit awhile and allow the sense of triumph to flow through us: "I did it". We are changed forever and stronger because we can store this memory and access it for the next adventure.
8. **Humor:** on the river, you may encounter rapids, turns, slow water and shallows. As in life, the changes you experience affect you differently along the way. Without cultivating a sense of humor or the ability to laugh at ourselves, the world or our situation, we cannot build a life worth living. All our efforts must be leavened with a sense of humor so we don't take ourselves too seriously.
9. **Forgiveness:** the hard task of letting go of our anger against ourselves or the need for vengeance against those who have harmed us and be moved to forgive them. We remain chained to this person until we forgive and let go. This is a gift we give ourselves. Forgiveness means getting out and moving the boat off the rocks and getting back in. It asks us to rise to our higher self.
10. **Mission/Meaning in Life:** as we learn to trust our role models and support system we start waking up to our purpose of rebuilding ourselves. We find new and different ways to recreate meaning, often leaving our old lives behind. We experience a re-engagement with life as evidenced by: compassion for ourselves and others, connection to our feelings and those of others, contribution to a purpose that enlarges our lives and celebration of small and big successes daily. We continue our journey renewed (Manitoba Trauma Information & Education Centre, 2013).

ReCreation



*"My mission in life is not merely to survive,
but to thrive; and to do so with some passion, some
compassion, some humor, and some style."*

Maya Angelou

ReCreation of a life worth living emerges from the recovery process and is built on what we call the Thriving C's:

- * Compassion for self and others (Addressed during sessions on Forgiveness and Humor)
- * Connection to our feelings and those of others (Addressed during sessions on Physical Activity, Facing Fear, Social Support, Faith and Role Models)
- * Contribution to a purpose small or big that enlarges your life (Addressed during sessions on Integrity and Mission)
- * Celebration of small and big successes daily (Addressed during sessions on Optimism and Gratitude)

Compassion

Compassion for self and others is often called having a wise heart. Compassion means moving from self-critical and negative self talk to a narrative that accepts our vulnerability as pathways to loving kindness for ourselves and others. We cannot change the fact that highly stressful events happen, but we can change how we interpret and respond to these events.

Connection

Connection to our feelings and those of others is how we develop empathy. We are actually hardwired to overemphasize the negative. “The negative bias is our tendency not only to register negative stimuli more readily but also dwell on these events. Also known as positive-negative symmetry bias means that we feel the sting of a rebuke more powerfully than we feel the joy of praise” (Rozin, & Royzman, 2001). Staying open and connected to our feelings, accepting them as just that, instead of shutting down emotions that are distressing to manage, is risky and hard but necessary to build a life worth living. Learning appropriate ways to express these emotions keeps us connected to others' feelings without taking them personally or cutting them off.

It is important to look for opportunities for self-discovery. People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality, and heightened appreciation for life.

Contribution

An important component of re-creating a life worth living is to make a contribution to something that enlarges our lives. Even a small contribution can help to give our life purpose; this may be something as small as volunteering for one hour a month or a random act of kindness with no expectation of thanks. This creates a sense of belonging to the human community and serving something other than one's self. It adds to the fullness of our life story and gives personal meaning to our human experience.

Celebration

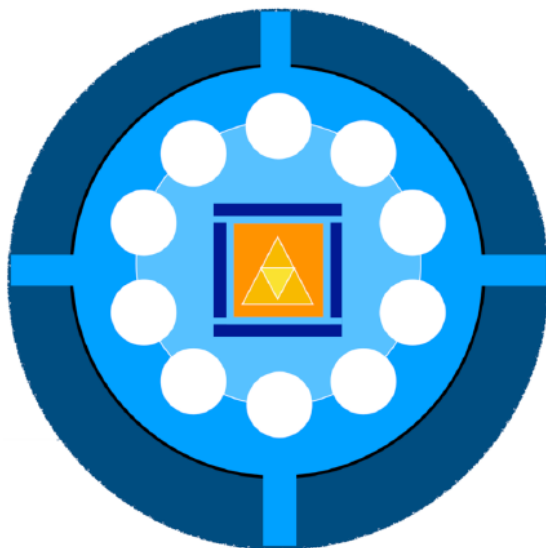
Celebration recognizes and joyfully acknowledges simple and big accomplishments daily. Avoid seeing crises as insurmountable problems. Look beyond the present to how future circumstances may be a little better with the information and skills we gather as we re-create our lives. Maintain a hopeful outlook. An optimistic outlook enables us to expect that good things will happen in our life. Try visualizing what we want, rather than worrying about what we fear. Accept that change is a part of living and each day brings us reasons to be grateful.

Chapter 2: Recovery. Resilience. ReCreation (RRR)

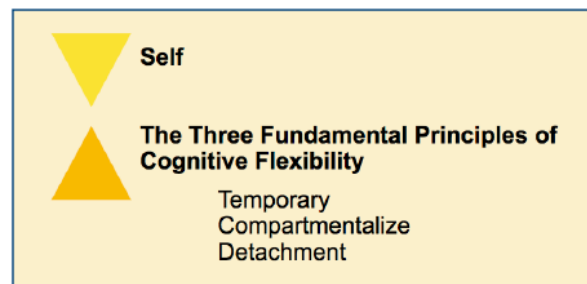
Purpose

This program is a wellness support group for people seeking to meet personal challenges with courage and despite the odds flourish and become “thrivers” by strengthening their resilience and gathering support from community. It focuses on resilience skills that bring short-term relief and long-term healthy outcomes when used regularly. RRR has two unique features: 1) we have a prescription of wellness skills that we discuss and hand out; and 2) we use structured studio art as a form of visual thinking (Arnheim, 1969) to create companion art projects that act as supportive reminders of the concepts and skills. This engagement with art underlines the vision of our organization: Nurturing and strengthening the mental health of all people using “Art as Medicine” (McNiff, 1992).

SDTA’s Model of Wellness is visualized as a mandala and provides a framework for understanding and working on restoring wellness or maintaining wellness. Ten resilience factors are highlighted and discussed each with a prescription of wellness skills (Rx).



Model of Wellness



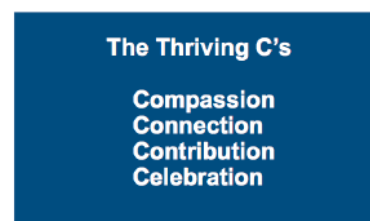
Recovery



Resilience



ReCreation



SDTA Model of Wellness ©

Program Goal

The primary goal of the RRR program is to learn about **Resilience** as the bridge from **Recovery** to **ReCreation** of a life worth living using the ten resilience factors as a guide: optimism and gratitude, social supports, role models, physical activity, integrity, faith and spirituality, facing fear, humor, forgiveness, mission and meaning in life.

These ten factors will be our guide from **Recovery** to **ReCreation**. Resilience is an ongoing process that requires time and effort and engages people in taking action. Simple interactive hands-on art activities are designed to reinforce and show the resilience concepts in visual form to enhance learning.

Objectives

Three primary objectives of the program include:

1. Create a symbolic visual feelings journal.
2. Produce artwork with the intent of better understanding RRR concepts.
3. Discuss the Arts as Medicine prescription (Rx) of wellness skills.

Outcomes

After participating in this program, participants will:

- * Experience increased awareness and self-discovery
- * Be able to actively use the Arts as Medicine prescription (Rx) of wellness skills to strengthen resilience as measured on SDTA's Resiliency Scale.
- * Experience improved quality of life and well-being as measured on the World Health Organization Well-Being Index (WHO-5).


Standards

Cognitive Behavioral Art Therapy is an evidence-based practice (Rosal, 2018.)

Chapter 3: Expressing Ourselves Through Art

When we make art, we are expressing ourselves. We use our imaginations to create images and symbols to communicate these feelings. Making art is one form of nonverbal, symbolic communication. It is visual thinking. Throughout history humans have been making marks, images to decorate, and communicate, stories about their experiences. e.g. petroglyphs, tattoos. We have the ability to be creative through art and agree with Malchiodi (1989) and McNiff (1992) that:

1. Art expresses what words cannot. Sometimes we are so emotionally carried away, upset or joyful, that we cannot speak. Creating images is a way of expressing our innermost thoughts, feelings, and fears.
2. The actual process of making art is relaxing; it is play and at the same time helps us grow, rehabilitate and heal.
3. It is an emotional release: making art releases serotonin that is in short supply in people who are depressed or angry.
4. It improves hand-eye coordination and activates our brains in new ways.
5. Making art generates self-esteem: it encourages risk-taking in a safe and nonjudgmental environment.
6. It encourages experimentation, learning new skills, especially as a grounding tool: staying in the present.
7. Making art meets a human need for self-expression and helps us make sense of the world, fills in our emptiness and reconnects with our soul. That is why self-discovery through art is also called soul medicine.



“Whether in painting, poetry, performance, music, dance, or life, there is an intelligence working in every situation. This force is the primary carrier of creation. If we trust it and follow its natural movement, it will astound us with its ability to find a way through problems – and even make creative use of our mistakes and failures. There is a magic to this process that cannot be controlled by the ego. When everything seems as if it is hopeless and going nowhere ... trust the process.”

Shaun McNiff, 1998

Art Production

The RRR wellness program is about learning resilience skills with symbolic art production. We know that some people can read helpful information understand it and take action, while others might need to experience the concepts, getting their hands around art materials to make the connection and take action. SDTA aims to give participants a reasonable art experience in the planned allotted session time.

Art projects are designed to reflect the resilience factors and serve as a reminder of what has been learned. The art production is meant to move participants into the creative zone without taking their thoughts away from the resilience factor.

No art experience is necessary to participate in this wellness program. Our focus is on making non-objective works of art that are playful, experimental and satisfying. “Non-objective” design is about using lines, colors,

shapes, textures, values and working with positive and negative space. It is not about making realistic pictures or sculptures of people, animals or landscapes.

The Language of Art



“Don't worry about mistakes. Making things out of mistakes, that's creativity.”

Peter Max

Visual imagery is the language of art using the elements and principles of art and design. The elements of art are the visual tools that the artist uses to create a composition. These are line, shape, space, value, color and texture. These elements are the foundation used to create a work of art.

Six Elements of Art

1. **Line** is a point moving in space. It may be two- or three-dimensional, descriptive, implied, or abstract.
2. **Shape** is two-dimensional, flat, or limited to height and width, organic or geometric. Form is art that is three-dimensional
3. **Space** is an element of art by which positive and negative areas are defined, or a sense of depth achieved in a work of art.
4. **Value** is the lightness or darkness of tones or colors. White is the lightest value; black is the darkest. There can be numerous values between them.
5. **Color** is made up of three properties: hue, value, and intensity.
6. **Texture** is the way things feel or look as if they might feel if touched.

The principles of art represent how the artist uses the elements of art to create an effect and to help express the artist's intent. The principles of art and design are balance, contrast, emphasis, pattern, unity, movement, and rhythm. These principles, when used together help communicate thoughts, ideas and feelings to others.

Therapeutic Intention

The therapeutic intention of the RRR program **is to enhance active learning by merging cognition and creative imagination**. Participants will start and end each session by artistically expressing how they are currently feeling. In creating works of art, artists use line, shape/form, space, color, value, and texture. Using a vocabulary list of feeling words and the elements of art, participants will create a nonverbal vocabulary to express their feelings. For example, not just “mad” but “irked”, a word that more closely describes their feelings. Their creations will be non-objective – that is, their art is expressive and not designed to look realistic.

Journals are provided and will be kept by the Facilitator until the last session. This is an exercise in being comfortable with making mistakes, being nonjudgmental about what comes up, being comfortable with using art materials and tools and discussing their artwork. A participant’s change in feeling from start to end of each session is often dramatic and is evidence that art is “soul medicine” and worthy of prescription (McNiff, 1992).

Chapter 4: Resilience Factor with Companion Artwork

The artwork is designed to reflect each resilience factor/concept. It is meant to be easily explained and produced within the session timeframe. Selected materials and supplies are affordable and portable. A variety of materials augment the sessions, to produce two and three-dimensional works of art. The symbolic artwork acts as a supportive skill-building reminder and is designed to support participants having an enjoyable, successful artistic experience.



Butterflies of Hope
Optimism and Gratitude



Keys of Engagement
Social Support



Character Collage
Role Models



Figure Drawing
Physical Activity



Integrity Pillar
Integrity and Altruism



Meditative Masterpiece
Faith and Spirituality



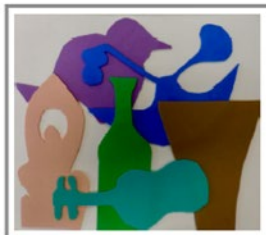
Sisu Mask
Facing Fear



Hand Puppet Open
Humor



Wreath Ornament
Forgiveness



Contour Cutting 1
Mission and Meaning in Life



Contour Cutting 2
Mission and Meaning in Life



Hand Puppet Closed
Humor

Chapter 5: Feelings Journal

Participants will quickly create a nonverbal check-in/out journaling exercise expressing their feelings at the beginning and end of each session. They will take a breath and a few moments to get in touch with their current feelings using the Feelings Vocabulary List to assist them. They will avoid choosing a physical symptom. They will make a non-objective/abstract design using the listed tools and materials. They will avoid making universally recognizable images such as, hearts, smiley faces, peace signs, or geometric shapes. Each unique expression represents what the participants are currently feeling. They will date and label the design on their journal page with one feeling word. When all are finished participants will hold up their work to share with the group one at a time. The Therapist will remind the group to think of feelings in three ways:

1. Those feelings that give you the satisfaction that your needs are being met
2. Those feelings that raise your awareness that your needs are not satisfied.
3. Feelings are temporary.



“No feeling is final.”

Rainer Maria Rilke

This exercise will be repeated at check-out and their results will be compared. At the end of the day’s session, the Facilitators will collect the journals and keep them to re-distribute at the next session.

Creative Check-In/Out Expression Using the Language of Art	
Orientation	Line
Optimism/Gratitude.....	Value
Social Support.....	Shape
Role Models.....	Texture
Physical Activity	Space
Integrity	Shape
Faith/Spirituality	Color
Facing Fear.....	Form
Humor	Participants’ Choice
Forgiveness.....	Texture
Mission/Meaning in Life	Shape
Reflection.....	Value

NOTE: Blank white 3 x 5 inch index cards with a hole punched in one corner of each attached with a pipe cleaner or ribbon works well as a journal, extra pages can be added if necessary. These are very affordable. Blank notebooks or journals are optional.

Chapter 6: Facilitator Roles and Logistics

Therapist Role

Welcoming Attitude

It is imperative that the attitude and demeanor of the Facilitators be warm and welcoming so that the tone of the group is friendly, relaxed and safe. Besides the necessary housekeeping details, the “greetings and announcements” section of the session is a great place to acknowledge participants for accomplishments they may have shared. The rules appropriate for any group and particular to the setting have to be established and reinforced in sessions as needed. At minimum, rules for confidentiality, respect and commitment along with a plan for handling crises have to be established during orientation.

Competency in Cognitive Behavior Therapy Techniques

While a Facilitator certified in Cognitive Behavior Therapy (CBT) would be ideal, this certification is not essential to running the RRR program. The Facilitators, however, must demonstrate a broad understanding of CBT theories, cognitive distortions, and corrective skills. The psycho-educational content of the session plan requires that the Facilitator be able to enhance the understanding of the participants as the content is presented and discussed.

Competency in Group Facilitation Skills

Competency in group facilitation skills is vital for the success of this group, especially if the characteristics of the group are not homogeneous. The Facilitator must be comfortable with dynamics that are present in a multicultural environment; of varying educational levels so as to meet the learning needs of participants with advanced degrees and those without a high school diploma; and of varying social comfort levels. While a plan for handling crisis situations has to be established at the outset, the Facilitator must be able to empathically de-escalate crises as they arise. A sprinkling of humor that lightens up the session and reinforces the concepts without devaluing the content is helpful. When the dynamic of “secondary gain”, defined as refusal to give up a distortion even when the participant understands it intellectually, shows up, as it surely will, it is helpful to refer the participant to individual therapy rather than allow the person to monopolize the session.

Collaborative Relationships

The Therapist can help support the program by developing and maintaining collaborative relationships with:

- * Employer/agency sponsoring the program, both private and public entities
- * Universities seeking clinical practicum placement sites for students of nursing, psychology and allied health fields

Engagement with Art Facilitator

The partnering relationship with the Art Facilitator on all aspects of the program is the foundation that ensures the vitality and success of this group. This means meeting on a weekly basis to plan, create and try out the art project that best illustrates the resilience factor and the wellness skills for that factor. Flexibility with hours and energy is critical to working around any obstacle. Prepare to turn on a dime and pull out Plan B. This includes willingness to dumpster dive, go garage sailing and repurpose found objects into art materials. The Therapist must have a keen interest in and curiosity about art and art media which translates into furthering their own skills at making art.

Art Facilitator Role

Welcoming Attitude

It is important that the Art Facilitator support the Therapist's efforts to creating a warm and welcoming atmosphere so that the tone of the group is friendly, relaxed and safe. A successful Art Facilitator will be fully present in each session by sitting with the group, showing genuine interest in the program, participants, and artwork.

Competency in Art Making Techniques

Teaching experience is more ideal than being a visual artist. Giving simple, clear, easy to follow directions using a pre-prepared step-by-step art poster and displaying a finished project sample is critical. It is important to complete the artwork in each session. Participants unable to do so are encouraged to finish their artwork at home and bring it back the following week.

- * To ensure better understanding, the **Facilitators MUST** make an example of a finished product as described in the manual before introducing it to the group, as well as:
- * Gather materials ahead of time, have a few extras on hand
- * Estimate time for introducing and producing the art during the session
- * **Advance participant's work ahead of time by folding, tracing, cutting out parts of the project for them** that would take time away from the conceptual aspect of their art project (example: prepare the fear mask shapes ahead of time some with eyes and mouth cut out as well allowing more time for participants to artistically add resilience words to their mask)

Competency in Group Facilitation Skills

The Art Facilitator will give art directions in front of the group using art terms with artist's names and art styles when applicable during the second half of the session, keeping focused on Art as Medicine. The Art Facilitator will efficiently pass out materials to seated participants keeping them on task. Participants will hopefully leave the session feeling successful as artists with new skills and thinking.

Collaborative Relationships

The Art Facilitator can help support the program by developing and maintaining collaborative relationships with:

- * Community leaders in improv, poetry, drama, movement and music to expand the program to include all expressive modalities
- * Local art galleries, art supply and thrift stores

Collaboration Between Therapist and Art Facilitator

The partnering relationship between the Therapist and the Art Facilitator on all aspects of the program is the foundation that ensures the vitality and success of this group. This means meeting on a weekly basis to plan, create and try out the art project that best illustrates the resilience factor and the wellness skills for that factor. Flexibility with hours and energy is critical to working around any obstacle. Prepare to turn on a dime and pull out Plan B. This includes willingness to dumpster dive, go garage sailing and repurpose found objects into art materials. The Therapist must have a keen interest in and curiosity about art and art media which translates into furthering their own skills at making art. The Art Facilitator must be committed to the role of art production in supporting the mental health and well-being of the participants.

Logistics

Facility

The facility needed for conducting this program is a spacious room for twelve people to work, stand, sit, and move around, room for wheelchairs with proper ventilation, and lighting.

Furniture

Essential Furniture:

- * Tables and chairs
- * Art supply table/cart
- * Shelves for project storage if necessary

Not Essential but Nice to Have:

- * Supply storage cupboard
- * Easel/writing pad
- * Whiteboard/chalkboard
- * Paper cutter
- * Sink
- * Bulletin board
- * Electric pencil sharpener
- * Use of copier/computer
- * Tile floor covering
- * Art reference books

Materials

Participant Materials (portable, new or used):

- * Pencils, erasers
- * Pencil sharpener
- * Colored pencil
- * Markers
- * Scissors, tape
- * Glue-liquid/stick
- * Watercolor set with brush

Facilitator Materials (stored, new or used):

- * Feelings journal – purchased (or made from large blank index cards bound with ribbon/pipe cleaner in one corner)
- * Tape-clear, masking
- * Extra pencils, erasers
- * Pencil sharpener
- * Colored pencils, markers
- * Scissors, tape
- * Glue-liquid, stick
- * Watercolor set, assorted brushes
- * Plain white paper
- * Left-handed scissors
- * Paper punch
- * Stapler
- * Assorted materials - stickers, beads, doodads, fabric scraps

Studio Supplies:

- * Plastic table cover/newspaper
- * Paper towels
- * Hair dryer
- * A few plastic bins
- * Plastic bowl
- * Smocks or old shirts

Low Budget Program

Here are some tips for keeping down the costs of materials and supplies (Stribling, 1970):

- * Ask for donations of art supplies from co-workers and friends.
- * Check garage, rummage, church, tag sales, and thrift stores for “packaged deals” of assorted used materials at bargain prices.
- * Dollar stores, party stores, dime stores and hardware stores (cheap rolls of packing paper) have fair prices on art supplies as well and there is dumpster diving!
- * Often frame shops are happy to rid themselves of odd cut mat boards. Some design shops are eager to dispose of their old wallpaper books and other interesting samples.
- * Local artists occasionally clear out their studios and freely donate their used supplies to art groups.

Useful Tips

- * Use the pre-prepared posters as a guide listing step-by-step art instructions on whiteboard, chalkboard, newsprint or poster board to be displayed and referred to when giving the art introduction.
- * Give the instructions/demo first then pass out materials. To avoid holding up the group you can troubleshoot requests for individual instructions, letting those who understand get started.
- * Avoid giving several more directions while participants are in the “creative zone”.
- * Adapt the art when necessary to better suit your style, participants or facility while staying true to the project.
- * Encourage artists to take home their work and display it for conversation and a reminder of what they have learned.
- * Give positive comments regarding individual artwork focusing in on specifics. “You did excellent detailed work throughout your drawing, especially in this area.” Not just... “WOW, that’s great.”
- * Have participants note the specific session theme, title and sign their name on the back of their artwork.
- * Keep the attention focused on concepts and art of the session, music can be distracting.
- * Respect participants’ artwork, do not destroy it in front of them or toss it in the trash.
- * Enlist a helpful art room aide.
- * Paint directly from small bottles of acrylic or tempera paint: less waste. Shake the bottle first, then dip the brush into the bottle, use a paper towel to clean the brush. Share the paint and brush with others. If mixing a special color, use a plastic lid as a palette. Pouring out paints is costly and requires more clean up.
- * Gather used paint brushes and clean them all at once while holding them in your hand under running water.
- * Check out another public/private venue if the art production is too messy for your current facility.
- * Clear a storage area ahead of time if needed.
- * Have a camera ready to record finished artwork.
- * Have fun!

Chapter 7: Session Plans

General Session Schedule

Watch the time closely to allow for art production to start in or around the second hour. Participants who have not finished the artwork at the end of the session may be encouraged to finish it at home. All participants will be encouraged to take their artwork home.

General Session Schedule (2 Hours)	
Therapist	(10 minutes)
Welcome	
Announcements	
Review Personal Goals	
Art Facilitator	(5 minutes)
Creative Check In	
Therapist	(15 minutes)
Review of Previous Session	
What Factor and Skills Were Discussed?	
Usefulness of the Skills: What Worked? What Did Not?	
Therapist	(30 minutes)
Session Content	
Warm Up – Hook	
Discussion of Resilience Factor and Prescription (Rx) of Wellness Skills	
Art Facilitator	(35 minutes)
Directions and Art Production	
Therapist	(15 minutes)
Art Reflection and Processing	
Art Facilitator	(5 minutes)
Creative Check Out	
Therapist	(5 minutes)
Wrap Up	

Twelve Session Plans

A series of twelve, two-hour weekly group sessions including:

- * Personal wellness goal challenge
- * Visual check-in/out journaling exercise
- * Presentation of resilience factor
- * Weekly prescription (Rx) of wellness skills
- * Production of artwork expressing concepts in visual form
- * Art
- * Processing of resilience building/strengthening

Follow the sequence of the sessions so that you are introducing the Resilience Factors in order:

Session 1: Orientation

Session 2: Resilience Factor #1: Optimism and Gratitude

Session 3: Resilience Factor #2: Social Support

Session 4: Resilience Factor #3: Role Models

Session 5: Resilience Factor #4: Physical Activity

Session 6: Resilience Factor #5: Integrity

Session 7: Resilience Factor #6: Faith and Spirituality

Session 8: Resilience Factor #7: Facing Fear

Session 9: Resilience Factor #8: Humor

Session 10: Resilience Factor #9: Forgiveness

Session 11: Resilience Factor #10: Mission and Meaning in life

Session 12: Self Reflection

SESSION 1: Orientation

Session Guide



WELCOME: Welcome group and make announcements; establish a safe, playful and warm attitude. Make sure all participants sign in on the sign in sheet. Ask group members to introduce themselves and answer the question, *“What brings you here today?”*



DISTRIBUTE, COMPLETE AND COLLECT:

- * **RRR Intake Form (Appendix A)**
- * **Resiliency Scale** (Appendix A)
- * **WHO-5** (Appendix A)



CHECK-IN: The Art Facilitator will guide participants through a quick nonverbal journaling exercise by having tools and materials ready in advance.



DISTRIBUTE:

- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1).



TELL:

- * Locate your journal (to be collected after each meeting).
- * Date the first blank page at the top with today’s date.
- * Print/write the words “Check In” at the top.
- * Get in touch with your current feeling. “How do you feel right now?”
- * Use the feelings vocabulary list to assist you.
- * Remember, no physical sensations.

No art background is necessary. Our focus is on making non-objective works of art that are experimental, playful, and satisfying. Non-objective design is about using lines, colors, shapes, textures, values and working with positive and negative space. Non-objective art is expressive and is not about making realistic pictures or sculptures of people, animals or landscapes. Also, avoid making recognizable objects such as hearts, teardrops, smiley faces, peace signs or geometric shapes.



CREATE: Check-in. Make quick non-objective images, using the language of art to express how you are feeling right now.

Feelings Vocabulary List (Handout #1)

Feelings Vocabulary List

This is not an exhaustive list. If you have a feeling that is not listed, you may use it as long as it reflects one of the six generally accepted emotions.

MAD: ANNOYED aggravated dismayed disgruntled displeased exasperated frustrated impatient irritated irked ANGRY enraged furious incensed indignant irate livid outraged resentful bitter belligerent

SAD: YEARNING envious jealous longing nostalgic pining wistful DISCONNECTED alienated aloof apathetic bored cold detached distant distracted indifferent numb removed uninterested withdrawn depressed dejected despair despondent disappointed discouraged disheartened forlorn gloomy heavy hearted hopeless melancholy unhappy agony anguish bereaved devastated grief heartbroken hurt lonely miserable regretful remorseful

GLAD: AFFECTIONATE compassionate friendly loving open hearted sympathetic tender warm ENGAGED absorbed alert curious engrossed enchanted entranced fascinated interested intrigued involved spellbound stimulated HOPEFUL expectant encouraged optimistic CONFIDENT empowered open proud safe secure EXCITED amazed animated ardent aroused astonished dazzled eager energetic enthusiastic giddy invigorated lively passionate surprised vibrant GRATEFUL appreciative moved thankful touched INSPIRED amazed awed wonder (surprised) JOYFUL amused delighted glad happy jubilant pleased tickled EXHILARATED blissful ecstatic elated enthralled exuberant radiant rapturous thrilled PEACEFUL calm clear headed comfortable centered content equanimous fulfilled mellow quiet relaxed relieved satisfied serene still tranquil trusting REFRESHED enlivened rejuvenated renewed rested restored revived

FEAR: CONFUSED ambivalent baffled bewildered dazed hesitant lost mystified perplexed puzzled torn VULNERABLE fragile guarded helpless insecure leery reserved sensitive shaky EMBARRASSED ashamed chagrined flustered guilty mortified self-conscious TENSE anxious cranky distressed distraught edgy fidgety frazzled irritable jittery nervous overwhelmed restless stressed out apprehensive dread foreboding frightened mistrustful panicked petrified scared suspicious terrified wary worried

SURPRISE: (contextual) TAKEN ABACK, delighted appreciative moved pleased tickled agitated alarmed discombobulated disconcerted disturbed perturbed rattled restless shocked startled troubled turbulent turmoil uncomfortable uneasy unnerved unsettled upset disquiet

DISGUST: AVERSION animosity appalled contempt disgusted dislike hate horrified hostile repulsed

Physical Sensations such as pain, fatigue, tightness in chest and muscles, sleepy, jittery, are felt in the body. These are not emotions, but they can influence how we “feel.” Choose a feeling from the list above.



TELL: We are working with the art element—**LINE**.

Quietly reflect on your current mood. You may use the feelings vocabulary list to help find your one feeling word. Quickly make non-objective line doodles, on the journal page with a pen, to show how you are currently feeling. You may close your eyes as you doodle. There is no right or wrong.



TELL: Instruct participants to:

- * Label your design with a feeling word, no need to worry about spelling.
- * Share your finished work with the group; hold it up for all to see.

- * Remember emotions have value. Think of feelings in three ways:
 1. Those feelings that give you the satisfaction that your needs are being met
 2. Those feelings that raise your awareness that your needs are not satisfied.
 3. Feelings are temporary.

“No feeling is final.”

—Rainer Maria Rilke



TELL: Remind the group: a comparison between check-in/out will be made at the end of the session.



TELL: Explain the objective of the program and how it works.

This program is a wellness support group program for people seeking to meet personal challenges with courage and despite the odds flourish and become “thrivers” by strengthening their resilience and gathering community support. It has two unique features: We have a prescription of wellness skills that we discuss and handout and we use structured studio art as a form of visual thinking to create companion art projects that act as supportive reminders of the concepts and skills. This engagement with art underlines the vision of our organization: Nurturing and strengthening the mental health of all people using the Arts as Medicine.

OBJECTIVE: This program focuses on resilience skills that bring short-term relief and long-term healthy outcomes when used regularly.

- * **What is Recovery?** It is the active re-engagement with life. The fact that you signed up for this program means you are motivated to find ways to overcome current challenges. For our program this means each of you will come back next week with a recovery goal in mind that you want to accomplish in the next 3-6 months. These goals have to be realistic, progressive and achievable. We will be asking you to report on your progress each week so choose goals that relate to this timeline.
- * **What is Resilience?** This program defines it as the bridge between recovery and ReCreation.
- * **What is ReCreation?** Bouncing BACK!

WHY: Building resilience in individuals and communities using the Arts as Medicine:

- * Increases independence and control of our lives.
- * Increases self-directed contribution to re-creating a life worth living after adverse events.
- * Decreases the burden on public services.

HOW: Through a series of twelve, two hour weekly group sessions consisting of:

- * Personal wellness goal challenge
- * Visual check-in/out journaling exercise
- * Presentation of resilience factor
- * Weekly prescription (Rx) of wellness skills
- * Production of artwork expressing concepts in visual form
- * Art reflection
- * Processing of resilience building/strengthening

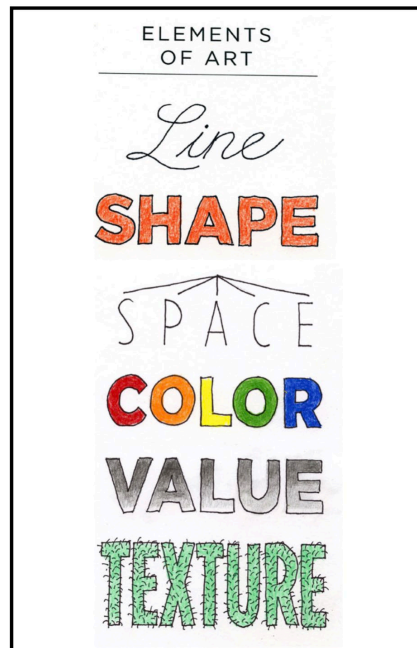


THERAPEUTIC INTENTION: Participants will start and end each session by artistically expressing how they are currently feeling. In creating works of art, artists use line, shape/form, space, color, value, texture. Using a vocabulary list of feeling words and the elements of art, participants will create a nonverbal vocabulary to express their feelings. Ex. not just “mad” but “irked”, a word that more closely describes their feelings. Their creations will be nonobjective. Journals are provided and will be kept by the Facilitator until the last session. This is an exercise in being comfortable with making mistakes, being nonjudgmental about what comes up, being comfortable with using art materials and tools and discussing their artwork. A participant’s change in feeling from start to end of each session is often dramatic and is evidence that art is “soul medicine” and worthy of prescription.



TELL: Introduce the six elements of art below, as shown on the large RRR poster.

Six Elements of Art



1. **Line** is a point moving in space it may be two or three-dimensional, descriptive, implied, or abstract.
2. **Shape** is two-dimensional, flat, or limited to height and width, organic or geometric. Form is art that is three-dimensional.
3. **Space** is an element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art.
4. **Color** is made up of three properties: hue, value, and intensity.
5. **Value** is the lightness or darkness of tones or colors. White is the lightest value; black is the darkest. There can be numerous values between them.
6. **Texture** is the way a surface feels, or looks as if it might feel if touched.



ASK: How many of you identify with this quote and can tell us about it?

“I found I could say things with color and shapes that I couldn't say any other way - things I had no words for.”

— Georgia O’Keefe



SHOW: examples of O’Keefe’s well-known paintings. Some examples might include: Pelvis with the Distance, Music, Pink and Blue No. 2. Plan to bring them to show in a library book or on an electronic device.



DO: the **Emotions to Elements** expressive exercise.

MAD	SAD	GLAD
FEAR	DISGUST	SURPRISE

The Art Facilitator will fold a sheet of white multipurpose paper, for each participant, creating six rectangles ahead of time in an effort to keep the conceptual aspect at the forefront of this exercise.



TELL: Instruct participants to:

- * Label the six rectangles representing the six human emotions-mad, sad, glad, fear, disgust, surprise.
- * Draw a non-objective/abstract doodle expressing your idea of each emotion in the designated areas using colored pencils and the six elements of art-line, shape, space, color, value, texture. This is symbolic communication, visual thinking, non-objective art with no right or wrong answers.



SHOW: an example of Emotions to Elements after participants begin their work.

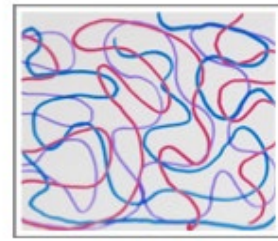
SIX HUMAN EMOTIONS



MAD



SAD



GLAD



FEAR



DISGUST



SURPRISE



TELL: When we make art we are expressing ourselves. We use our imaginations to create images and symbols to communicate these feelings. Making art is one form of nonverbal, symbolic communication or, in other words, visual thinking. Throughout history humans have been making marks, and images to decorate, communicate, and tell stories about their experiences, e.g. petroglyphs, tattoos. All of us have the ability to be creative through art and all art is acceptable. It is a fun-filled activity that relaxes us as there is no right or wrong way to create images.



TELL: How art works in your brain: as you work on your art projects, recognize that choice of colors and images are usually emotional, whereas the design/composition, arrangement of materials and finished product is usually governed by your thinking brain. These are the same skills you use to make life decisions: planning, organizing resources, setting up schedules, executing the plan, evaluating what worked, what did not work (Haas-Cohen & Carr, 2008).



“Images helped clients understand, express, contain, and soothe emotions.”

Dr. Lisa D. Hinz, 2009



DISTRIBUTE: Distribute and complete **Quick Value Scale Exercise worksheet** (Handout #2)

Quick Value Scale Exercise (Handout #2)

The diagram shows a vertical stack of five empty rectangular boxes. The top box is labeled "DARK" and the bottom box is labeled "LIGHT". To the right of the boxes is a text box defining "Value" as the lightness or darkness of an object. Below the text box are four horizontal bars demonstrating shading techniques: Hatching (vertical lines), Cross Hatching (interlocking lines), Stipple (dots), and Random Mark (irregular scribbles). At the bottom center is a seesaw labeled "Value Scale" with a triangle fulcrum.

DARK

Value The lightness or darkness of an object. The degree of lightness or darkness. The effect of light and shade in a picture.

Using a pencil, shade in the first box so that the value is black. In the second box, shade so that the value is lighter than the first. The third box will be shaded even lighter...this will be your mid-tone. Shade the fourth box so that it is just gray enough to see.

Hatching

Cross Hatching

Stipple

Random Mark

Value Scale

LIGHT





















DISTRIBUTE: Distribute and instruct the group to complete the **Feelings Have Value** exercise worksheet using clouds (Handout #3). Feelings like clouds arise, change and move away. Feelings can be mild, moderate, or extreme. On the worksheet you have three clouds in a line, each line named after an emotion. You will be using colored pencils, one color per line (emotion).

Feelings Have Value Exercise Worksheet (Handout #3)

Feelings Have Value Emotional Nuances

VALUE is an Element of Art. We are coloring shades of EMOTION.

Light Mild	Color Moderate	Dark Extreme	Light Mild	Color Moderate	Dark Extreme
					
	MAD			FEAR	
					
	SAD			SURPRISE	
					
	GLAD			DISGUST	



ASK: Referring to the first line of clouds: MAD. What feelings/sensations come up before you recognize you are angry? These are generally MILD compared to full blown anger. If you need to, use the feelings vocabulary list to assist you. Do not choose a physical symptom. Write that feeling word under the first “cloud” left of the word MAD. Next, think of a feeling that is more EXTREME than anger. Write that word under the third cloud right of the word MAD. Pick one colored pencil and color in values in the clouds that you just named. The mid-tone is filled in for you. Mild will be lighter than the mid-tone and the extreme will be darker. **Repeat these steps for each emotion using one color for each line.** We are coloring in shades of emotions.



TELL: Share this quote:

“You are the sky. The clouds are what happens, what comes and goes.”

— Eckhart Tolle



DISTRIBUTE: Distribute/review **Small Tips For Managing Big Distress** (Handout #4)

Small Tips For Managing Big Distress (Handout #4)

- * Get up 15 minutes earlier.
- * Prepare for the morning the night before.
- * Avoid tight fitting clothes.
- * Avoid relying on chemical aids.

- * Set appointments ahead.
- * Practice preventive maintenance.
- * Say “no” more often.
- * Avoid negative people.
- * Simplify mealtimes.
- * Anticipate your needs.
- * Ask for help with the jobs you dislike.
- * Look at problems as challenges.
- * Declutter your life.
- * Be prepared for rain.
- * Pet a friendly dog/cat.
- * Look for the silver lining.
- * Teach a kid to fly a kite.
- * Schedule play time into every day.
- * Be aware of the decisions you make.
- * Stop saying negative things to yourself.
- * Develop your sense of humor.
- * Have goals for yourself.
- * Say hello to a stranger.
- * Look up at the stars.
- * Learn to whistle a tune.
- * Listen to a symphony.
- * Read a story curled up in bed.
- * Stop a bad habit.
- * Take time to smell the flower.
- * Ask someone to be your “vent partner.”
- * Work at being cheerful and optimistic.
- * Do everything in moderation.
- * Strive for excellence, not perfection.
- * Look at a work of art.
- * Maintain your weight.
- * Feed the birds.
- * Stand up and stretch.
- * Learn a new doodle.
- * Be responsible for your feelings.
- * Become a better listener.
- * Don’t rely on your memory...write it down.
- * Make duplicate keys.
- * Set priorities in your life.
- * Use time wisely.
- * Always make copies of important papers.
- * Repair anything that doesn’t work properly.
- * Break large tasks into bite-size portions.
- * Look at challenges differently.
- * Smile.
- * Tickle a baby.
- * Don’t know all the answers.
- * Say something nice to someone.
- * Walk in the rain.
- * Take a bubble bath.
- * Believe in yourself.
- * Visualize yourself winning.
- * Stop thinking tomorrow will be a better today.
- * Dance a jig.
- * Ask a friend for a hug.
- * Practice breathing slowly.
- * Read a poem.
- * Watch a ballet.
- * Do a brand new thing.
- * Buy yourself a flower.
- * Find support from others.
- * Do it today.
- * Put safety first.
- * Pay attention to your appearance
- * Stretch your limits a little each day.
- * Hum a jingle.
- * Plant a tree.
- * Practice grace under pressure.
- * Always have a Plan B.
- * Memorize a joke.
- * Learn to meet your own needs.
- * Know your limitations and let others know them too.

- * Tell someone to have a good day in pig Latin.
- * Exercise every day.
- * Get to work early.
- * Play pattycake with a toddler.
- * Take a different route to work.
- * Put air freshener in your car.
- * Write a note to a far-away friend.
- * Cook a meal and eat it by candlelight.
- * Keep a journal.
- * Remember you always have options.
- * Quite trying to “fix” other people.
- * Talk less and listen more.
- * Sing out loud.
- * Think about a peaceful place, a good friend, or a happy event.
- * Throw a paper airplane.
- * Learn the words to a new song.
- * Clean out one closet.
- * Go on a picnic.
- * Leave work early with permission.
- * Watch a movie and eat popcorn.
- * Go to a ball game and scream.
- * Recognize the importance of unconditional love.
- * Practice a monster smile.
- * Have a support network of people, places, and things.
- * Get enough sleep.
- * Freely praise other people.
- * Listen to nature.
- * Relax, take each day one day at a time. You have the rest of your life to live.



DO: List a coping skill each for mild, moderate, extreme levels of one emotion: example mad. What is an example of a skill?



DISCUSS: Feelings can be mild, moderate or extreme and lie on a continuum. The value of this awareness is we have more **control** to change how we feel **if we want to** in the mild phase and maybe in the moderate phase. It is more difficult to change discomfort once it becomes extreme without hard work, longer time and support.



TELL: Pick out skills that worked and try a new one as homework.

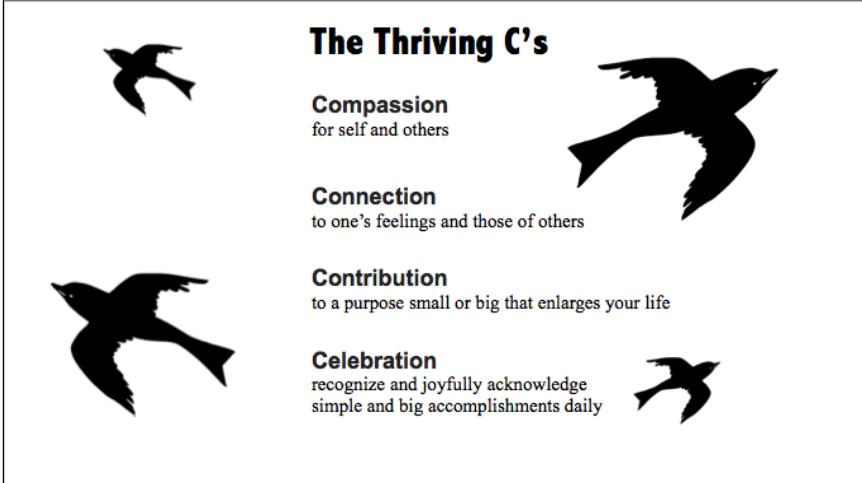


DISTRIBUTE:

- * Distribute and read aloud **Rx: Emotions to Elements**
- * Distribute and explain **Thriving C’s** (Handout #5)

The Thriving Cs (Handout #5)

ReCreation of a Life Worth Living



The graphic features four black silhouettes of birds in flight, arranged around the central text. The text is organized into four sections, each with a bold heading and a descriptive sentence. The birds are positioned as follows: one in the top left, one in the top right, one in the bottom left, and one in the bottom right.

The Thriving C's

Compassion
for self and others

Connection
to one's feelings and those of others

Contribution
to a purpose small or big that enlarges your life

Celebration
recognize and joyfully acknowledge
simple and big accomplishments daily

Self Discovery Through Art© 2018



TELL:

Compassion for self and others: wise heart

Fully engaged in our recovery and ReCreation: Practice specific coping strategies, especially flexible thinking and reframing our “Shoulds” and “Overgeneralizations” to move from self-critical and negative self-talk to a narrative that accepts our vulnerability as pathways to loving kindness for ourselves and others.

Connection to our feelings and those of others: developing empathy. We are hardwired to be negative: it takes five positive emotions to balance out one negative emotion. Staying open and connected to our feelings, accepting them as just that, instead of shutting down emotions that are distressing to manage, is risky and hard but necessary to build a life worth living. Learning appropriate ways to express these emotions keeps us connected to others' feelings without taking them personally or cutting them off.

Contribution to a purpose that enlarges our life: this may be something small as volunteering for one hour once a month or a random act of kindness with no expectation of thanks. This creates a sense of belonging to the human community and serving something other than one's self. It adds to the fullness of our life story and gives personal meaning to our human experience.

Celebration - recognize and joyfully acknowledge simple and big accomplishments daily.



CREATE: check-out expressions.



COMPARE and SHARE: finished check-in/out expression with the group.



TELL: Remind participants...

“No feeling is final.”

—Rainer Maria Rilke



DISTRIBUTE and COLLECT: Session Evaluation Forms



WRAP UP: Remind participants to come back next week with a goal they want to work on for the next 3 months, take artwork and prescription of skills home to share and reflect.



NOTE: a learning cue for next session, something significant that came up, the “AHA” moment.

Materials



THERAPIST WILL NEED:

- * RRR Manual
- * RRR Program Poster
- * Attendance Sign-in Sheet
- * Resiliency Quiz
- * Intake WHO-5
- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)
- * **Value Scale Worksheet** (Handout #2)
- * **Feelings Have Value Worksheet** (Handout #3)
- * **Small Tips for Managing Big Stress** (Handout #4)
- * **Thriving C’s** (Handout #5)
- * **Rx: Emotions to Elements**
- * **Session Evaluation Form**



ART FACILITATOR WILL NEED:

- * Examples of artwork by artist Georgia O’Keefe (e.g. Pelvis with the Distance, Music, Pink and Blue No. 2) to share with electronic device or library book
- * Sheets of multipurpose paper (one for each participant) folded into 6 rectangles
- * Example of Emotions to Elements finished work
- * #2 lead pencils
- * Colored pencils

SESSION 2: Optimism and Gratitude

Session Guide



WELCOME: Welcome group and make announcements; establish a safe, playful and warm attitude. Make sure all participants sign in on the sign in sheet.



REVIEW: Review or formulate personal goals; a brief focus on recovery goals and accountability. Goals must be realistic, progressive, and achievable.



TELL: Recommend this to participants:

“The 5 Second Rule is simple. If you have an instinct to act on a goal, you must physically move within 5 seconds or your brain will kill it. The moment you feel an instinct or a desire to act on a goal or a commitment, use the Rule.”

— Mel Robbins, 2017



CHECK-IN: The Art Facilitator will guide participants through a quick nonverbal journaling exercise by having tools and materials ready in advance.



DISTRIBUTE:

- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)



TELL:

- * Locate your journal (to be collected after each meeting).
- * Date the first blank page at the top with today’s date.
- * Print/write the words check in at the top.
- * Get in touch with your current feeling. “How do you feel right now?”
- * Use the feelings vocabulary list to assist you.
- * Remember, no physical sensations.



CREATE: check-in expressions; instant non-objective designs using the language of art.



TELL: Remind the group to avoid recognizable objects such as hearts, teardrops, smiley faces, peace signs or geometric shapes.



REVIEW: Quickly review 6 art elements while pointing to the poster and point out the art element for the session.



TELL: We are working with the art element—**VALUE**.

Quietly reflect on how you are currently feeling. Next make a large or small non-objective symbol using pencil lines, shapes and values to show how you are feeling, on your journal page. There is no right or wrong symbol.



MATERIALS AND TOOLS YOU WILL NEED: pencil.



TELL: Instruct participants to:

- * Label your design with a feeling word, no need to worry about spelling.
- * Share your finished work with the group; hold it up for all to see.
- * Remember emotions have value. Think of feelings in three ways:
 1. Those feelings that give you the satisfaction that your needs are being met
 2. Those feelings that raise your awareness that your needs are not satisfied.
 3. Feelings are temporary.



TELL: Remind participants...

"No feeling is final."

—Rainer Maria Rilke



TELL: Remind the group: a comparison between check-in/out will be made at the end of the session.



WARM UP QUOTE:

"I generally see the glass as half full."

—Unknown



ASK:

- * What does this outlook say about this person? (Optimistic)
- * How does this person view unfortunate events that happen to them?
- * What do we call the characteristic of a person who does not give up? (Resilience)



DISCUSS: what optimism means and why it is listed as a resilience skill.



TELL: Optimism tendency to expect good things in the future. It is a mental attitude that heavily influences physical and mental health, as well as coping with everyday social and working life, especially when life throws us a curveball and our important life goals are thwarted.



ASK: Why is optimism cited frequently as a factor in building resilience to move on and thrive?



TELL: An optimistic outlook may significantly influence mental and physical well-being. It promotes a healthy lifestyle, as well as adaptive behaviors and cognitive responses, associated with greater

flexibility, problem-solving capacity and a more efficient elaboration of negative information. (varying degrees of glass half full)



TELL: Today we are going to work on building optimism into our lives.



ASK: How does one go about developing optimism as a personality trait?

First we recognize there is a set of beliefs and behaviors that characterize an optimist.



DISTRIBUTE AND DISCUSS:

* **Three Fundamental Principles of Cognitive Flexibility** (Three Ps) (Handout #6)

Three Fundamental Principles of Cognitive Flexibility (Handout #6)

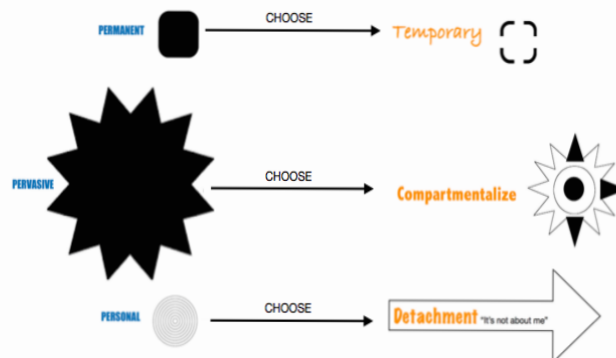
Permanent: optimistic people believe bad events to be more temporary than permanent and bounce back quickly from failure, whereas others may take longer periods to recover or may never recover. They also believe good things happen for reasons that are permanent, rather than seeing the transient nature of positive events. Optimists point to specific temporary causes for negative events; pessimists point to permanent causes.

Pervasiveness: optimistic people compartmentalize helplessness, whereas pessimistic people assume that failure in one area of life means failure in life as a whole. Optimistic people also allow good events to brighten every area of their lives rather than just the particular area in which the event occurred.

Personalization: optimists tend to blame bad events on causes outside of themselves, whereas pessimists blame themselves for events that occur. Optimists are therefore generally more confident and don't take setbacks personally. ("Life's not out to get me"). They can detach themselves more easily from emotionally charged events. Optimists also quickly internalize positive events while pessimists externalize them.

Seligman, 2006

Three Fundamental Principles of Cognitive Flexibility



Self Discovery Through Art© 2019



DISTRIBUTE AND DISCUSS: Switching to a New Highway (Handout #7)

Switching to a New Highway (Handout #7)



Switching to a New Highway



Increase awareness of conflict between THOUGHTS and EMOTIONS. *(think different directions to a new highway)*



Expand your willingness to be open to the unfamiliar. *(excitement?)*



Practice the skill of doing what is harder and unfamiliar. *(change from auto pilot to conscious focus on your new directions)*



Shift focus to the number of SUCCESSFUL tries and away from the number of missteps. *(detach from emotions when mistakes are made)*



Get support for new ways of thinking, feeling and behaving *(ask others to cheer you on for not being on auto pilot)*



Recognize yourself every time you realign your THINKING, FEELING and BEHAVING *(congruence)*

Self Discovery Through Art 2019



DISCUSS: Optimists’ attitude to achievement — accomplishment that is disconnected from “happiness”. The “Destination Disease” says that until a certain thing happens I will not experience joy.

Cultivate gratitude: Gratitude is the other face of optimism. Maintain an attitude of gratitude. Gratitude means giving thanks and appreciation. It's the warm feeling you get when you remember the person who helped you.



TELL: *“Gratitude is not just a feeling, it is a practice. We have to engage in it regularly, just like exercise and good nutrition. We have to look for it in order to find it.”* —Seligman, 2011



TELL: There are two parts to gratitude according to Emmons (2004):

First, he writes: *“It’s an affirmation of goodness. We affirm that there are good things in the world, gifts and benefits we’ve received.”*

In the second part of gratitude, he explains: *“We recognize that the sources of this goodness are outside of ourselves.... We acknowledge that other people or even higher powers, if you’re of a spiritual mindset—gave us many gifts, big and small, to help us achieve the goodness in our lives.”*



ASK: Why cultivate gratitude?

DISCUSS: What gratitude does:

- * Increases happiness and life satisfaction; it also boosts feelings of optimism, joy, pleasure, enthusiasm, and other positive emotions
- * Reduces anxiety and depression
- * Is good for our bodies
- * Helps us sleep better
- * Makes us more resilient
- * Strengthens our relationships
- * Promotes forgiveness—even between ex-spouses after a divorce
- * Encourages us “pay it forward”



TELL: Gratitude, the other face of optimism, is an integral resilient trait that contributes to post-traumatic thriving “success” as evidenced by: The Thriving C’s.

Maintaining an attitude of gratitude: Having hope and giving thanks regularly enables you to expect that good things will happen in your life. Have an optimistic outlook, visualize what you want, rather than worrying about what you fear.



DISTRIBUTE and READ ALOUD: Rx #1: Optimism and Gratitude



THERAPEUTIC INTENTION: The therapeutic intention of this session is to reinforce the significance of optimism as a resilience factor. *“Some people see paint, others see HOPE”*. Butterflies are symbols of hope and endurance during times of change and uncertainty.



INSTRUCTIONS FOR ART PRODUCTION: BUTTERFLIES OF HOPE - Poster #1: Butterflies of Hope

In advance of the session, the Art Facilitator will fold an 8 x 10 inch white card stock paper in half and draw one side of the butterfly’s wing, hand-size on it (the papers fold is the middle of the butterfly) and cut out two butterfly shapes per participant. Make butterfly bodies from black construction paper.

Instruct the participants to use three or more markers to make a simple repeat design around the border of both wings on one side of the paper. Once this is done, they will place one wing with the marker border visible, flat on newspaper and add 3-4 dime size drops of colored paint on that wing. Next, fold wings together, keeping them flat while gently rubbing over the top wing with their hand. Slowly separate the wings, dry, and add facilitator-made black construction paper butterfly bodies with glue.

Helpful Tips:

- * Add some drops of paint close to the centerfold.
- * Let drops of paint mingle.
- * When rubbing the paint, it is often effective to use a circular motion.
- * Don’t wait too long to separate the wings, some paints dry fast.



PROCESS and REFLECT: clarify and reinforce content using the art project and production.

TELL: *“Some people see paint; others see HOPE.”* —Anonymous

DISCUSS: What do you see as you look at these paper butterflies?

ASK:

- * What was the direction for making the art? (*remembering*)
- * What was important about what you did? (*understanding*)
- * What part of the artwork is most helpful in your understanding of the resilience concept? (*analyzing*)
- * Reflecting on the art that you have created, what aspect of recovery has been reinforced? (*evaluating*)
- * How did you feel when working on this project? (*evaluating*)
- * How engaged were you during this process? (*evaluating*)
- * With what you have just learned, how can you use these skills again outside of the group? (*re-creating*)



CREATE: check-out expressions.



COMPARE and SHARE: finished check-in/out expression with the group.



TELL: Remind participants...

“No feeling is final.”
—Rainer Maria Rilke



DISTRIBUTE AND COLLECT: Session Evaluation Forms



WRAP UP: Remind participants to come back next week with an update on their goal (or if they gave it up or changed it, then with a new goal), and take artwork and prescription of skills home to share and reflect.



NOTE: a learning cue for next session, something significant that came up, the “AHA” moment.

Materials



THERAPIST WILL NEED:

- * RRR Manual
- * RRR Program Poster
- * Attendance Sign-in Sheet
- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)
- * **Three Fundamental Principles of Cognitive Flexibility** (Handout #6)
- * **Switching to a New Highway** (Handout #7)
- * **Rx #1: Optimism and Gratitude**
- * **Session Evaluation Form**



ART FACILITATOR WILL NEED:

- * **Poster #1: Butterflies of Hope**
- * A sheet of white card stock paper for each participant
- * Markers
- * Assorted colors of acrylic or tempera paint
- * Paper towels
- * Newspaper/table covers
- * Dark construction paper for butterfly bodies
- * Pencils
- * Scissors
- * Glue
- * Hair Dryers

SESSION 3: Social Support

Session Guide



WELCOME: Welcome group and make announcements; establish a safe, playful and warm attitude. Make sure all participants sign in on the sign in sheet.



REVIEW: or formulate personal goals; a brief focus on recovery goals and accountability. Goals must be realistic, progressive, and achievable.



TELL: Recommend this to participants:

“The 5 Second Rule is simple. If you have an instinct to act on a goal, you must physically move within 5 seconds or your brain will kill it. The moment you feel an instinct or a desire to act on a goal or a commitment, use the Rule.”

— Mel Robbins, 2017



CHECK-IN: The Art Facilitator will guide participants through a quick nonverbal journaling exercise by having tools and materials ready in advance.



DISTRIBUTE:

- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1).



TELL:

- * Locate your journal (to be collected after each meeting).
- * Date the first blank page at the top with today’s date.
- * Print/write the words check in at the top.
- * Get in touch with your current feeling. “How do you feel right now?”
- * Use the feelings vocabulary list to assist you.
- * Remember, no physical sensations.



CREATE: check-in expressions; instant non-objective designs using the language of art.



TELL: Remind the group to avoid recognizable objects such as hearts, teardrops, smiley faces, peace signs or geometric shapes.



REVIEW: Quickly review 6 art elements while pointing to the poster and point out the art element for the session.



TELL: We are working with the art element—**SHAPE**.

Get in touch with how you are currently feeling. Using a pen, pencil or colored pencils draw in your journal a freeform non-objective shape that symbolizes that feeling. The non-objective shape may be a closed shape or one with negative space in the center, like a doughnut. It may look 3-dimensional. It may be large or small on the page. The shape may be shaded in.



MATERIALS AND TOOLS YOU WILL NEED: colored pencils.



TELL: Instruct participants to:

- * Label your design with a feeling word, no need to worry about spelling.
- * Share your finished work with the group; hold it up for all to see.
- * Remember emotions have value. Think of feelings in three ways:
 1. Those feelings that give you the satisfaction that your needs are being met
 2. Those feelings that raise your awareness that your needs are not satisfied.
 3. Feelings are temporary.



TELL: Remind participants...

“No feeling is final.”

—Rainer Maria Rilke



TELL: Remind the group: a comparison between check-in/out will be made at the end of the session.



WARM UP QUOTE:

“Be strong, be fearless, be beautiful. And believe that anything is possible when you have the right people there to support you.”

—Misty Copeland



ASK: What is Misty saying?



DISCUSS: social support as a resilience factor.



TELL: Social support, the people in our lives: These are individuals, family members and agencies that are our lifelines to safety, providing a safety net when we ask for help. We are going to work on the skill of building social networks.



ASK: Why is social support considered a primary factor in building resilience and in re-creating lives worth living?



TELL: Having caring and supportive relationships within and outside the family helps to create love and trust, provides role models and offers encouragement and reassurance to bolster a person’s resilience.



TELL: Explain that social support provides a sense of belonging, security and a welcoming forum in which to share your concerns and needs. You may get just as much out of friendships and social networks where you're the source of comfort and companionship, too. Relationships change as you age, but it's never too late to build friendships or choose to become involved. The investment in social support will pay off in better health and a brighter outlook for years to come.



ASK: When do you reach out to your support system?



TELL: Reach out when there is a change in life situations, change in mood, urge to use alcohol and drug, sleep deprived or disrupted, poor diet or lack of exercise, change in weather or season, conflicts with other people, altered routines, grief, social isolation, excessive external stimulation, physical injury or illness, medication side effects



ASK: What are the characteristics of a good social support system?



DISCUSS: and list on the board and add to list names of people who:

- * Are good listeners
- * Help you weather troubled times: divorce, a job loss, the death of a loved one or the addition of a child to your family
- * Are friends and social contacts who encourage you to change unhealthy lifestyle habits, such as excessive drinking
- * Urge you to visit your doctor when you feel depressed, which can prevent problems from escalating.
- * Increase your sense of belonging, purpose and self-worth, promoting positive mental health



ASK: How does one go about creating a strong and reliable support system?



DISCUSS: and list on the board and add to the list.



TELL: Making strong connections with individuals, family members and agencies that are lifelines to safety, provide the safety net when we ask for help. Accepting support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations or other local groups provide Social Support and can help with reclaiming hope. Assisting others in their time of need can also benefit they helper.



DISTRIBUTE: and read aloud: **Rx #2: Social Support**



THERAPEUTIC INTENTION: The therapeutic intention of this session is to reinforce the significance of an established support system that bolsters a person's resilience. Participants will produce a set of keys to social doors. The purpose of this work of art is to serve as a reminder to call upon a support system when needed.



INSTRUCTIONS FOR ART PRODUCTION: - KEYS OF ENGAGEMENT - Poster #2: 5 Keys of Engagement

The Art Facilitator will cut out five 2.5 x 5 inch tagboard rectangles for each participant. They will design five keys of engagement representing social support as the key to unlocking the door to recovery. It is recommended that five different sentences be written/printed on one side of the tagboard first, that is one sentence per tagboard key, including a name and contact information of that support.



DISTRIBUTE: Keys of Engagement: Sentence Starts (Handout #8)

Keys of Engagement: Sentence Starts (Handout #8)

Participants will finish their choice of five sentences below:

- * (Name) is the person I call when I am feeling “blue”, “joyful”, angry, frustrated, hurt...
- * (Name) helps me with maintaining my sobriety.
- * (Name) is the person I call when I need a buddy to walk with me.
- * (Name) is the person I call when I am anxious in a crowded or noisy place.
- * (Name) helps me with my faith.
- * (Name) is the person I call when I cannot sleep.
- * (Name) is the person I call when I want to laugh.
- * (Name) add your own.

A variety of materials will be used to create art on the five keys. They will be embellished with colored pencils and markers. Participants may use some of each:

- * Magazine images or pre- cut photos on the back of calendar pages
- * Rubber stamp designs
- * Torn/cut paper design use tissue, gift wrap, construction or other
- * Stickers
- * A colorful non-objective paint design

Keys will be arranged on a keyring with a hole punched at the top of each key. The addition of glitter, yarn and ribbon gives the project a festive look.



PROCESS and REFLECT: Clarify and reinforce content using the art project and production.



ASK:

- * What was the direction for making the art? (*remembering*)
- * What was important about what you did? (*understanding*)
- * What part of the artwork is most helpful in your understanding of the resilience concept? (*analyzing*)
- * Reflecting on the art that you have created, what aspect of recovery has been reinforced? (*evaluating*)
- * How did you feel when working on this project? (*evaluating*)
- * How engaged were you during this process? (*evaluating*)
- * With what you have just learned, how can you use these skills again outside of the group? (*re-creating*)



CREATE: check-out expressions.



COMPARE and SHARE: finished check-in/out expression with the group.



TELL: Remind participants...

“No feeling is final.”

—Rainer Maria Rilke



DISTRIBUTE: and collect **Session Evaluation Forms**



WRAP UP: Remind participants to come back next week with an update on their goal (or if they gave it up or changed it, then with a new goal), and take artwork and prescription of skills home to share and reflect.



NOTE: a learning cue for next session, something significant that came up, the “AHA” moment.



Materials

THERAPIST WILL NEED:

- * RRR Manual
- * RRR Program Poster
- * Attendance Sign-in Sheet
- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List (Handout #1)**
- * **Rx #2: Social Support**
- * **Session Evaluation Form**



ART FACILITATOR WILL NEED:

- * **Poster #2: 5 Keys of Engagement**
- * **Keys of Engagement: Sentence Starts** (Handout #8) – print 2 per page
- * Five 2.5 X 5 inch tagboard/card stock shapes per participant (you can repurpose old manila folders)
- * Assorted colors of acrylic or tempera paint
- * Assortment of scrap papers
- * Magazines/calendars
- * Brushes
- * Water bowls
- * Paper towels
- * Newspaper/table covers
- * Pencils
- * Colored pencils
- * Ballpoint pens
- * Scissors
- * Glue
- * Glitter
- * Ribbon
- * Yarn
- * Pipe cleaners
- * Paper clips
- * Key rings (shower curtain rings)
- * Assorted rubber stamps
- * Stamp pads
- * Paper punch
- * Hair Dryers

SESSION 4: Role Model

Session Guide



WELCOME: Welcome group and make announcements; establish a safe, playful and warm attitude. Make sure all participants sign in on the sign in sheet.



REVIEW: or formulate personal goals; a brief focus on recovery goals and accountability. Goals must be realistic, progressive, and achievable.



TELL: Recommend this to participants:

“The 5 Second Rule is simple. If you have an instinct to act on a goal, you must physically move within 5 seconds or your brain will kill it. The moment you feel an instinct or a desire to act on a goal or a commitment, use the Rule.”

— Mel Robbins, 2017



CHECK-IN: The Art Facilitator will guide participants through a quick nonverbal journaling exercise by having tools and materials ready in advance.



DISTRIBUTE:

- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)



TELL:

- * Locate your journal (to be collected after each meeting).
- * Date the first blank page at the top with today’s date.
- * Print/write the words check in at the top.
- * Get in touch with your current feeling. “How do you feel right now?”
- * Use the feelings vocabulary list to assist you.
- * Remember, no physical sensations.



CREATE: check-in expressions; instant non-objective designs using the language of art.



TELL: Remind the group to avoid recognizable objects such as hearts, teardrops, smiley faces, peace signs or geometric shapes.



REVIEW: Quickly review 6 art elements while pointing to the poster and point out the art element for the session.



TELL: We are working with the art element—**TEXTURE**.

Journals will be distributed. Clearly mark check-in at the top of your first blank page. Quietly reflect on how you are currently feeling. You may look at the feeling vocabulary list for feeling words. Two or more baskets with assorted textures will be passed around. Quickly choose one texture that best symbolizes your current feeling and write the name of that material on the page. (Ex. blue silk material=calm.) When finished label the symbolic feeling.



MATERIALS AND TOOLS YOU WILL NEED: baskets with assorted textures/materials (cotton balls, sand paper, assorted fabric, aluminum foil, ribbon....).



TELL: Instruct participants to:

- * Label your design with a feeling word, no need to worry about spelling.
- * Share your finished work with the group; hold it up for all to see.
- * Remember emotions have value. Think of feelings in three ways:
 1. Those feelings that give you the satisfaction that your needs are being met.
 2. Those feelings that raise your awareness that your needs are not satisfied.
 3. Feelings are temporary.



TELL: Remind participants...

“No feeling is final.”

—Rainer Maria Rilke



TELL: Remind the group: a comparison between check-in/out will be made at the end of the session.



WARM UP QUOTE:

“Success is to be measured not so much by the position that has reached in life as by the obstacles which one has overcome.”

— Booker T. Washington



DISCUSS: How do you understand this quote?



DISCUSS: Why role models are listed as a resilience factor.



TELL: A role model is a person who is admired for their positive qualities. These qualities define a role model differently for each person. They often act as a guide and provide a road map to follow.



DISCUSS: Define and list on the board, add to the list: teacher, student, father, mother, children...

Role Model:

- * A person who has survived situations you are struggling with, such as addiction, divorce, raising children or health issues or adapting to our changing place in the world.

- * Can also be chosen because of their overall view of life and its significance, for example: optimistic.
- * Can guide us through life's challenges. Often a reason for choosing a particular person is to give us spiritual guidance.
- * With a shared interest can also be a factor in the search for a role model. Finding someone with a strong character and positive values to share that interest can create a bond that can truly impact your life. Discovering someone with these types of qualities can have a huge effect on your outlook and your actions.



TELL: If a role model relationship is to help you think and act more intelligently, you'll have to choose the right person to emulate—and as is so often the case, science has some surprising and counter-intuitive insights to contribute here. As we move through different phases of our lives we have different needs (Donald, 2003). Positive role models are not just for young children and troubled teens. Even as adults we benefit greatly from the experience of those with character and purpose. The right role model may not be the brightest light in your field, but rather someone more humanly flawed.



ASK: and discuss – Why is a positive role model one of the most powerful tools we have to find happiness and success in life?



TELL: A positive role model is the gift that keeps on giving. Role models benefit everyone and are not difficult to find. Our everyday lives are filled with people who live with purpose, confidence and perseverance. Keep your eyes open and you will discover the guidance you need may be right in front of you.

Role Models:

- * Help us learn to carry ourselves with pride and confidence.
- * Teach us better ways to handle different situations.
- * Can be the best route to self-awareness.
- * Help us stay connected to a faith that supports our spiritual life.
- * Give us a different perspective allowing us to discover strengths we were not aware we had.
- * Show us how to treat others.

The manager you admire at work may also be an active parent and devoted to his faith. It is important to appreciate all the qualities a role model has to offer. This allows you to understand the reasoning behind how your role model treats others and makes decisions.



TELL: Share how to find a role model: finding a role model is not a difficult thing to do. The first step is to ask yourself why you feel the need for a strong influence in your life. Look around you: What are the values that are important to you? Who are the people you can see/identify living these values? How have they overcome obstacles and continue to live life with purpose, confidence and perseverance? So today we are going to focus on the models' learning traits, i.e. an individual's discovery process and resilience (ability to learn from failures) as opposed to his/her position, gender, looks.



DO the following group exercise. On a piece of paper list three people you admire: they can be living or passed away or a fictional character from a book. Alongside each name write the traits you admire most.



PROCESS: Recognize that you do have the traits that you have just listed. Look in the mirror.



DISTRIBUTE: and read aloud **Rx #3: Role Models**



THERAPEUTIC INTENTION: The therapeutic intention of this session is to reinforce the significance of role models as a resilience factor. Choosing the right person to emulate changes as we move through different phases of our lives.



INSTRUCTIONS FOR ART PRODUCTION: – CHARACTER COLLAGE - Poster #3: Role Model

Participants will choose a role model. That person could be living, dead, famous, a friend or a family member. On the back of a sheet of 8 x 10+ inch mat board they will write the person’s name and list the four admirable values that correspond to their role model. They will then symbolically create a whimsical collage of their role model on the other side. Recommend that they make a front, head to toe, human figure about the size of their hand or larger. Start by gluing down background paper. Cut body shapes from skin colored paper. Clearly show the role models best qualities (big hearted, helping hand). Encourage sorting through odds and ends to find materials to add neatly and glue in place. Some items may hang over the mat board. If time allows, make a three-dimensional frame around the mat board with odds and ends or paper scraps. Have fun!



PROCESS and REFLECT: on session content using the art project/production, clarify and reinforce as necessary.



ASK:

- * What was the direction for making the art? (*remembering*)
- * What was important about what you did? (*understanding*)
- * What part of the artwork is most helpful in your understanding of the resilience concept? (*analyzing*)
- * Reflecting on the art that you have created, what aspect of recovery has been reinforced? (*evaluating*)
- * How did you feel when working on this project? (*evaluating*)
- * How engaged were you during this process? (*evaluating*)
- * With what you have just learned, how can you use these skills again outside of the group? (*re-creating*)



CREATE: check-out expressions.



COMPARE and SHARE: finished check-in/out expression with the group.



TELL: Remind participants:

“No feeling is final.”

—Rainer Maria Rilke



DISTRIBUTE: and collect **Session Evaluation Forms**.



WRAP UP: Remind participants to come back next week with an update on their goal (or if they gave it up or changed it, then with a new goal), and take artwork and prescription of skills home to share and reflect.



NOTE: a learning cue for next session, something significant that came up, the “AHA” moment.

Materials



THERAPIST WILL NEED:

- * RRR Manual
- * RRR Program Poster
- * Attendance Sign-in Sheet
- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)
- * Scrap paper for group exercise
- * **Rx #3: Role Models**
- * **Session Evaluation Form**



ART FACILITATOR WILL NEED:

- * **Poster #3: Role Model**
- * 8 X 10 inch mat board for each participant
- * Skin colored paper bags (brown paper bags work)
- * Scissors
- * Glue
- * Pipe cleaners
- * Straw
- * Fabric scraps
- * Ribbon
- * Beads
- * Buttons
- * Scraps of craft foam sheets
- * Assorted colored construction paper
- * Gift wrap
- * Scrap papers
- * Magazines/calendars
- * Googly eyes

SESSION 5: Physical Activity

Session Guide



WELCOME: Welcome group and make announcements; establish a safe, playful and warm attitude. Make sure all participants sign in on the sign in sheet.



REVIEW: Review or formulate personal goals; a brief focus on recovery goals and accountability. Goals must be realistic, progressive, and achievable.



TELL: Recommend this to participants:

“The 5 Second Rule is simple. If you have an instinct to act on a goal, you must physically move within 5 seconds or your brain will kill it. The moment you feel an instinct or a desire to act on a goal or a commitment, use the Rule.”

— Mel Robbins, 2017



CHECK-IN: The Art Facilitator will guide participants through a quick nonverbal journaling exercise by having tools and materials ready in advance.



DISTRIBUTE:

- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)



TELL:

- * Locate your journal (to be collected after each meeting).
- * Date the first blank page at the top with today’s date.
- * Print/write the words check in at the top.
- * Get in touch with your current feeling. “How do you feel right now?”
- * Use the feelings vocabulary list to assist you.
- * Remember, no physical sensations.



CREATE: check-in expressions; instant non-objective designs using the language of art.



TELL: Remind the group to avoid recognizable objects such as hearts, teardrops, smiley faces, peace signs or geometric shapes.



REVIEW: Quickly review 6 art elements while pointing to the poster and point out the art element for the session.



TELL: We are working with the art element—**LINE**.

Get in touch with how you are currently feeling. On your journal page you will make a non-objective symbol using line, shape and color showing how you are currently feeling. That symbol may be large taking over most of the space on the journal page or small in the center or in a corner of the journal page. The symbol may have negative space in the center, like a doughnut. Two or three crayons may be used.



MATERIALS AND TOOLS YOU WILL NEED: color crayons.



TELL: Instruct participants to:

- * Label your design with a feeling word, no need to worry about spelling.
- * Share your finished work with the group; hold it up for all to see.
- * Remember emotions have value. Think of feelings in three ways:
 1. Those feelings that give you the satisfaction that your needs are being met
 2. Those feelings that raise your awareness that your needs are not satisfied.
 3. Feelings are temporary.

“No feeling is final.”

—Rainer Maria Rilke



TELL: Remind the group: a comparison between check-in/out will be made at the end of the session.



WARM UP QUOTE:

“It is exercise alone that supports the spirits, and keeps the mind in vigor.”

— Marcus Cicero



DISCUSS: What is important about exercise according to Cicero? What does *“keeping the mind in vigor”* mean?



TELL: Today we will discuss the skills for building our capacity for physical endurance. This stamina is essential for getting our bodies and minds strong to focus on the task of staying the course because our endurance will be challenged. The goal is to be functionally independent. We know that where our attention goes our energies will follow.



ASK: Why is physical endurance and activity considered a primary factor in building resilience and re-creating lives worth living?



TELL: Regular exercise and physical activity are important to the physical and mental health of everyone, more so for people who are working on overcoming challenges. Functional independence or our ability to stay independent and carry out everyday activities without difficulty is critical for regaining a sense of control.



DISCUSS: Endurance, Strength, Balance, and Flexibility

Endurance: physical activities such as brisk walking, swimming, dancing, biking, climbing stairs or hills, playing tennis, yard work like raking or mowing: any activity that is sustained for a period that raises the heart rate and done regularly will increase our cardiovascular fitness. Endurance/stamina triggers the relaxation response. This is soothing to the body and mind. Engage in activities that you enjoy and find relaxing.

Strength: carrying groceries, climbing stairs require muscle strength. Strength training: includes lifting weights and using resistance bands.

Balance: standing on one foot: practicing tai chi, etc. allows you to walk on uneven sidewalks without falling. It is important to prevent falls, especially in older people.

Flexibility: bending over to tie shoelaces, looking over your shoulder to see what's behind you as you back out of driveway, etc. Increasing your body's flexibility gives you more freedom of movement for regular daily living activities. Yoga and prescribed stretching exercises can increase this aspect of your physical health.

www.nih.gov/Go4Life



TELL: The mind and body respond to traumatic events. The body in particular if we listen to it, tells us how to help ourselves during times of stress. Peter Levine (2019) said, *“The core of traumatic reaction is ultimately physiological, and it is at this level that healing begins.”* We can soothe the body and mind by engaging in art activities that provide tactile/auditory/visual sensations of comfort. This is called a “neurosequential approach” to stabilize the body’s responses. It starts with the breath, and goes on to identify body sensations. Experiences that involve soothing repetition and familiarity serve to relax the nervous system.

Sedentary living (i.e., inactivity) increases the likelihood of many negative outcomes and chronic health conditions, including breast cancer, depression, hypertension, lower quality of life, and coronary artery disease. The good news is those who are less fit may see even greater benefits from physical activity than those who are more fit.

Most important, exercise is a great stress buster and helps fight against Alzheimer’s disease. In fact, exercise withdrawal increases levels of fatigue, depressive symptoms, and negative mood (Berlin, Kop, and Deuster, 2006).



DO: Four easy group exercises to strengthen resilience.

1. Raise hands over your head—physical resilience (*movement*)
2. Snap fingers while counting backward—mental resilience (*concentration*)
3. Look at nature or photos of baby animals—emotional resilience (*positive emotions, curiosity, or love*)
4. Shake hands or text someone—social resilience (*gratitude, social support*)



DISTRIBUTE and READ ALOUD: Rx #4: Physical Activity



THERAPEUTIC INTENTION: Physical activity is essential for getting our bodies and minds strong to focus on the task of staying the course because our endurance will be challenged. Large movements used in figure drawing are energizing as a physical activity.



INSTRUCTIONS FOR ART PRODUCTION: - FIGURE DRAWING - Poster #4: Figure Drawing

The Art Facilitator will show examples of figure drawings and briefly review human proportions, such as the length of arms and size of the human head in relation to the body. Participants will stand to boldly write their name twice in the air with their hand to loosen up. They will fold a 18 x 24 sheet of newsprint paper (or larger) into four parts. Four drawings will be made on the front, four on the back of the paper using color crayons, one color per drawing. Find volunteers to assume standing poses for one minute such as hands up, hands on hips, golf swing, boxing, bullfighting, marching, a soccer or dance pose. (Some members may not be comfortable being a model, but the best plan would be for all participants to take a turn posing, rather than one or two participants doing all the modeling.) Draw using lines of body pose, direction, use loose, scribble lines. Tell participants to avoid drawing details, no need to draw faces, or fingers. The Facilitator will time the poses, one minute each. Experience the physical activity of drawing. Standing to draw is recommended.



PROCESS and REFLECT: on session content using the art project/production, clarify and reinforce as necessary.



ASK:

- * What was the direction for making the art? (*remembering*)
- * What was important about what you did? (*understanding*)
- * What part of the artwork is most helpful in your understanding of the resilience concept? (*analyzing*)
- * Reflecting on the art that you have created, what aspect of recovery has been reinforced? (*evaluating*)
- * How did you feel when working on this project? (*evaluating*)
- * How engaged were you during this process? (*evaluating*)
- * With what you have just learned, how can you use these skills again outside of the group? (*re-creating*)



CREATE: check-out expressions.



COMPARE and SHARE: finished check-in/out expression with the group.



TELL: Remind participants:

“No feeling is final.”

—Rainer Maria Rilke



DISTRIBUTE: and collect **Session Evaluation Forms.**



WRAP UP: Remind participants to come back next week with an update on their goal (or if they gave it up or changed it, then with a new goal), and take artwork and prescription of skills home to share and reflect.



NOTE: a learning cue for next session, something significant that came up, the “AHA” moment.

Materials



THERAPIST WILL NEED:

- * RRR Manual
- * RRR Program Poster
- * Attendance Sign-in Sheet
- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)
- * **Rx #4: Physical Activity**
- * **Session Evaluation Form**



ART FACILITATOR WILL NEED:

- * **Poster #4: Figure Drawing**
- * Examples of artwork: quick action scribble figure drawing to share with electronic device or library book
- * 18 X 24 inch (or 23 X 30 inch) newsprint for each participant
- * Dark color crayons
- * Timing device
- * Participants taking turns to hold pose, modeling physical activity
- * Plenty of space

SESSION 6: Integrity



WELCOME: Welcome group and make announcements; establish a safe, playful and warm attitude. Make sure all participants sign in on the sign in sheet.



REVIEW: or formulate personal goals; a brief focus on recovery goals and accountability. Goals must be realistic, progressive, and achievable.



TELL: Recommend this to participants:

“The 5 Second Rule is simple. If you have an instinct to act on a goal, you must physically move within 5 seconds or your brain will kill it. The moment you feel an instinct or a desire to act on a goal or a commitment, use the Rule.”

— Mel Robbins, 2017



CHECK-IN: The Art Facilitator will guide participants through a quick nonverbal journaling exercise by having tools and materials ready in advance.



DISTRIBUTE:

- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)



TELL:

- * Locate your journal (to be collected after each meeting).
- * Date the first blank page at the top with today’s date.
- * Print/write the words check in at the top.
- * Get in touch with your current feeling. “How do you feel right now?”
- * Use the feelings vocabulary list to assist you.
- * Remember, no physical sensations.



CREATE: check-in expressions; instant non-objective designs using the language of art.



TELL: Remind the group to avoid recognizable objects such as hearts, teardrops, smiley faces, peace signs or geometric shapes.



REVIEW: Quickly review 6 art elements while pointing to the poster and point out the art element for the session.



TELL: We are working with the art element—**SHAPE**.

Get in touch with how you are currently feeling. Using scissors (not to be drawn) and a piece of colored paper cut out a freeform non-objective shape that symbolizes that feeling. Your non-objective shape may be a closed shape or one with negative space in the center, like a doughnut. It may be large or small on the page. The shape may become 3-dimensional. It may extend beyond the page. When finished, glue the shape to your journal page.



MATERIALS AND TOOLS YOU WILL NEED: colored paper, scissors and stick glue.



TELL: Instruct participants to:

- * Label your design with a feeling word, no need to worry about spelling.
- * Share your finished work with the group; hold it up for all to see.
- * Remember emotions have value. Think of feelings in three ways:
 1. Those feelings that give you the satisfaction that your needs are being met
 2. Those feelings that raise your awareness that your needs are not satisfied.
 3. Feelings are temporary.

“No feeling is final.”

—Rainer Maria Rilke



TELL: Remind the group: a comparison between check-in/out will be made at the end of the session.



WARM UP QUOTES:

“Integrity is doing the right thing when no one is watching.”

—Anonymous

“Be the change that you wish to see in the world.”

—Gandhi



DISCUSS: Practicing what you preach... “Walk the talk” is another of saying the same thing. Nelson Mandela, Gandhi, Martin Luther King were all examples of people who lived with Integrity – their beliefs, words and actions came together seamlessly. This is also called authenticity and is the essence of integrity.



ASK: What is integrity?

- * Integrity is a value (a core belief), like persistence, courage, and intelligence, honesty.
- * It is your choice of values, and the decision to live by those values that forms your character and personality. Integrity is our inner compass or internal rudder that keeps us true to our values and shows up in behavior that is aligned with these. Our values strengthen our Integrity and vice versa.
- * When you are living by your values you are practicing integrity.



ASK: Why is integrity an important resilience factor?

Integrity is the foundation of character and the building block of **Resilience** because it is the process of transforming your values into actions. These deliberately chosen actions will determine the strength of your recovery and shows up in your resolve and follow through. (*Analogies: Internal rudder/compass that directs a boat, skeleton that gives our tissues and muscles structure*). *Example: Every time you keep a promise it is an act of integrity, which strengthens your character.*



TELL: Integrity has two parts:

1. First is the agreement you make with yourself that you will be honest with yourself and follow through on your word. This practice strengthens your inner resolve to be the best you can be.
2. The second is the agreement you make with others. A person who follows through on their word is predictable and trustworthy. This is characteristic of a stable and reliable personality. Trust can develop, since others will come to realize you are consistent. Otherwise people will not allow themselves to become emotionally close to you. They won't trust that you'll pay back debts and will always fear your betrayal.



DISTRIBUTE and COMPLETE: Values Clarification Worksheet (Handout #9)



DISTRIBUTE and READ ALOUD: Rx #5: Integrity



THERAPEUTIC INTENTION: The therapeutic intention of this session is to create a work of art depicting five personal values related to Integrity for recreating lives of compassion, connection, contribution and celebration. (post-traumatic success)



INSTRUCTIONS FOR ART PRODUCTION: INTEGRITY PILLAR - Poster #5: 3D Paper Integrity Pillar

Participants will start by making a one inch fold across the bottom of a 8 x 10 inch sheet of card stock paper placed vertically in front of them. They will cut fringes on the paper to the fold from right to left, fringes approximately one eighth inch apart. Next, they will roll the paper into a cylinder, symbolizing their core. The diameter will be somewhat larger than a 25 cent piece. They will then tape the core and fringed bottom with clear tape to the four inch square piece of mat board/cardboard base. Next, they will add five individual values. Value #1 will be made with multi-patterned paper (6 x 6 inches). The next four sheets of different colored neon paper 8 x 10 inches will symbolize individual values, #2 through #5.

FIVE PERSONAL VALUES:

Value 1. Using colorful multi-patterned paper cut a hole in the center, if it is too small cut slits around the inside of the hole enlarging it. Slide it over the top of the core and position it at the bottom of the pillar, covering the fringes. Okay to change the shape or leave it square.

Value 2. Cut out a long strip of colored paper, cut two holes, one at each end that will fit over the pillar snugly. Slide it over the pillar top bringing one end toward the bottom of the pillar leave the other near the top.

Value 3. Fold a sheet of colored paper in half and cut a hole in the center that will fit over the pillar. Slide it over the top of the core and locate it near the center.

Value 4. Using colored paper cut out an artistic shape that is different on each end, cut a hole in the center that will fit over the pillar. Slide it over the top of the core and locate it near the top.

Value 5. Cap off the pillar by using scissors for fringing a strip of paper. Roll it and place it inside the core pillar opening at the top, or make a “cap” of their choice. **NOTE:** except for tape on the core pillar, tape should be used sparingly. Creativity encouraged!



PROCESS and REFLECT on session content using the art project/production, clarify and reinforce as necessary.



ASK:

- * What was the direction for making the art? (*remembering*)
- * What was important about what you did? (*understanding*)
- * What part of the artwork is most helpful in your understanding of the resilience concept? (*analyzing*)
- * Reflecting on the art that you have created, what aspect of recovery has been reinforced? (*evaluating*)
- * How did you feel when working on this project? (*evaluating*)
- * How engaged were you during this process? (*evaluating*)
- * With what you have just learned, how can you use these skills again outside of the group? (*re-creating*)



CREATE: check-out expressions.



COMPARE and SHARE: finished check-in/out expression with the group.



TELL: Remind participants:

“No feeling is final.”

—Rainer Maria Rilke



DISTRIBUTE: and collect **Session Evaluation Forms**.



WRAP UP: Remind participants to come back next week with an update on their goal (or if they gave it up or changed it, then with a new goal), and take artwork and prescription of skills home to share and reflect.



NOTE: a learning cue for next session, something significant that came up, the “AHA” moment.

Materials



THERAPIST WILL NEED:

- * RRR Manual
- * RRR Program Poster
- * Attendance Sign-in Sheet
- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)
- * **Values Clarification Worksheet** (Handout #9)
- * **Rx #5: Integrity**
- * **Session Evaluation Form**



ART FACILITATOR WILL NEED:

- * **Poster #5: 3D Paper Integrity Pillar**
- * Scissors
- * Clear tape (1 dispenser for every two participants)
- * A 4-inch square mat board or cardboard base for each participant
- * A sheet of card stock 8 x 10 inches any color for each participant
- * A 6 x 6 inch multi-patterned paper or gift wrap for each participant
- * Four sheets of neon color paper 8 x 10 inches for each participant

SESSION 7: Faith and Spirituality

Session Guide



WELCOME: Welcome group and make announcements; establish a safe, playful and warm attitude. Make sure all participants sign in on the sign in sheet.



REVIEW: Review or formulate personal goals; a brief focus on recovery goals and accountability. Goals must be realistic, progressive, and achievable.



TELL: Recommend this to participants:

“The 5 Second Rule is simple. If you have an instinct to act on a goal, you must physically move within 5 seconds or your brain will kill it. The moment you feel an instinct or a desire to act on a goal or a commitment, use the Rule.”

— Mel Robbins, 2017



CHECK-IN: The Art Facilitator will guide participants through a quick nonverbal journaling exercise by having tools and materials ready in advance.



DISTRIBUTE:

- * Feelings journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)



TELL:

- * Locate your journal (to be collected after each meeting).
- * Date the first blank page at the top with today’s date.
- * Print/write the words check in at the top.
- * Get in touch with your current emotion. “How do you feel right now?”
- * Use the feelings vocabulary list to assist you.
- * Remember, no physical sensations.



CREATE: check-in expressions; instant non-objective designs using the language of art.



TELL: the group to avoid recognizable objects such as hearts, teardrops, smiley faces, peace signs or geometric shapes.



REVIEW: Quickly review 6 art elements while pointing to the poster and point out the art element for the session.



TELL: We are working with the art element—**COLOR**.

Several assorted containers of acrylic or tempera paints and small brushes are in front of you. Get in touch with how you are feeling, select one paint color to use that symbolizes your current mood. Shake the paint container and dip their brush into the container. That color will be used to make a symbolic non-objective design on your journal page. Clean your brush with the damp paper towel.



MATERIALS AND TOOLS YOU WILL NEED: acrylic/tempera paint, small brushes, paper towels, water containers.



TELL: Instruct participants to:

- * Label your design with a feeling word, no need to worry about spelling.
- * Share your finished work with the group; hold it up for all to see.
- * Remember emotions have value. Think of feelings in three ways:
 1. Those feelings that give you the satisfaction that your needs are being met
 2. Those feelings that raise your awareness that your needs are not satisfied.
 3. Feelings are temporary.

“No feeling is final.”

—Rainer Maria Rilke



TELL: Remind the group: a comparison between check-in/out will be made at the end of the session.



WARM UP QUOTE:

“I don’t know what the future may hold, but I do know who holds the future.”

—Ralph Abernathy



ASK:

- * What does he mean by this statement?
- * Why is having faith and spirituality a resilience factor?



TELL: Elders from all the world’s major religions, have one thing in common: They recommend faith of some kind as an invaluable tool for getting through rough patches in life. In other words, it builds resilience. People who have a spiritual practice have better health and quality of life.

The spiritual practice of recognizing the interconnectedness of all life can also help buffer the pain that comes with difficult experiences. Spiritual people make healthier choice. Adhering to spiritual tradition may bring an indirect health benefit about treating the body with kindness and avoiding unhealthy behaviors. Buettner’s Blue Zones research shows that people who practice a religion or faith tradition are less likely to smoke or drink, commit a crime, or become involved in violent activity, and they are more likely to engage in preventative habits like wearing seat belts and taking vitamins. Spirituality may help you live a longer life. Most researchers agree there is a positive relationship between religious and spiritual practices and better health outcomes (Buettner, 2008).



DISCUSS: What is Faith?

"Faith" is nearly impossible to define. It means something different to each individual. Faith is understood to be intensely personal and often seen as extremely private. The term 'faith' ranges in meaning from a general religious attitude on the one hand to personal acceptance of a specific set of beliefs on the other hand. This belief is sorely tested when we are faced with the rough waters of adversity.

Faith and Spirituality:

- * Are highly individual and personal.
- * May be connected to a religion but not necessary.
- * Require tolerance for the beliefs of others.
- * Are responses to man's universal quest for the meaning of life.
- * Usually provide support during an emotional crisis.
- * Have the quality of mystery and may invoke a sense of awe, wonder and reverence because of the experience of connection to something bigger than ourselves.
- * Spiritual maturity is not absolute, it is relative. It is not "either or;" it is an ongoing process of personal growth.



TELL: Look for opportunities for self-discovery. People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardships have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality and heightened appreciation for life.



DISTRIBUTE and READ ALOUD: Rx #6: Faith and Spirituality.



THERAPEUTIC INTENTION: The therapeutic intention of this session is to create a visual symbolic soul that illuminates your spiritual beliefs and may center you in compassion, connection, contribution, and celebration.



DO: Group meditation -- one or two minutes of quiet time before starting art production.



INSTRUCTIONS FOR ART PRODUCTION: MEDITATIVE MASTERPIECE - Poster #6: Meditative Painting

Participants will start with a large sheet of white poster paper, 24 x 36 inches. They will make a non-objective painting to be displayed vertically or horizontally using their choice of paints and a variety of brushes, colors, lines, textures, shapes and values. Participants will strive to fill up the entire space, make repeat patterns, overlap large and small intuitive designs immersing themselves in creativity. Conversation will be at a minimum. The Art Facilitator will recommend participants stand while working and experiment with several brushes and arm, wrist, and finger movements while painting. Turning their paper while working may inspire even more creativity.



ASK:

- * What was the direction for making the art? (*remembering*)
- * What was important about what you did? (*understanding*)
- * What part of the artwork is most helpful in your understanding of the resilience concept? (*analyzing*)
- * Reflecting on the art that you have created, what aspect of recovery has been reinforced? (*evaluating*)
- * How did you feel when working on this project? (*evaluating*)
- * How engaged were you during this process? (*evaluating*)
- * With what you have just learned, how can you use these skills again outside of the group? (*re-creating*)



CREATE: check-out expressions.



COMPARE and SHARE: finished check-in/out expression with the group.



TELL: Remind participants:

"No feeling is final."

—Rainer Maria Rilke



DISTRIBUTE AND COLLECT: Session Evaluation Forms.



WRAP UP: Remind participants to come back next week with an update on their goal (or if they gave it up or changed it, then with a new goal), and take artwork and prescription of skills home to share and reflect.



NOTE: a learning cue for next session, something significant that came up, the "AHA" moment.

Materials



THERAPIST WILL NEED:

- * RRR Manual
- * RRR Program Poster
- * Attendance Sign-in Sheet
- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List (Handout #1)**
- * **Rx #6: Faith and Spirituality**
- * **Session Evaluation Form**



ART FACILITATOR WILL NEED:

- * **Poster #6: Meditative Painting**
- * Examples of artwork by nonobjective artists Wassily Kandinsky, Paul Klee to share with electronic device or library book
- * Large poster paper for each participant
- * Acrylic/tempera paints
- * Assortment of paint brushes
- * Water bowls
- * Newspaper/table covers
- * Masking tape
- * Paper towels
- * **Pattern: Line and Texture (Handout #10)**
- * Hair Dryers

SESSION 8: Facing Fear

Session Guide



WELCOME: Welcome group and make announcements; establish a safe, playful and warm attitude. Make sure all participants sign in on the sign in sheet.



REVIEW: Review or formulate personal goals; a brief focus on recovery goals and accountability. Goals must be realistic, progressive, and achievable.



TELL: Recommend this to participants:

“The 5 Second Rule is simple. If you have an instinct to act on a goal, you must physically move within 5 seconds or your brain will kill it. The moment you feel an instinct or a desire to act on a goal or a commitment, use the Rule”.

—Mel Robbins, 2017



CHECK-IN: The Art Facilitator will guide participants through a quick nonverbal journaling exercise by having tools and materials ready in advance.



DISTRIBUTE:

- * Feelings Journals
- * Pens
- * Feelings Vocabulary Lists



TELL:

- * Locate your journal (to be collected after each meeting).
- * Date the first blank page at the top with today’s date.
- * Print/write the words check in at the top.
- * Get in touch with your current emotion. “How do you feel right now?”
- * Use the feelings vocabulary list to assist you.
- * Remember, no physical sensations.



CREATE: check-in expressions; instant non-objective designs using the language of art.



TELL: the group to avoid recognizable objects such as hearts, teardrops, smiley faces, peace signs or geometric shapes.



REVIEW: Quickly review 6 art elements while pointing to the poster and point out the art element for the session.



TELL: We are working with the art elements— **PARTICIPANTS' CHOICE.**

Quietly reflect on how you are currently feeling, select two or more color crayons to symbolize your mood. The symbolic design you create may focus on any one or all of the art elements: color, line, shape, value, texture or space. You will make a symbolic non-objective design on your journal page.



MATERIALS AND TOOLS YOU WILL NEED: color crayons, pen.



TELL: Instruct participants to:

- * Label your design with a feeling word, no need to worry about spelling.
- * Share your finished work with the group; hold it up for all to see.
- * Remember emotions have value. Think of feelings in three ways:
 1. Those feelings that give you the satisfaction that your needs are being met
 2. Those feelings that raise your awareness that your needs are not satisfied.
 3. Feelings are temporary.

“No feeling is final.”

—Rainer Maria Rilke



TELL: Remind the group: a comparison between check-in/out will be made at the end of the session.



WARM UP QUOTE:

*“Courage is not the absence of fear,
but the mastery of it.”*

—Mark Twain



ASK: What does Mark Twain mean?

Example: Fear of presentations and public speaking – the more I do it the more comfortable I get. Not facing our fears can actually cause them to grow bigger in our minds and anxiety increases.



ASK: Why is facing fear a resilience factor? Facing our fears helps us thrive and we can become the person we want to be and achieve our goals. By getting support around our fears, we move on from victimhood to thriving. Fear is the number one reason why people do not achieve their life purpose and goals and find it difficult to recover from loss or trauma.

Have any of you had the experience where you felt anxious about asking for help, doing a presentation or something else; you did it anyway and you thought: “That wasn't so bad”? They are often held hostage by negative thoughts: “I am not good enough” or “I have failed before, what is going to be different this time?” We can learn to challenge these thoughts by saying: “I'll give it my best shot”, “I can learn” or “This could be rewarding.”

Notice the shifts in your body before and after you do something that produces fear and become aware of the contrast: tight versus loose, tense versus relaxed, pessimistic versus optimistic.



ASK: What is fear?



DISCUSS: Most of the time it is an invisible influence functioning as a destructive way of experiencing ourselves, others and the world. It forms our misperceptions, misunderstandings and our extreme responses or reactions.

The most common reaction in a fear situation is the attitude of, “I can’t!” This is the fear of failure and loss that stops us from taking action. It is experienced physically: when people are really afraid, their mouth and throat go dry, their heart starts pounding. Sometimes they breathe shallowly and their stomach churns. Often they feel like getting up and running to the bathroom. Experience of fear can range from annoying to unpleasant to paralyzing. How many of you can identify with this experience?



TELL: Fear is the adrenal fight or flight or freeze response to the perception of imminent danger. Sometimes the threat is real but most often it exists in our minds. We are thinking about something that could happen in the future - virtual danger rather than literal for example, (there is no saber tooth tiger). We are actually manufacturing our fear by our anticipation of danger, the possibility of danger or conditioned response to past danger. This is still disabling. However, when we can identify a fear and discipline ourselves to move toward it, it grows smaller and more manageable. In fact, the more we do something that is fearful, the more comfortable we become. In other words, facing our fears is a trainable skill.



DISCUSS: The opposite of fear is love: fear is our response to the perception of abandonment and separation, love is the experience of safety and connection. By decreasing our anxiety and increasing our sense of safety and connection we can respond to stressful situations and difficult interactions in a healthier way.



TELL: Look beyond the present stressful event to how the future circumstances may be a little better. Avoid seeing the crisis as insurmountable problems. You can't change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Talk with others, change negative self-talk, meditate and engage in relaxation exercises.



DISTRIBUTE and READ ALOUD: Rx #7: Facing Fear



THERAPEUTIC INTENTION: The therapeutic intention of this session is to create a mask designed to mirror back to us that even when we are afraid, we do have resilience skills that we can use to face our fear.



INSTRUCTIONS FOR ART PRODUCTION: SISU MASK - Poster #7: Facing Fear Masks

PART I: The Art Facilitator will cut face-size U (closed) shapes in advance from brown paper bags or rosin paper, one for each member of the group. Participants will then fold it in half and locate the two eyes of their mask in the center and cut them out. They will cut out a scary mouth and draw a nose with crayon. Next, they will print four or more of the ten resilience factors words **BACKWARDS** on the mask boldly in white, black or brown crayons. Examples of backward resilience words will be

provided. (**Backward Resilience Words and Noses** - Handout #11). These same crayons will be used to embellish the mask making it look fearful. Once done, watercolor paint may be applied over some areas the mask making it appear even more fearful. The crayons will resist watercolor, white crayon will stand out. Bunches of colored yarn or raffia may be taped to the back of the mask hanging over the shape outlining the mask as decoration. To finish the participants will tape a chopstick, tongue depressor on the back left or right side of their mask.

PART II: Participants will hold their mask in front of their face, as they look in the mirror to read their four or more meaningful resilience factors. They will be reminded of the factors by looking in the mirror.



PROCESS and REFLECT: on session content using the art project/production, clarify and reinforce as necessary.



ASK:

- * What was the direction for making the art? (*remembering*)
- * What was important about what you did? (*understanding*)
- * What part of the artwork is most helpful in your understanding of the resilience concept? (*analyzing*)
- * Reflecting on the art that you have created, what aspect of recovery has been reinforced? (*evaluating*)
- * How did you feel when working on this project? (*evaluating*)
- * How engaged were you during this process? (*evaluating*)
- * With what you have just learned, how can you use these skills again outside of the group? (*re-creating*)



CREATE: check-out expressions.



COMPARE and SHARE: finished check-in/out expression with the group.



TELL: Remind participants:

“No feeling is final.”

—Rainer Maria Rilke



DISTRIBUTE AND COLLECT: Session Evaluation Forms.



WRAP UP: Remind participants to come back next week with an update on their goal (or if they gave it up or changed it, then with a new goal), and take artwork and prescription of skills home to share and reflect.



NOTE: a learning cue for next session, something significant that came up, the “AHA” moment.

Materials



THERAPIST WILL NEED:

- * RRR Manual
- * RRR Program Poster
- * Attendance Sign-in Sheet
- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)
- * **Rx #7: Facing Fear**
- * **Session Evaluation Form**



ART FACILITATOR WILL NEED:

- * **Poster #7: Facing Fear Masks**
- * Pre-made mask shape-brown paper bag or rosin paper for each participant
- * Scissors
- * Masking tape
- * Watercolor sets
- * Assorted paint brushes
- * Water bowls
- * Paper towels
- * Newspaper/table covers
- * Black and brown crayons
- * Chopsticks or tongue depressors
- * Yarn
- * Raffia
- * Clear tape
- * Large mirror
- * Hair dryers
- * **Backward Resilience Words and Noses** (Handout #11)

SESSION 9: Humor

Session Guide



WELCOME: Welcome group and make announcements; establish a safe, playful and warm attitude. Make sure all participants sign in on the sign in sheet.



REVIEW: or formulate personal goals; a brief focus on recovery goals and accountability. Goals must be realistic, progressive, and achievable.



TELL: Recommend this to participants:

“The 5 Second Rule is simple. If you have an instinct to act on a goal, you must physically move within 5 seconds or your brain will kill it. The moment you feel an instinct or a desire to act on a goal or a commitment, use the Rule.”

—Mel Robbins, 2017



CHECK-IN: The Art Facilitator will guide participants through a quick nonverbal journaling exercise by having tools and materials ready in advance.



DISTRIBUTE:

- * Feelings Journals
- * Pens
- * Feelings Vocabulary Lists.



TELL:

- * Locate your journal (to be collected after each meeting).
- * Date the first blank page at the top with today’s date.
- * Print/write the words check in at the top.
- * Get in touch with your current emotion. “How do you feel right now?”
- * Use the feelings vocabulary list to assist you.
- * Remember, no physical sensations.



CREATE: check-in expressions; instant non-objective designs using the language of art.



TELL: Remind the group to avoid recognizable objects such as hearts, teardrops, smiley faces, peace signs or geometric shapes.



REVIEW: Quickly review 6 art elements while pointing to the poster and point out the art element for the session.



TELL: We are working with the art element—**FORM/Facial Expressions.**

Get in touch with how you are currently feeling. Write your feeling word on the check-in page of your feelings journal. As a sculptor briefly “mold” your face into the feeling you have written on your journal page. You may use your hands to express the feeling as well as your facial expression. One by one you will silently show your current feeling as group members call out the feeling they think is being portrayed.



MATERIALS AND TOOLS YOU WILL NEED: pen or pencil.



TELL: Instruct participants to:

- * Label your design with a feeling word, no need to worry about spelling.
- * Share your finished work with the group; hold it up for all to see.
- * Remember emotions have value. Think of feelings in three ways:
 1. Those feelings that give you the satisfaction that your needs are being met
 2. Those feelings that raise your awareness that your needs are not satisfied.
 3. Feelings are temporary.

“No feeling is final.”

—Rainer Maria Rilke



TELL: Remind the group: a comparison between check-in/out will be made at the end of the session.



WARM UP QUOTES:

“You grow up the day you have your first real laugh – at yourself.”

—Ethel Barrymore

“Angels fly because they take themselves lightly.”

—G.K. Chesterson

“Soap is to the body, what laughter is to the soul.”

—Yiddish Proverb



DISCUSS: How do you understand these quotes?



ASK: What is humor?

Humor is defined as a general positive character trait (e.g., like to laugh and joke, bring smiles to other people) that contributes most strongly to life satisfaction.



ASK: Why is humor a resiliency skill that is worth cultivating?



TELL: Individuals with high levels of coping humor are more resistant to the negative impact of life stressors than individuals with low coping humor. The former tend to use Humor to distance themselves more fully from life stressors, and they showed little or no increase in negative mood when their number of negative life events increased from low to high. In contrast, those displaying low levels of coping humor showed a marked increase in negative mood, as their negative life events increased (Abel, 2002). This stress-buffering effect of humor has also been documented in many studies.

Humor and laughter do support a healthy body, mind and soul! New research demonstrates humor’s positive impact on heart disease, asthma, COPD, diabetes, rheumatoid arthritis and skin allergies--as well as to its impact on expression of health-related genes (Martin & Lefcourt, 2004). Laughter is “soul medicine.”

A good sense of humor can:

- * Add a degree of richness to one’s life enhanced enjoyment of positive life experiences
- * Greater positive emotions
- * Provide a more positive view of self and
- * Support greater psychological well-being and quality of life



TELL: Humor, kindness, social intelligence and open-mindedness boosts emotional resilience, life satisfaction and enables you to maintain a positive mood and more optimistic outlook in your daily life—and it helps you cope with any problems thrown your way. Without cultivating a sense of humor or the ability to laugh at ourselves, the world or our situation, we cannot build a life worth living. All our efforts must be leavened with a sense of humor so we don’t take ourselves too seriously.

Cultivate a playful attitude: improv is the journey of opening oneself to possibility. Improv provides a workout that helps to shake loose rigid patterns of thinking and doing. Laughing “for no reason” will give you some of these benefits, but your world of joy, happiness and fun open up much more strongly when you cultivate your biological heritage of humor—playing with your mind.

Look for humor in signs, ads and newspaper headlines. A few years ago a PBS broadcast on the history of psychiatric approaches to treating “Madness” ended with “Madness is made possible by the Corporation for Public Broadcasting and the support of viewers like you.”

- * “Dog for sale. Eats anything. Especially fond of children.”
- * “Bras half off.” (Sale sign in department store.)
- * “We skid you not.” (Ad for automobile tires.)
- * “Compact Car.” (Sign on a car flattened by a tree following a tornado.)
- * “House for Sale. Half Off.” (Sign in front of what was left of a house following a California mudslide.)
- * “House for Sale. Some assembly required.” (Sign in front of a house after a hurricane.)



DISTRIBUTE and READ ALOUD Rx #8: Humor



THERAPEUTIC INTENTION: The therapeutic intention of this session is to cultivate a playful attitude that helps to shake loose rigid patterns of thinking and doing; and to reinforce the importance of humor as a resilient character trait that enhances our post-traumatic success.



DO: Play improv games such as:

- * Energy Ball
- * The Gift (“yes and...”)
- * What are you doing?
- * Three-Headed Oracle



INSTRUCTIONS FOR ART PRODUCTION: PUPPET & IMPROV - Poster #8: “Talking Heads” Puppet

The Art Facilitator will have a “Talking Heads” puppet pattern traced in advance on white card stock paper one for each participant. To make the initial pattern the Facilitator will use multi-purpose paper trace around a circle, three inches in diameter. Draw a three inch square on the paper, and cut them both out. Cut the circle in half. Tape one half to the top and the other half to the bottom of the square. Make a small dime size circle (ears) cut it in half, tape one to the top circle left side and one to the top right side.

Participants will make a “Talking Head” hand puppet. They will neatly cut out a pre-made pattern, folding it horizontally under the ears, bending the paper backwards and bringing the bottom circle (chin) up to that fold creating a fold to attach the clothespin in the back. Puppet faces will be unique, human or animal. Participants will finish by coloring, adding embellishments and taping a clothespin securely to the back of the puppet. Participants will use the hand puppets in storytelling activities enabling group play.

Use your unique “Talking Head” hand puppet to speak for you.



DO: Role play: " Fortunately...Unfortunately"

1. Players sit in a circle.
2. The goal of the group is to tell a coherent story going around the circle, each player contributing one line at a time using the puppet to speak for them. The more ridiculous the story is the better it is.
3. A leader will begin the story with one establishing sentence.
4. Then every line must alternate between “fortunately” and “unfortunately.”

Here is how:

LEADER: “Once two friends found a pirates treasure chest.”

PLAYER 1: “Unfortunately, it was locked.”

PLAYER 2: “Fortunately, they knew someone who could open it.”

PLAYER 3: “Unfortunately, she lives in Las Vegas.”

PLAYER 4: “Fortunately, she is on her way here.”

PLAYER 5: “Unfortunately, her flight was re-routed.”

PLAYER 6: “Fortunately, she has a cell phone and will call us with directions for opening our treasure chest.”

PLAYER 7: etc.

Go with the flow, use your imagination, keep teamwork in mind, make mistakes, get out of your head. For people who want to build confidence, courage, and creativity, improv games teach us to trust our instincts. It helps us stay out of our head, listen, and respond honestly while having fun.



PROCESS and REFLECT: on session content using the art project/production, clarify and reinforce as necessary.



ASK:

- * What was the direction for making the art? (*remembering*)
- * What was important about what you did? (*understanding*)
- * What part of the artwork is most helpful in your understanding of the resilience concept? (*analyzing*)
- * Reflecting on the art that you have created, what aspect of recovery has been reinforced? (*evaluating*)
- * How did you feel when working on this project? (*evaluating*)
- * How engaged were you during this process? (*evaluating*)
- * With what you have just learned, how can you use these skills again outside of the group? (*re-creating*)



CREATE: check-out expressions.



COMPARE and SHARE: finished check-in/out expression with the group.



TELL: Remind participants:

“No feeling is final.”

—Rainer Maria Rilke



DISTRIBUTE AND COLLECT: Session Evaluation Forms.



WRAP UP: Remind participants to come back next week with an update on their goal (or if they gave it up or changed it, then with a new goal), and take artwork and prescription of skills home to share and reflect.



NOTE: a learning cue for next session, something significant that came up, the “AHA” moment.

Materials



THERAPIST WILL NEED:

- * RRR Manual
- * RRR Program Poster
- * Attendance Sign-in Sheet
- * Feelings Journals
- * Pens
- * Feelings Vocabulary List (Handout #1)
- * Instructions for Improv Games (find online instructions for games such as Energy Ball, The Gift (“yes and...”), What are you doing?, and Three-Headed Oracle)
- * **Rx #8: Humor**
- * **Session Evaluation Form**



ART FACILITATOR WILL NEED:

- * **Poster #8: “Talking Heads” Puppet**
- * Premade puppet head pattern for each participant
- * Examples of mouth and nose drawings from Google images or drawing books.
- * Pencils
- * Colored pencils
- * Markers
- * Scissors
- * Assorted materials (yarn)
- * Clothespins
- * Masking tape

SESSION 10: Forgiveness

Session Guide



WELCOME: Welcome group and make announcements; establish a safe, playful and warm attitude. Make sure all participants sign in on the sign in sheet.



REVIEW: or formulate personal goals; a brief focus on recovery goals and accountability. Goals must be realistic, progressive, and achievable.



TELL: Recommend this to participants:

“The 5 Second Rule is simple. If you have an instinct to act on a goal, you must physically move within 5 seconds or your brain will kill it. The moment you feel an instinct or a desire to act on a goal or a commitment, use the Rule”.

—Mel Robbins, 2017



CHECK-IN: The Art Facilitator will guide participants through a quick nonverbal journaling exercise by having tools and materials ready in advance.



DISTRIBUTE:

- * Feelings Journals
- * Pens
- * Feelings Vocabulary Lists



TELL:

- * Locate your journal (to be collected after each meeting).
- * Date the first blank page at the top with today’s date.
- * Print/write the words check in at the top.
- * Get in touch with your current emotion. “How do you feel right now?”
- * Use the feelings vocabulary list to assist you.
- * Remember, no physical sensations.



CREATE: check-in expressions; instant non-objective designs using the language of art.



TELL: Remind the group to avoid recognizable objects such as hearts, teardrops, smiley faces, peace signs or geometric shapes.



REVIEW: Quickly review 6 art elements while pointing to the poster and point out the art element for the session.



TELL: We are working with the art element—**TEXTURE**.

Feelings Journals will be distributed. Clearly mark check-in at the top of your first blank page. Quietly reflect on how you are currently feeling. You may look at the feeling vocabulary list for feeling words. Two or more baskets with assorted textures will be passed around. Quickly choose one texture that best symbolizes your current feeling and write the name of that material on the page. ex.) blue silk material=calm. When finished label the symbolic feeling.



MATERIALS AND TOOLS YOU WILL NEED: baskets with assorted textures/materials (cotton balls, sand paper, assorted fabric, aluminum foil, ribbon....)



TELL: Instruct participants to:

- * Label your design with a feeling word, no need to worry about spelling.
- * Share your finished work with the group; hold it up for all to see.
- * Remember emotions have value. Think of feelings in three ways:
 1. Those feelings that give you the satisfaction that your needs are being met
 2. Those feelings that raise your awareness that your needs are not satisfied.
 3. Feelings are temporary.

“No feeling is final.”

—Rainer Maria Rilke



TELL: Remind the group: a comparison between check-in/out will be made at the end of the session.



WARM UP QUOTE:

“Forgiveness means giving up all hope of a better past.”

—Unknown



ASK: What is the main idea about forgiveness in this quote?



TELL: Psychologists generally define forgiveness as a conscious, deliberate decision to release feelings of resentment or vengeance toward a person or group who has harmed you, regardless of whether they actually deserve your forgiveness (Enright, 1991.)



DISCUSS: Forgiveness does not mean forgetting, nor does it mean condoning or excusing offenses. Though forgiveness can help repair a damaged relationship, it does not obligate you to reconcile with the person who harmed you or release them from legal accountability.



ASK: Why is forgiveness listed as a resilience factor?

- * Research shows that forgiving transforms people mentally, emotionally, and even physically: reduces depression, increases hopefulness, decreases anger, improves spiritual connection and emotional self-confidence. People who are more forgiving report fewer health and mental problems and fewer physical symptoms of stress (Luskin, n.d.). In other words,

forgiveness strengthens our resilience. *“The essence of forgiveness is being resilient when things don’t go your way”*. —Fred Luskin, 2014

- * Retaliation gives, at best, only momentary respite from our pain. Until we forgive we remain locked in our pain and locked out of the possibility of experiencing healing and freedom.
- * Without forgiveness, we remain tethered to the person who harmed us forever, even beyond the grave. Until we can forgive the person who harmed us, that person will hold the keys to our happiness; that person will be our jailor (Tutu, n.d.).
- * When we forgive, we take back control of our fate and our feelings. We become our own liberators. We don’t forgive to help the other person. We forgive for ourselves. In other words we hold the key to open our own jail cell. Forgiveness is a gift we give ourselves.
- * Forgiveness sustains relationships: when our friends inevitably hurt or disappoint us, holding a grudge makes us less likely to sacrifice or cooperate with them, which undermines feelings of trust and commitment, driving us further apart. Forgiveness can stop this downward spiral and repair our relationship before it dissolves.



DISCUSS: How do we cultivate forgiveness? Part of forgiveness is accepting our own vulnerability. By reframing our angry and hurt negative self-talk that seeks vengeance, to a compassionate recognition that we are all flawed, we have all made mistakes, hurt someone and will again, does go a long way to forgiving others and ourselves. We look for the silver lining in our hurt.

- * **“In each and every moment we have the choice to determine what we see, hear, and experience.”**— Fred Luskin, 2002
- * Seek peace, not justice: In his forgiveness program, Robert Enright emphasizes that forgiveness is separate from justice. The people who hurt you may never get their just desserts, but that shouldn’t prevent you from moving on with your life (Enright, 1991).
- * Understand that forgiveness is a process: true forgiveness doesn’t happen in an instant; instead, it takes time and energy to achieve, and might not come easily.



DISTRIBUTE and READ ALOUD: Rx #9: Forgiveness



THERAPEUTIC INTENTION: The therapeutic intention of this session is to illustrate how forgiveness is a resilience factor that serves as a bridge between recovery and ReCreation. To strengthen our ability to forgive as we build lives worth living as evidenced by The Thriving C’s – compassion, connection, contribution, celebration.



INSTRUCTIONS FOR ART PRODUCTION: WREATH ORNAMENT - Poster #9: Forgiveness Wreath Ornament

The Art Facilitator will fashion a 14 inch wire wreath made of old screen, barbed wire, cut up aluminum, etc. The appearance of the wreath will be sharp, hard, and prickly. Using a pipe cleaner, balloon, beads, yarn, and silver material participants will make a symbolic ornament to hang on the wreath. The wreath to be hung in an easy to access area for group members to attach their ornament one at a time.

1. You are the pipe cleaner, other materials will be added to the pipe cleaner.

2. Blow up a balloon, write the emotions that you want to release on the inflated balloon and pop it as a group with ink pens to symbolize “letting go” add pieces of the balloon to the pipe cleaner.
3. Who/What you are forgiving is symbolized with the beads.
4. Compassion for ourselves is symbolized with the yarn.
5. Silver lining, lessons learned/help to grow is symbolize with the addition of silver materials.
6. One at a time, participants walk up to the forgiveness wreath to attach their ornament and process the experience. **Note:** the contrast between the wreath and the ornaments.



PROCESS and REFLECT: on session content using the art project/production, clarify and reinforce as necessary.



ASK:

- * What was the direction for making the art? (*remembering*)
- * What was important about what you did? (*understanding*)
- * What part of the artwork is most helpful in your understanding of the resilience concept? (*analyzing*)
- * Reflecting on the art that you have created, what aspect of recovery has been reinforced? (*evaluating*)
- * How did you feel when working on this project? (*evaluating*)
- * How engaged were you during this process? (*evaluating*)
- * With what you have just learned, how can you use these skills again outside of the group? (*re-creating*)



CREATE: check-out expressions.



COMPARE and SHARE: finished check-in/out expression with the group.



TELL: Remind participants:

“No feeling is final.”

—Rainer Maria Rilke



DISTRIBUTE AND COLLECT: Session Evaluation Forms.



WRAP UP: Remind participants to come back next week with an update on their goal (or if they gave it up or changed it, then with a new goal), and take artwork and prescription of skills home to share and reflect.



NOTE: a learning cue for next session, something significant that came up, the “AHA” moment.

Materials



THERAPIST WILL NEED:

- * RRR Manual
- * RRR Program Poster
- * Attendance Sign-in Sheet
- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)
- * **Rx #9: Forgiveness**
- * **Session Evaluation Form**



ART FACILITATOR WILL NEED:

- * **Poster #9: Forgiveness Wreath Ornament**
- * A wreath (one 14 inch wire/metal screen wreath fashioned by art facilitator for the group)
- * Pipe cleaners
- * Balloons
- * Black markers
- * Beads
- * Yarn
- * Silver materials (such as aluminum foil, scree, silver ribbon, silver fabric)
- * Find a central place to hang the wreath for processing and reflecting with Therapist and group

SESSION 11: Mission and Meaning in Life

Session Guide



WELCOME: Welcome group and make announcements; establish a safe, playful and warm attitude. Make sure all participants sign in on the sign in sheet.



REVIEW: Review or formulate personal goals; a brief focus on recovery goals and accountability. Goals must be realistic, progressive, and achievable.



TELL: Recommend this to participants:

“The 5 Second Rule is simple. If you have an instinct to act on a goal, you must physically move within 5 seconds or your brain will kill it. The moment you feel an instinct or a desire to act on a goal or a commitment, use the Rule”.

—Mel Robbins, 2017



CHECK-IN: The Art Facilitator will guide participants through a quick nonverbal journaling exercise by having tools and materials ready in advance.



DISTRIBUTE:

- * Feelings Journals
- * Pens
- * Feelings Vocabulary Lists.



TELL:

- * Locate your journal (to be collected after each meeting).
- * Date the first blank page at the top with today’s date.
- * Print/write the words check in at the top.
- * Get in touch with your current emotion. “How do you feel right now?”
- * Use the feelings vocabulary list to assist you.
- * Remember, no physical sensations.



CREATE: check-in expressions; instant non-objective designs using the language of art.



TELL: the group to avoid recognizable objects such as hearts, teardrops, smiley faces, peace signs or geometric shapes



REVIEW: Quickly review 6 art elements while pointing to the poster and point out the art element for the session.



TELL: We are working with the art element—**SHAPE**.

Get in touch with how you are currently feeling. Using scissors (not to be drawn) and an adhesive foam sheet cut out a freeform non-objective shape that symbolizes your feeling. The non-objective shape may be a closed shape or one with negative space in the center, like a doughnut. It may be large or small on the page. The shape may become 3-Dimensional. It may extend beyond the page. When finished, stick the shape to your journal page.



MATERIALS AND TOOLS YOU WILL NEED: card size adhesive foam sheets, scissors.



TELL: Instruct participants to:

- * Label your design with a feeling word, no need to worry about spelling.
- * Share your finished work with the group; hold it up for all to see.
- * Remember emotions have value. Think of feelings in three ways:
 1. Those feelings that give you the satisfaction that your needs are being met
 2. Those feelings that raise your awareness that your needs are not satisfied.
 3. Feelings are temporary.

“No feeling is final.”

—Rainer Maria Rilke



REMIND: the group: a comparison between check-in/out will be made at the end of the session.



WARM UP QUOTES:

“The blueprint for success is inside you. It will stay there unless you take it out and create it.”

—Larina Kase

“The meaning of life is to find your gift. The purpose of life is to give it away.”

—Unknown



DISCUSS: What do these quotes mean to you?



ASK: Why is having a mission or meaning in your life a resilience factor?



TELL: It is the vision for your life despite what happens to you. It defines your perception of the world and provides structure and direction for your actions. This is especially significant when you are re-creating your life.



DISCUSS: Purpose. What is the meaning of your life?



TELL: In “Man’s Search For Meaning” Viktor Frankl (1946) says a sense of meaning can be found through the following aspects of what makes us uniquely human: In doing some type of work: An important “life task” (contribution to something that enlarges our lives).



TELL: Share this quote:

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

—Will Durant



ASK: What activities make you lose track of time?



TELL: By encountering experiences or people who you would die for or by experiencing “enlightening” events that clarified why you are on earth. (Connection) What do people typically ask you for help in?

In times of heavy suffering there is the opportunity to “find yourself” by stripping away everything but the bare essentials. (Compassion). What were some challenges, difficulties and hardships you have overcome or are in the process of overcoming? How did you do it?

Celebrating small and big successes daily. Valuing your strengths. What are you naturally good at? (skills, abilities, gifts etc.) What can you celebrate today?



ASK: Answer this: How shall I live now? How can I integrate the “Thriving C’s” into this next chapter of my life so my life has meaning and purpose? Why do I want to be alive? When we ask ourselves these questions, we accept that change is part of living and we start waking up to our purpose of rebuilding ourselves. We find new and different ways to recreate meaning, often leaving our old lives behind. We experience a re-engagement with life and continue our journey renewed. We recognize that certain goals may no longer be attainable as a result of current events. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter, especially beliefs. Building up evidence for these new beliefs and tracking success is vital to staying on purpose.



DISTRIBUTE and READ ALOUD: Rx #10: Mission and Meaning



THERAPEUTIC INTENTION: The therapeutic intention of this session is to make art out of “scraps”, the throw away cut outs, instead of tossing them in the scrap heap (giving up) to illustrate how taking what is beyond one’s control and making meaning of some part of it is more helpful than remaining feeling helpless about loss of control.



INSTRUCTIONS FOR ART PRODUCTION: STILL LIFE - Poster #10: Contour Cutting Part 1

PART I: The Art Facilitator will supply each participant with five assorted colored sheets of peel and stick foam, 5.5 x 8.5 inch. The Facilitator will display five simple still life items for about one or two minutes each, one at a time. Using scissors participants will cut out the five simple shapes one from each foam sheet. This is called, contour cutting. Do not draw the shapes first. After each shape is completed it will be set aside. Participants will then plan an artistic composition with their shapes. They will peel and stick the shapes on a mat board rectangle positioned horizontally. Shapes may touch or overlap, but not hang off the mat board.

PART II FLIP SIDE: Participants will turn their mat board over. Using their scrap pieces they will cut and design their own work of art, realistic or abstract. There is no right or wrong. No need to draw. When finished title, sign, and date the finished work.



TELL: Share this quote:

“Learning in the arts requires the ability and willingness to surrender to the unanticipated possibilities of the work as it unfolds.”

—Elliot Eisner



DISCUSS: What does this quote mean to you?



PROCESS and REFLECT: on session content using the art project/production, clarify and reinforce as necessary.



ASK:

- * What was the direction for making the art? (*remembering*)
- * What was important about what you did? (*understanding*)
- * What part of the artwork is most helpful in your understanding of the resilience concept? (*analyzing*)
- * Reflecting on the art that you have created, what aspect of recovery has been reinforced? (*evaluating*)
- * How did you feel when working on this project? (*evaluating*)
- * How engaged were you during this process? (*evaluating*)
- * With what you have just learned, how can you use these skills again outside of the group? (*re-creating*)



CREATE: check-out expressions.



COMPARE and SHARE: finished check-in/out expression with the group.



TELL: Remind participants:

“No feeling is final.”

—Rainer Maria Rilke



DISTRIBUTE AND COLLECT: Session Evaluation Forms.



WRAP UP: Remind participants to come back next week with an update on their goal (or if they gave it up or changed it, then a new goal), and take artwork and prescription of skills home to share and reflect.



NOTE: a learning cue for next session, something significant that came up, the “AHA” moment.

Materials

THERAPIST WILL NEED:



- * RRR Manual
- * RRR Program Poster
- * Attendance Sign-in Sheet
- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)
- * **Rx #10: Mission and Meaning**
- * **Session Evaluation Form**



ART FACILITATOR WILL NEED:

- * **Poster #10: Contour Cutting Part 1**
- * Five multicolored peel and stick 5.5 X 8.5 inch foam sheets for each participant
- * Scissors
- * Mat board 9 x 12 or larger
- * Five simple still life items (example: tea pot, flower vase, rag doll, spoon, lamp, etc.)
- * Timing device.

SESSION 12: Self Reflection

Session Guide



WELCOME: Welcome group and make announcements; establish a safe, playful and warm attitude. Make sure all participants sign in on the sign in sheet.



REVIEW: or formulate personal goals; a brief focus on recovery goals and accountability. Goals must be realistic, progressive, and achievable.



TELL: Recommend this to participants:

“The 5 Second Rule is simple. If you have an instinct to act on a goal, you must physically move within 5 seconds or your brain will kill it. The moment you feel an instinct or a desire to act on a goal or a commitment, use the Rule”.

—Mel Robbins, 2017



CHECK-IN: The Art Facilitator will guide participants through a quick nonverbal journaling exercise by having tools and materials ready in advance.



DISTRIBUTE:

- * Feelings Journals
- * Pens
- * Feelings Vocabulary Lists.



TELL:

- * Locate your journal (to be collected after each meeting).
- * Date the first blank page at the top with today’s date.
- * Print/write the words check in at the top.
- * Get in touch with your current emotion. “How do you feel right now?”
- * Use the feelings vocabulary list to assist you.
- * Remember, no physical sensations.



CREATE: check-in expressions; instant non-objective designs using the language of art.



TELL: the group to avoid recognizable objects such as hearts, teardrops, smiley faces, peace signs or geometric shapes.



REVIEW: Quickly review 6 art elements while pointing to the poster and point out the art element for the session.



TELL: We are working with the art element—**VALUE**.

Quietly reflect on how you are currently feeling. Next make a large or small non-objective symbol using a pencil with lines and shapes adding light, medium and dark values, to show how you are feeling, on the journal page.



MATERIALS AND TOOLS YOU WILL NEED: pencil.



TELL: Instruct participants to:

- * Label your design with a feeling word, no need to worry about spelling.
- * Share your finished work with the group; hold it up for all to see.
- * Remember emotions have value. Think of feelings in three ways:
 1. Those feelings that give you the satisfaction that your needs are being met
 2. Those feelings that raise your awareness that your needs are not satisfied.
 3. Feelings are temporary.

“No feeling is final.”

—Rainer Maria Rilke



TELL: Remind the group: a comparison between check-in/out will be made at the end of the session.



DISTRIBUTE and EXPLAIN: Recovery. Resilience. ReCreation - Model of Wellness. (Handout #12)

Over the last eleven weeks we have studied wellness skills and created artwork specifically designed to mirror each Resilience Factor as parts of the Wellness Model. Today we give you the Model designed as a mandala to see how all the pieces fit together to create the whole. The model recognizes that events in life are constantly in flux and sometimes there are life changing events that require attention and energy to adapt to a new and different life.

The concepts that provide the framework of the **RRR Model of Wellness** are:

- * Self
- * Principles of Cognitive Flexibility
- * Dimensions of Recovery
- * Resilience Factors
- * Thriving C’s

Recovery, Resilience, ReCreation Model of Wellness (Handout #12)



The model places the Self represented by the inverted triangle in the center of the framework to establish at the outset that this is a person-centered process. The inverted triangle emphasizes personal integrity and one’s belief systems to manage life events. The Self, integrity and belief systems are challenged and often do not hold true when difficult life events occur. The central question: “How shall I live now?” becomes fundamental to wellness restoration.

The model posits that the answer lies in the shift from the old belief systems to a new way of perceiving negative situations and events. The larger triangle represents the 3 fundamental principles of cognitive flexibility: reframing events as temporary rather than permanent, being able to compartmentalize helplessness instead of seeing negative events as pervading all areas of one’s life and detaching from personalizing negative events; instead believing that the self can take credit for events that happen. This explanatory flexibility during times of uncertainty requires a degree of self-reflection, recognition of the power of choice and willingness to trust the creative process to guide the ReCreation stage.

This nascent and emerging self is embedded in an open square box that represents the 4 dimensions of recovery from loss: Home, Health, Purpose, Community. The model envisions that resilience is a bridge that connects these recovery dimensions to ReCreation of a life worth living. The factors that build resilience are optimism/gratitude, social support, role models, physical activity, integrity, facing fear, faith/spirituality, humor, forgiveness and having a mission/meaning in life. The model further

posits that recovery goals are more likely to be achieved when resilience is built and strengthened through the steady engage in the resilience skills. The pace of recovery and responsibility for restoring wellness are determined by the motivations of the person re-engaging with life. These factors represented by the white circles surround the square and self.

The Self surrounded by the resilience factors are set in a light blue background and represents the environment and is encircled by the Thriving C's: compassion, connection, contribution and celebration which are seen in the model as the outer dark blue bands that are independent yet contiguous concepts supporting the flourishing Self. The open boundaries around the diagram between square, circles and bands demonstrate the fluid and dynamic nature of the stages of Recovery, Resilience and ReCreation of building a life worth living.

In summary: This program focuses on the concepts of Recovery from loss, and Resilience as a bridge from loss to ReCreation of a life worth living. The two key features of the RRR Model are 1) the prescription (Rx) of Wellness Skills to build Resilience, and 2) creation of simple interactive art activities that mirror each Resilience factor to reinforce verbal and non-verbal learning. These companion art pieces are specifically designed to enhance the active learning process in each session and act as supportive and stimulating reminders of each session. Neuroscience research shows that repeated art production of corrective thoughts, feelings and behaviors contributes to the formation and strengthening of new memories leading to attitudinal shifts and motivation to change.



DISTRIBUTE and READ ALOUD: Rx: RRR Model of Wellness



THERAPEUTIC INTENTION: The therapeutic intention of this session is to create a self-reflection booklet showing the Arts as Medicine journey from Recovery to ReCreation.



DISTRIBUTE Shaun McNiff's Trust the Process (Handout#13)



DO: Have each participant read one sentence of the quote from Shaun McNiff's Trust the Process Choose participants to read aloud one sentence at a time.

- * "Whether in painting, poetry, performance, music, dance, or life, there is an intelligence working in every situation.
- * This force is the primary carrier of creation.
- * If we trust it and follow its natural movement, it will astound us with its ability to find a way through problems – and even make creative use of our mistakes and failures.
- * There is a magic to this process that cannot be controlled by the ego. When everything seems as if it is hopeless and going nowhere ... trust the process."



INSTRUCTIONS FOR ART PRODUCTION: REFLECTION BOOKLET - Poster #11: Reflection Booklet

Participants will receive a sheet of 8 x 10 inch sheet of white multipurpose paper. They will make crisp folds as they fold the paper in half three times making eight equal rectangles. Next, fold the sheet of paper in half horizontally (already displaying four folded rectangles). Cut a slot into the paper from the folded side middle separating the two vertical rectangles. Participants will then place the paper in front of them pushing the middle section up like a "pup tent". They then stand the paper up

holding on to both sides. While holding the left side still they will push the paper to the center with their right hand and close the booklet turning it's pages to the right. After orienting the booklet they will glue between pages 2 and 3, behind page 6 and the back cover.

Booklet Contents:

- * **Front cover:** Simple non-objective/abstract design with marker or pen representing their "Journey from Recovery to ReCreation."
- * **Page 1:** Print or write The Thriving C's words only in a column.
 - Compassion (for self and others)
 - Connection (to our feelings and those of others)
 - Contribution (to a purpose larger than oneself)
 - Celebration (recognize and joyfully acknowledge simple and big accomplishments daily)
- * **Page 2:** Trailing from the last letter of each thriving word create a symbolic line: participants will make four distinct symbolic abstract colored lines. (We suggest the Art Facilitator give examples of various kinds of lines.)
- * **Page 3:** Continue with each line. Lines may cross.
- * **Page 4:** Continue with each line to the edge of the page, add descriptive words near the lines to facilitate images of:
 - Flourishing
 - Flowering
 - Fullness
 - Enriched
 - Becoming
 - Add one resilience factor next to the C that is meaningful to you.
- * **Page 5:** Continue with each line.
- * **Page 6:** Unite the four lines to create a symbolic image of your "ReCreation of a Life Worth Living."
- * **Back cover:** Write or glue prepared copies of the **Ten Resilience Factors** (Handout #14).



PROCESS and REFLECT: on session content using the art project/production, clarify and reinforce as necessary.



ASK:

- * What was the direction for making the art? (*remembering*)
- * What was important about what you did? (*understanding*)
- * What part of the artwork is most helpful in your understanding of the resilience concept? (*analyzing*)
- * Reflecting on the art that you have created, what aspect of recovery has been reinforced? (*evaluating*)
- * How did you feel when working on this project? (*evaluating*)
- * How engaged were you during this process? (*evaluating*)
- * With what you have just learned, how can you use these skills again outside of the group? (*re-creating*)



CREATE: check-out expressions.



COMPARE and SHARE: finished check-in/out expression with the group.



TELL: Remind participants:

“No feeling is final.”

—Rainer Maria Rilke



DISTRIBUTE AND COLLECT: Session Evaluation Forms, Resiliency Scale and WHO-5.



CLOSING REMARKS: Acknowledge and appreciate participants’ engagement in the RRR Program.

Materials



THERAPIST WILL NEED:

- * RRR Manual
- * RRR Program Poster
- * Attendance Sign-in Sheet
- * Feelings Journals
- * Pens
- * **Feelings Vocabulary List** (Handout #1)
- * **Three Fundamental Principles of Cognitive Flexibility** (Handout #6)
- * **RRR Model of Wellness** (Handout #12)
- * **McNiff Trust the Process Quote** (Handout #13)
- * **Session Evaluation Form**



ART FACILITATOR WILL NEED:

- * **Poster #11: Reflection Booklet**
- * One white 8 x 10 inch sheet of multipurpose paper for each participant
- * Scissors
- * Glue sticks
- * Black ink pens
- * Assorted fine tip markers
- * One 2.5 X 4 inch white paper copy of **Ten Resilience Factors** (Handout #14) for each participant (print 6 to a page)

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APPENDIX A: Program Forms

1. **RRR Intake Form**
2. **SDTA Sign-in sheet**
3. **Resiliency Scale**
4. **WHO-5**
5. **Session Evaluation Form**



RRR INTAKE FORM

Please fill in all information as accurately as possible. All information is confidential. Thank you.

PARTICIPANT INFORMATION

First Name _____ Last Name _____ Date of Birth _____

Email Address _____

Gender _____ Marital Status _____ Race/ Ethnicity _____

Are you a Veteran? Yes/No USA Citizen? Yes/No Permanent Resident? Yes/No

Address _____ City _____ State _____ Zip Code _____

Home Phone () _____ Cell () _____ Work () _____

EMERGENCY CONTACT

Name _____ Relationship _____

Address _____ City _____ State _____ Zip Code _____

Home Phone () _____ Cell () _____ Work () _____

Email Address _____

CURRENT STRESSORS	1	2	3	4	1-no problem 4-big problem Place an "x"
1. Basic Needs (food/clothes)	_____	_____	_____	_____	
2. Education	_____	_____	_____	_____	
3. Employment	_____	_____	_____	_____	
4. Family	_____	_____	_____	_____	
5. Financial	_____	_____	_____	_____	
6. Friends	_____	_____	_____	_____	
7. Housing	_____	_____	_____	_____	
8. Legal	_____	_____	_____	_____	
9. Medical	_____	_____	_____	_____	
10. Natural Disaster	_____	_____	_____	_____	
11. Transportation	_____	_____	_____	_____	



Self Discovery Through Art Sign-In Sheet

Session Title: _____

Date: _____

Name:

Resiliency Scale

0=Not at all like me 1=Only a little like me 2= Somewhat like me 3= A lot like me

Circle One:

1. Caring and Support

I have several people in my life who give me unconditional love, nonjudgmental listening, and who I know are “there for me.” 0 1 2 3

I am involved in a school, work, faith, or other groups where I feel cared for and valued. 0 1 2 3

I treat myself with kindness and compassion, and take time to nurture myself (including eating right and getting enough sleep and exercise). 0 1 2 3

2. High Expectations for Success

I have several people in my life who let me know they believe in my ability to succeed. 0 1 2 3

I get the message “You can succeed,” in my work, school or community activities. 0 1 2 3

I believe in myself most of the time, and generally give myself positive messages about my ability to accomplish my goals—even when I encounter difficulties. 0 1 2 3

3. Opportunities for Meaningful Participation

My voice (opinion) and choice (what I want) are heard and valued in my close personal relationships. 0 1 2 3

My opinions and ideas are listened to and respected in my work, school or community activities. 0 1 2 3

I volunteer to help others or a cause in my community, faith organization, or school. 0 1 2 3

4. Positive Bonds

I am involved in one or more positive hobbies or activities. 0 1 2 3

I enjoy participating in one or more groups (such as a club, faith community, or sports team). 0 1 2 3

I feel “close to” people in my work, school or community. 0 1 2 3

5. Clear and Consistent Boundaries

Most of my relationships with friends and family members have clear, healthy boundaries (which include mutual respect, personal autonomy, and each person in the relationship both giving and receiving). 0 1 2 3

I experience clear, consistent expectations and rules in my work, school or community activities. 0 1 2 3

I set and maintain healthy boundaries for myself by standing up for myself, not letting others take advantage of me, and saying “no” when I need to. 0 1 2 3

6. Life Skills

I have (and use) good listening, honest communication, and healthy conflict resolution skills. 0 1 2 3

I have the training and skills I need to do my work, school, or community activities well. 0 1 2 3

I know how to set a goal and take the steps to achieve it. 0 1 2 3

Adapted from: Nan Henderson, MSW, PhD, *Resiliency Quiz*, <https://www.resiliency.com/free-articles-resources/the-resiliency-quiz/>

A3. WHO (Five) Well-Being Index (1998 version)



Psychiatric Research Unit
WHO Collaborating Centre in Mental Health

Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks. Notice that higher numbers mean better well-being.

Example: If you have felt cheerful and in good spirits more than half of the time during the last two weeks, put a tick in the box with the number 3 in the upper right corner.

	<i>Over the last two weeks...</i>	All of the Time	Most of the Time	More than Half of the Time	Less Than Half of the Time	Some of the Time	At No Time
1	I have felt cheerful and in good spirits.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2	I have felt calm and relaxed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3	I have felt active and vigorous.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4	I woke up feeling fresh and rested.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5	My daily life has been filled with things that interest me.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

Scoring:

The raw score is calculated by totaling the figures of the five answers. The raw score ranges from 0 to 25, 0 representing worst possible and 25 representing best possible quality of life.

To obtain a percentage score ranging from 0 to 100, the raw score is multiplied by 4. A percentage score of 0 represents worst possible, whereas a score of 100 represents best possible quality of life.

Interpretation:

It is recommended to administer the Major Depression (ICD-10) Inventory if the raw score is below 13, or if the patient has answered 0 to 1 to any of the five items. A score below 13 indicates poor wellbeing and is an indication for testing for depression under ICD-10.

Monitoring Change:

In order to monitor possible changes in wellbeing, the percentage score is used. A 10% difference indicates a significant change (ref. John Ware, 1995).

(Print 2 per page of the following page.)

WHO-5 Well Being Index

Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks. Notice that higher numbers mean better well-being.

Example: If you have felt cheerful and in good spirits more than half of the time during the last two weeks, put a tick in the box with the number 3 in the upper right corner.

	<i>Over the last two weeks...</i>	All of the Time	Most of the Time	More than Half of the Time	Less Than Half of the Time	Some of the Time	At No Time
1	I have felt cheerful and in good spirits.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2	I have felt calm and relaxed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3	I have felt active and vigorous.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4	I woke up feeling fresh and rested.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5	My daily life has been filled with things that interest me.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

WHO-5 Well Being Index

Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks. Notice that higher numbers mean better well-being.

Example: If you have felt cheerful and in good spirits more than half of the time during the last two weeks, put a tick in the box with the number 3 in the upper right corner.

	<i>Over the last two weeks...</i>	All of the Time	Most of the Time	More than Half of the Time	Less Than Half of the Time	Some of the Time	At No Time
1	I have felt cheerful and in good spirits.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2	I have felt calm and relaxed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3	I have felt active and vigorous.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4	I woke up feeling fresh and rested.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5	My daily life has been filled with things that interest me.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

RRR Session Evaluation Form

Please answer the following questions for *this session*. Your honest answer is important to us.

CIRCLE your answer for each question on a scale of 1–5. 1 is STRONGLY DISAGREE, and 5 is STRONGLY AGREE.

1. **The facilitators were warm and welcoming.**
STRONGLY DISAGREE – STRONGLY AGREE: 1 2 3 4 5
2. **Feeling safe and supported in the group helped me learn.**
STRONGLY DISAGREE – STRONGLY AGREE: 1 2 3 4 5
3. **The visual Check In/Out exercise shows me that my feelings can change as my thoughts change.**
STRONGLY DISAGREE – STRONGLY AGREE: 1 2 3 4 5
4. **The prescription (Rx) of skills and companion art mirrored each other to enrich my understanding.**
STRONGLY DISAGREE – STRONGLY AGREE: 1 2 3 4 5
5. **The facilitators were well organized and prepared with the content and art materials.**
STRONGLY DISAGREE – STRONGLY AGREE: 1 2 3 4 5
6. **Working with the art materials increased my pleasure and engagement with the topic.**
STRONGLY DISAGREE – STRONGLY AGREE: 1 2 3 4 5
7. **The topic for this session taught me something about myself that will help me move on.**
STRONGLY DISAGREE – STRONGLY AGREE: 1 2 3 4 5

SESSION 1: Orientation	SESSION 7: Facing Fear
SESSION 2: Optimism/Gratitude	SESSION 8: Faith/Spirituality
SESSION 3: Social Supports	SESSION 9: Humor
SESSION 4: Role Models	SESSION 10: Forgiveness
SESSION 5: Physical Activity	SESSION 11: Mission/Meaning in Life
SESSION 6: Integrity	SESSION 12: Self Reflection
8. **I believe it will be worthwhile to apply what I learned this session to move on.**
STRONGLY DISAGREE – STRONGLY AGREE: 1 2 3 4 5
9. **I can do at least one or more skills from the weekly Rx of skills comfortably and successfully.**
STRONGLY DISAGREE – STRONGLY AGREE: 1 2 3 4 5

COMMENTS: We value your feedback. Please let us know the program’s strengths, weaknesses, and ways to improve.

APPENDIX B: Posters for Art Instruction

Poster #1: Butterflies of Hope (Session #2)

Poster #2: 5 Keys of Engagement (Session #3)

Poster #3: Role Model (Session #4)

Poster #4: Figure Drawing (Session #5)

Poster #5: 3D Paper Integrity Pillar (Session #6)

Poster #6: Meditative Painting (Session #7)

Poster #7: Facing Fear Masks (Session #8)

Poster #8: “Talking Heads” Puppet (Session #9)

Poster #9: Forgiveness Wreath Ornament (Session #10)

Poster #10: Contour Cutting Part 1 (Session #11)

Poster #11: Reflection Booklet - (2 pages) (Session #12)

Poster #1: Butterflies of Hope



Butterflies of HOPE

- Choose a butterfly shape
- Use marker(s) to make a simple border design around the wings
- Drop “dime” size dots of paint on 1 wing of BF use 3 or 4 colors
- Keep flat, fold wings together
Rub over the top wing with your hand toward the outside
- Open wings, dry
add butterfly body with glue

Thick paint takes longer to dry



Poster #2: 5 Keys of Engagement

5 KEYS of Engagement

- ID five people/agency in your support system
- Add their contact info with your support statement on the back of the KEYS
- Design on the front of your KEYS

Sticker(s) or nonobjective marker repeat pattern

○

Nonobjective watercolor, tempera, or acrylic paint design
3+ colors

○

Magazine photo/words cut around images embellish with marker or colored pencils

○

Rubber stamp with colored pencils or nonobjective ink pen line design

○

Torn and/or cut paper shapes assorted overlapping design

○

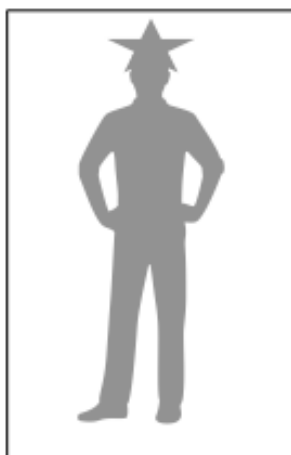
- Complete in any order
- Fasten them together
- Use good craftsmanship
- OK to use your own choice of assorted media
- Have fun!

Poster #3: Role Model

ROLE MODEL

3-D Whimsical Symbolic Collage
Human Front View of your Role Model

Full body-size of your hand or larger
Cut out flat background shapes first and glue in place
Add assorted 3D materials
Use good Craftsmanship



Be Creative, Humorous, have fun!
Name, date and title

*Tip: fold paper in half to cut two shapes at once

Poster #4: Figure Drawing

FIGURE DRAWING

View examples of figure drawings

Time- 1 minute per standing pose

8 poses

Use front and back of large newsprint paper-folded sheet, 4 poses on the front, 4 on the back

Draw

1. Color crayons (one per pose)
2. LINES OF ACTION-(body pose, direction)
3. LOOSE, SCRIBBLE-lines
4. LIVELY-drawing "physical activity"
5. Avoid details, **no need to draw faces, fingers, etc...**

Recommend standing to draw (or sit)

Warm up, stand to write your name in the air twice using large motions

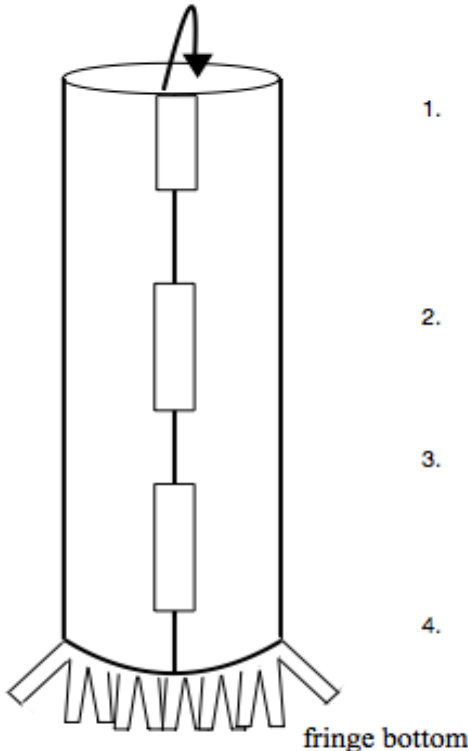
(pull a pose from hat)

1. Hands up-Bank robbery
2. Hands on hips-I am the boss
3. Handle and spout-Little tea pot
4. Golf swing-Eye on the ball
5. Boxing-Float like a butterfly sting like a bee
6. Bullfighter Toro! Toro! Toro!
7. March-John Philip Sousa March
8. Soccer -Bend it like Beckham

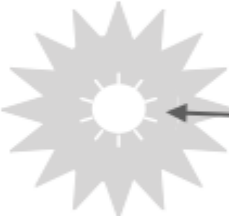




Poster #5: 3D Paper Integrity Pillar

3D Paper Integrity Pillar

Add "value" shapes from the bottom up



PILLAR tube, diameter 1.5 inches
BASE, 4 inch square

1.  Cut opening and slots to fit over the pillar
2. 
3. 
4. 
5.  Fold, fringe paper, curl, place inside, "cap" pillar

Poster #6: Meditative Painting

MEDITATIVE PAINTING

Recommend-
LARGE paper
LIGHT colors first

EXPERIMENT with several brushes and movements
arm
wrists
fingers

OK to mix paints
Use colors that “call” to you.

overlap, repeat patterns, large and small design

Use colors, lines, textures, shapes values and fill up the space!

Stand or Sit
Minimum Conversation
Paint a **nonobjective** work of art

Poster #7: Facing Fear Masks

FACING FEAR MASKS

Part I

- Cutout mask, eyes and mouth
- Use white, black or brown crayons-write/print 4+ meaningful Resilience words backwards, vertically/horizontally
- Draw nose

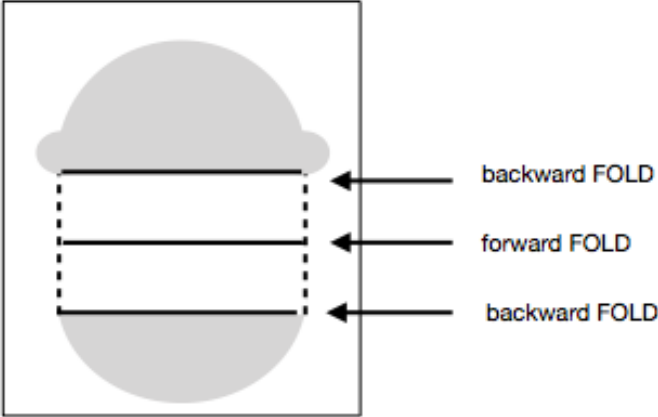


- Use crayons outline/design around mouth and eyes
- Add texture-yarn, ribbon, cut paper, raffia (hide tape)
- Optional-use watercolor paint to decorate
- Tape tongue depressor/chopstick/other, to back of mask

Part II

- Hold mask in front of your face, look in the mirror to the read your 4+ meaningful Resilience Factors.

“Talking Heads” Puppet



Trace around template,
Cut it out
Fold

Draw a unique face
Use a facial features handout as a guide
Color
Embellish
Tape clothespin to the back



Poster #9: Forgiveness Wreath Ornament

FORGIVENESS WREATH ORNAMENT

- YOU are the PIPE CLEANER
- Inflate balloon, write emotions to be released on it POP it symbolizing “Letting Go”. Add balloon pieces to the pipe cleaner
- Who/What we are forgiving-BEADS
- Compassion for ourselves-YARN
- Silver Lining, lessons learned-SILVER MATERIALS/choice
- Attach to prickly Forgiveness Wreath to process

Contour Cutting Part I

No need to draw still life items
cut one at a time

work large, use up the sheet

Plan an artistic composition

(arrangement of items)

Peel and Place- some shapes touching



NO



YES

Contour Cutting **FLIP SIDE**

Pick up your scrap pieces

Cut and Design your own work of art

Realistic or Abstract

Let yourself Go! You are in Control.

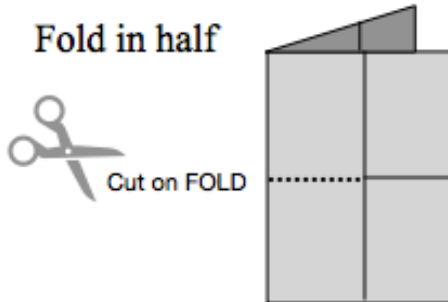
There is no right or wrong

Title, Sign, and Date your finished work

Reflection Booklet

1. Fold white multipurpose paper in half 3X
2. Make crisp folds back and forth-8 rectangles

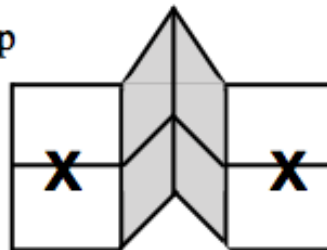
3. Fold in half



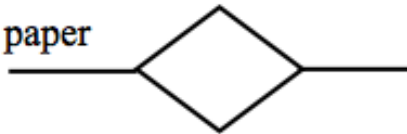
4. Put paper on table



5. Pinch on Xs
as you stand the paper up



6. Looking down on the paper



7. Push right rectangles to the center, Close the booklet to the right orient booklet, add stick glue between pages 2-3 behind page 6 and back cover.

Reflection Booklet

<p>COVER</p> <p>create a nonobjective original design using markers or colored pencils representing who you are</p>	<p>Print or write</p> <p>COMPASSION</p> <p>CONNECTION</p> <p>CONTRIBUTION</p> <p>CELEBRATION</p>	<p>Pg 2</p> <p>trailing from the last letter of each word create four distinct symbolic, colored lines to edge of this page</p>
<p>Pg 3</p> <p>continue with each line, lines may cross</p>	<p>Pg 4</p> <p>continue lines to the edge of the page,</p> <p>add descriptive words near or on the lines such as flourishing, flowering, fullness, enriched, becoming</p>	
<p>Pg 5</p> <p>converge the four artistic lines from the edge of this page to middle section- the fold between pgs 5 and 6</p>	<p>Pg 6</p> <p>UNITE lines to create a nonobjective image of your Journey "I am becoming..."</p> <p>Title it.</p>	<p>Back of Booklet</p> <p>10 Resilience Factors List</p> <p>written or a glued list</p>

APPENDIX C: Handouts

HANDOUT #1: Feelings Vocabulary List (Every session beginning with Session 1)

HANDOUT #2: Value Scale (Session 1)

HANDOUT #3: Feelings Have Value – Emotional Nuances -Feelings Clouds (Session 1)

HANDOUT #4: Small Tips for Managing Big Distress (Session 1)

HANDOUT #5: ReCreation for a Life Worth Living – The Thriving Cs (Session 1)

HANDOUT #6: Three Fundamental Principles of Cognitive Flexibility (Session 2)

HANDOUT #7: Switching to a New Highway (Session 2)

HANDOUT #8: Keys of Engagement: Sentence Starts (Session 3)

HANDOUT #9: Values Clarification Worksheet (Session 6)

HANDOUT #10: Pattern: Line and Texture (Session 7)

HANDOUT #11: Backwards (Session 8)

HANDOUT #12: Model of Wellness (Session 12)

HANDOUT #13: Shaun McNiff Trust the Process (Session 12)

HANDOUT #14: Ten Resilience Factors (Session 12)

Handout #1: Feelings Vocabulary List

FEELINGS VOCABULARY LIST

This is not an exhaustive list.
If you have a feeling that is not listed you may use it
as long as it reflects one of the 6 generally accepted emotions.

MAD: ANNOYED aggravated dismayed disgruntled displeased exasperated frustrated impatient irritated irked ANGRY enraged furious incensed indignant irate livid outraged resentful

SAD: YEARNING envious jealous longing nostalgic pining wistful DISCONNECTED alienated aloof apathetic bored cold detached distant distracted indifferent numb removed uninterested withdrawn depressed dejected despair despondent disappointed discouraged disheartened forlorn gloomy heavy hearted hopeless melancholy unhappy agony anguish bereaved devastated grief heartbroken hurt lonely miserable regretful remorseful

GLAD: AFFECTIONATE compassionate friendly loving open hearted sympathetic tender warm ENGAGED absorbed alert curious engrossed enchanted entranced fascinated interested intrigued involved spellbound stimulated HOPEFUL expectant encouraged optimistic CONFIDENT empowered open proud safe secure EXCITED amazed animated ardent aroused astonished dazzled eager energetic enthusiastic giddy invigorated lively passionate surprised vibrant GRATEFUL appreciative moved thankful touched INSPIRED amazed awed wonder (surprised) JOYFUL amused delighted glad happy jubilant pleased tickled EXHILARATED blissful ecstatic elated enthralled exuberant radiant rapturous thrilled PEACEFUL calm clear headed comfortable centered content equanimous fulfilled mellow quiet relaxed relieved satisfied serene still tranquil trusting REFRESHED enlivened rejuvenated renewed rested restored revived

FEAR: CONFUSED ambivalent baffled bewildered dazed hesitant lost mystified perplexed puzzled torn VULNERABLE fragile guarded helpless insecure leery reserved sensitive shaky EMBARRASSED ashamed chagrined flustered guilty mortified self-conscious TENSE anxious cranky distressed distraught edgy fidgety frazzled irritable jittery nervous overwhelmed restless stressed out apprehensive dread foreboding frightened mistrustful panicked petrified scared suspicious terrified wary worried

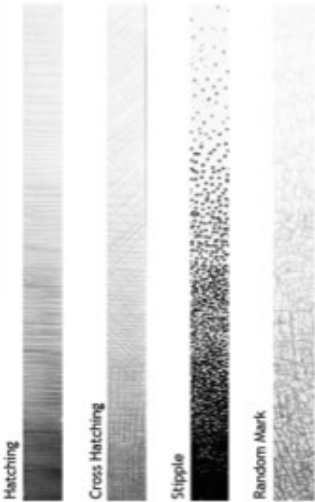
SURPRISE: (contextual) TAKEN ABACK surprised, delighted appreciative moved pleased tickled agitated alarmed discombobulated disconcerted disturbed perturbed rattled restless shocked startled troubled turbulent turmoil uncomfortable uneasy unnerved unsettled upset, disquiet

DISGUST: AVERSION animosity appalled contempt disgusted dislike hate horrified hostile repulsed

PHYSICAL SENSATIONS such as pain, fatigue, tightness in chest and muscles, sleepy, jittery, are felt in the body. These are not emotions but they can influence how we “feel”. Choose a feeling from the list above.

Handout #2: Value Scale

Value The lightness or darkness of an object. The degree of lightness or darkness. The effect of light and shade in a picture. Using a pencil, shade in the first box so that the value is black. In the second box, shade so that the value is lighter than the first. The third box will be shaded even lighter...this will be your mid-tone. Shade the fourth box so that it is just gray enough to see.



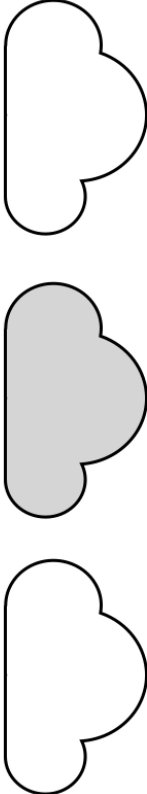
Value Scale ▲

DARK						LIGHT
-------------	--	--	--	--	--	--------------

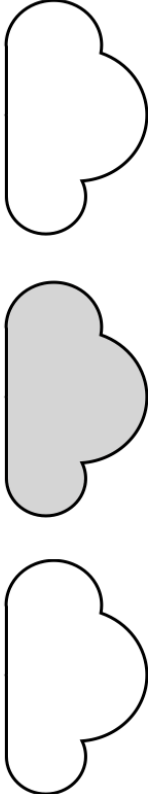
Handout #3: Feelings Have Value

Feelings Have Value
Emotional Nuances
VALUE is an Element of Art. We are coloring shades of EMOTION.

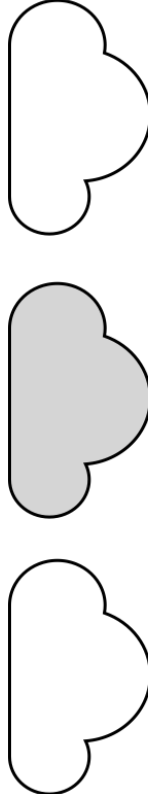
<i>Light</i>	<i>Color</i>	<i>Dark</i>
Mild	Moderate	Extreme



MAD

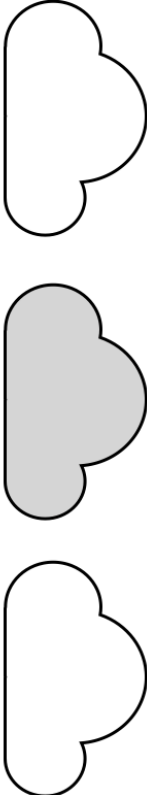


SAD

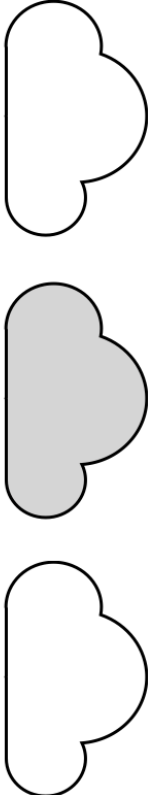


GLAD

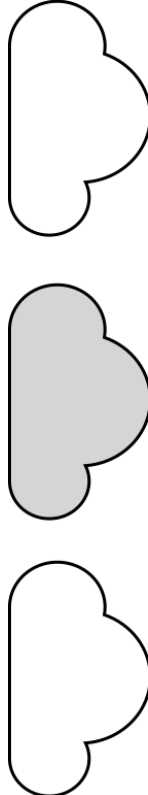
<i>Light</i>	<i>Color</i>	<i>Dark</i>
Mild	Moderate	Extreme



FEAR



SURPRISE



DISGUST

Handout #4 – Small Tips for Managing Big Distress

- * Get up 15 minutes earlier.
- * Avoid tight fitting clothes.
- * Set appointments ahead.
- * Practice preventive maintenance.
- * Say “no” more often.
- * Avoid negative people.
- * Simplify mealtimes.
- * Anticipate your needs.
- * Ask for help with the jobs you dislike.
- * Look at problems as challenges.
- * Unclutter your life.
- * Be prepared for rain.
- * Pet a friendly dog/cat.
- * Look for the silver lining.
- * Teach a kid to fly a kite.
- * Schedule play time into every day.
- * Be aware of the decisions you make.
- * Stop saying negative things to yourself.
- * Develop your sense of humor.
- * Have goals for yourself.
- * Say hello to a stranger.
- * Look up at the stars.
- * Learn to whistle a tune.
- * Listen to a symphony.
- * Read a story curled up in bed.
- * Stop a bad habit.
- * Take time to smell the flower.
- * Ask someone to be your “vent partner.”
- * Work at being cheerful and optimistic.
- * Do everything in moderation.
- * Strive for excellence, not perfection.
- * Prepare for the morning the night before.
- * Avoid relying on chemical aids.
- * Don’t rely on your memory...write it down.
- * Make duplicate keys.
- * Set priorities in your life.
- * Use time wisely.
- * Always make copies of important papers.
- * Repair anything that doesn’t work properly.
- * Break large tasks into bite-size portions.
- * Look at challenges differently.
- * Smile.
- * Tickle a baby.
- * Don’t know all the answers.
- * Say something nice to someone.
- * Walk in the rain.
- * Take a bubble bath.
- * Believe in yourself.
- * Visualize yourself winning.
- * Stop thinking tomorrow will be a better today.
- * Dance a jig.
- * Ask a friend for a hug.
- * Practice breathing slowly.
- * Read a poem.
- * Watch a ballet.
- * Do a brand new thing.
- * Buy yourself a flower.
- * Find support from others.
- * Do it today.
- * Put safety first.
- * Pay attention to your appearance
- * Stretch your limits a little each day.

Small Tips for Managing Big Distress, *continued.*

- * Look at a work of art.
- * Maintain your weight.
- * Feed the birds.
- * Stand up and stretch.
- * Learn a new doodle.
- * Be responsible for your feelings.
- * Become a better listener.
- * Tell someone to have a good day in pig Latin.
- * Exercise every day.
- * Get to work early.
- * Play pattycake with a toddler.
- * Take a different route to work.
- * Put air freshener in your car.
- * Write a note to a far-away friend.
- * Cook a meal and eat it by candlelight.
- * Keep a journal.
- * Remember you always have options.
- * Quite trying to “fix” other people.
- * Talk less and listen more.
- * Sing out loud.
- * Think about a peaceful place, a good friend, or a happy event.
- * Hum a jingle.
- * Plant a tree.
- * Practice grace under pressure.
- * Always have a Plan B.
- * Memorize a joke.
- * Learn to meet your own needs.
- * Know your limitations and let others know them too.
- * Throw a paper airplane.
- * Learn the words to a new song.
- * Clean out one closet.
- * Go on a picnic.
- * Leave work early with permission.
- * Watch a movie and eat popcorn.
- * Go to a ball game and scream.
- * Recognize the importance of unconditional love.
- * Practice a monster smile.
- * Have a support network of people, places, and things.
- * Get enough sleep.
- * Freely praise other people.
- * Listen to nature.
- * Relax, take each day one day at a time. You have the rest of your life to live.

Handout #5: ReCreation of a Life Worth Loving: The Thriving Cs

ReCreation of a Life Worth Living

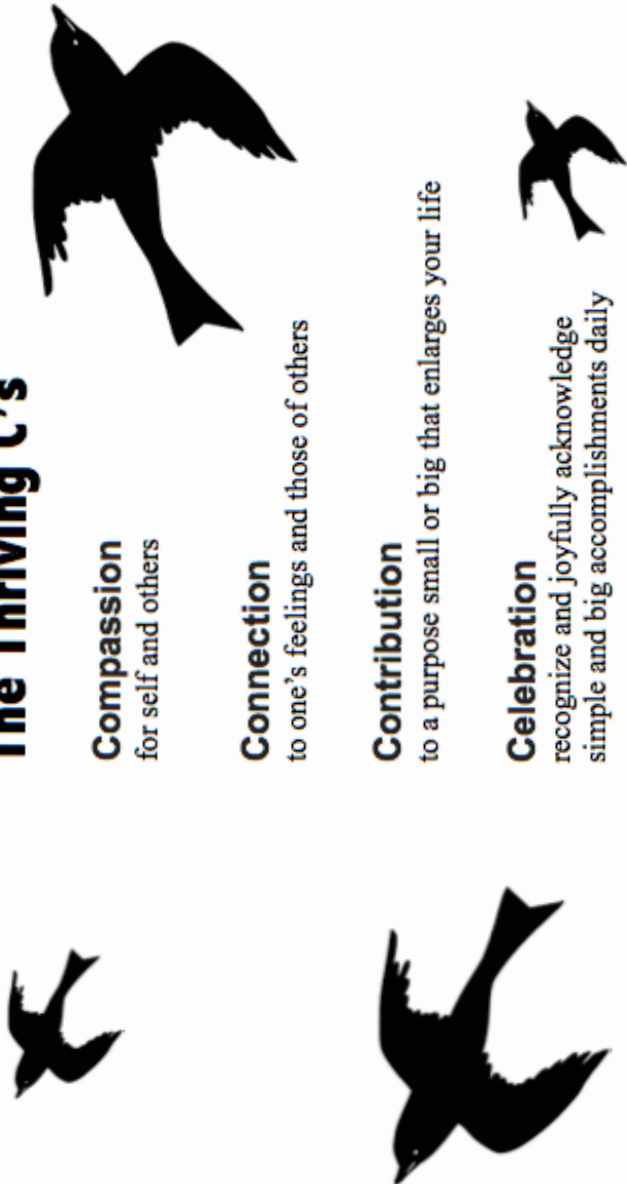
The Thriving C's

Compassion
for self and others

Connection
to one's feelings and those of others

Contribution
to a purpose small or big that enlarges your life

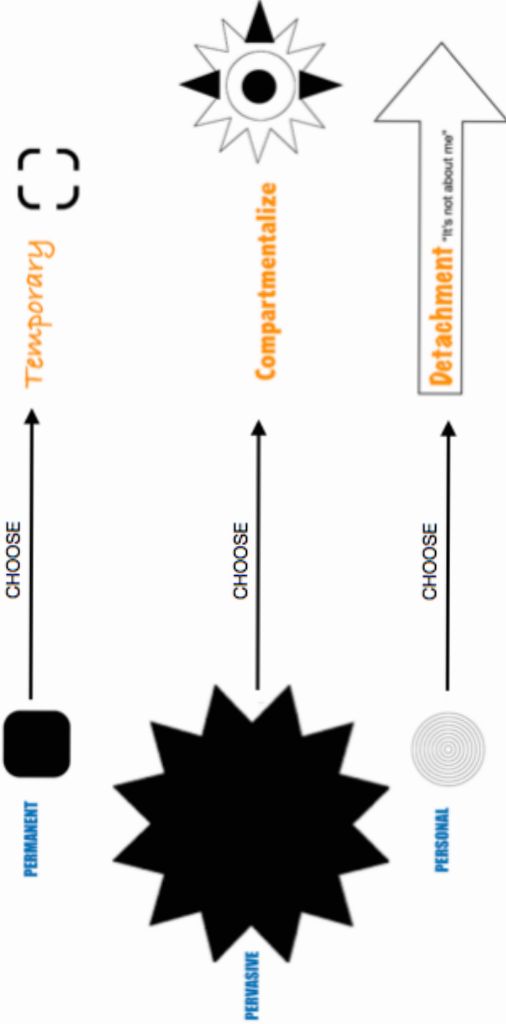
Celebration
recognize and joyfully acknowledge
simple and big accomplishments daily



Self Discovery Through Art© 2018

Handout #6: Three Fundamental Principles of Cognitive Flexibility

Three Fundamental Principles of Cognitive Flexibility



Self Discovery Through Art© 2019

Handout #7: Switching to a New Highway



Switching to a New Highway



Increase awareness of conflict between **THOUGHTS** and **EMOTIONS**. *(think different directions to a new highway)*



Expand your willingness to be open to the unfamiliar. *(excitement?)*



Practice the skill of doing what is harder and unfamiliar. *(change from auto pilot to conscious focus on your new directions)*



Shift focus to the number of **SUCCESSFUL** tries and away from the number of missteps. *(detach from emotions when mistakes are made)*



Get support for new ways of thinking, feeling and behaving *(ask others to cheer you on for not being on auto pilot)*



Recognize yourself every time you realign your **THINKING**, **FEELING** and **BEHAVING** *(congruence)*

Handout #8: Keys of Engagement: Sentence Starts

Choose and finish your choice of five sentences below:

- * (Name) is the person I call when I am feeling “blue”, “joyful”, angry, frustrated, hurt...
- * (Name) helps me with maintaining my sobriety.
- * (Name) is the person I call when I need a buddy to walk with me.
- * (Name) is the person I call when I am anxious in a crowded or noisy place.
- * (Name) helps me with my faith.
- * (Name) is the person I call when I cannot sleep.
- * (Name) is the person I call when I want to laugh.
- * (Name) add your own.

Handout #8: Keys of Engagement: Sentence Starts

Choose and finish your choice of five sentences below:

- * (Name) is the person I call when I am feeling “blue”, “joyful”, angry, frustrated, hurt...
 - * (Name) helps me with maintaining my sobriety.
 - * (Name) is the person I call when I need a buddy to walk with me.
 - * (Name) is the person I call when I am anxious in a crowded or noisy place.
 - * (Name) helps me with my faith.
 - * (Name) is the person I call when I cannot sleep.
 - * (Name) is the person I call when I want to laugh.
- (Name) add your own.

Handout #9: Values Clarification Worksheet

INTEGRITY: Values Clarification based on Four Dimensions of Recovery

Values: What we believe to be important. They guide each of our choices in life. For example, someone who values family might try to spend extra time at home, while someone who values success in their career may do just the opposite. Understanding our values will help us recognize areas of our life that need more attention, and what to prioritize in the future.

Clarification: To identify and make clear what is important

Values are:

- individual
- subject to change at different stages in our life
- demonstrated by the way we live

DIMENSIONS OF RECOVERY

Home -- having a stable and safe place to live.

What values do I think are important for me to hold in order to achieve home as safe place? (e.g.: financial security, safe neighborhood, clean air/water, family).

List at least three:

1. _____
2. _____
3. _____

Health -- overcoming or managing one's disease(s) or symptoms -- for everyone in recovery, making informed, healthy choices that support physical and emotional well-being. For others it may be abstaining from use of alcohol, illicit drugs, and non-prescribed medications if one has an addiction problem.

What values do I think are important for me to hold in order to maintain good health and be in control, independent and at my best level of functioning for as long as I am able. For example: relaxation, meditation, aerobic exercise, dance, strengthening/toning/flexibility, maintaining healthy weight, adequate restful sleep, healthy food choices, taking medications as prescribed.

List at least three:

1. _____
2. _____
3. _____

Purpose -- conducting meaningful daily activities, such as a job, school, volunteerism, family care-taking, or creative endeavors, and having the independence, income, and resources to participate in society.

What values do I think are important for me to hold in order to find my purpose and follow up with action? (e.g.: peace, stability, creativity, spirituality, achievement, adventure, variety, respect, fun, freedom, gaining knowledge and wisdom, recognition, popularity, other.

List at least three:

1. _____
2. _____
3. _____

Community -- having relationships and social networks that provide sense of belonging, support, friendship, love, and hope.

What values do I think are important for me to hold in order to create a healthy support system? (e.g.: going to church/temple/synagogue, volunteering for a cause, participating in hobby group, attending retreats, other.

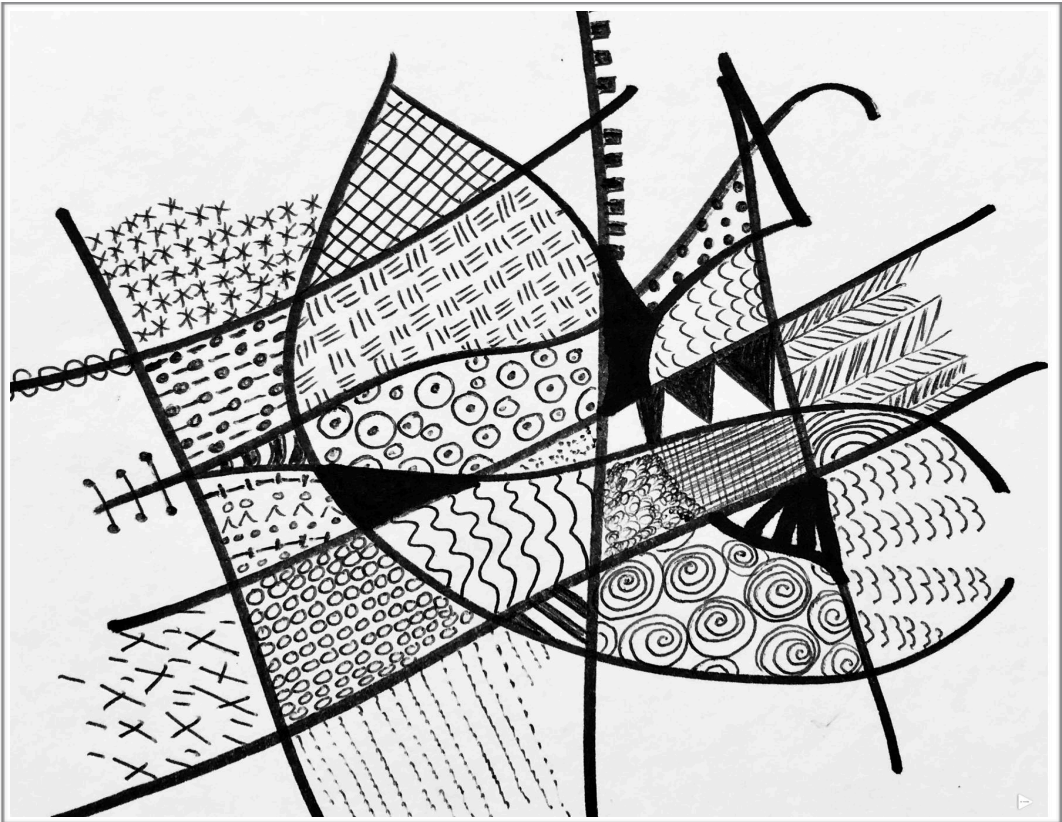
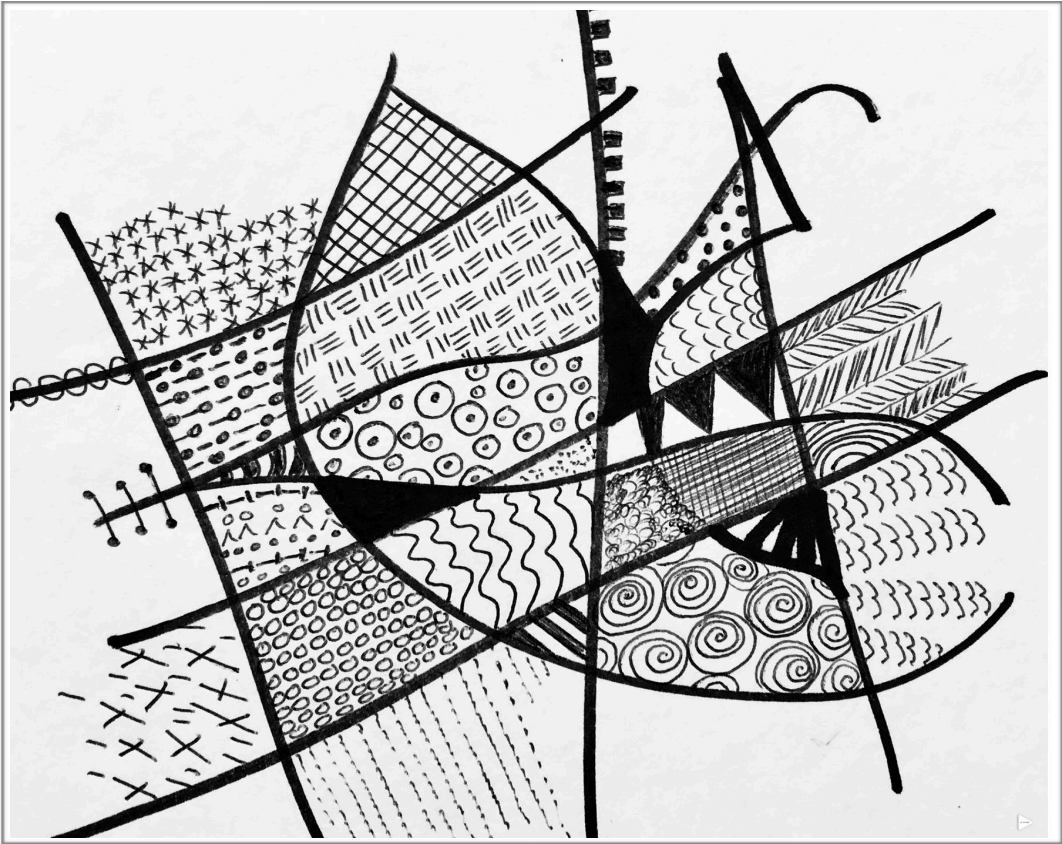
List at least three:

1. _____
2. _____
3. _____

Now choose and list 5 values, depending on areas of you life that need more attention and list them below: These are the values that will strengthen your personal integrity and demonstrate that you are a stable personality and trustworthy. (“walk your talk”)

1. _____
2. _____
3. _____
4. _____
5. _____

Handout #10. Pattern: Line and Texture



Sisu Mask

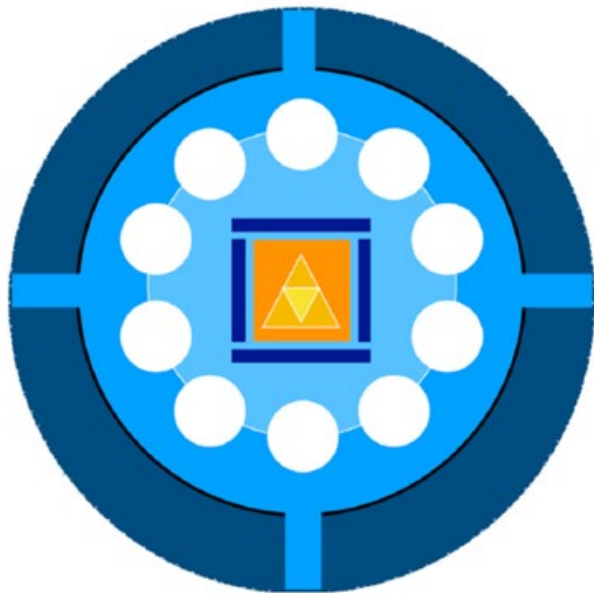
Human Face-shell
Eyes/Mouth-cut-out



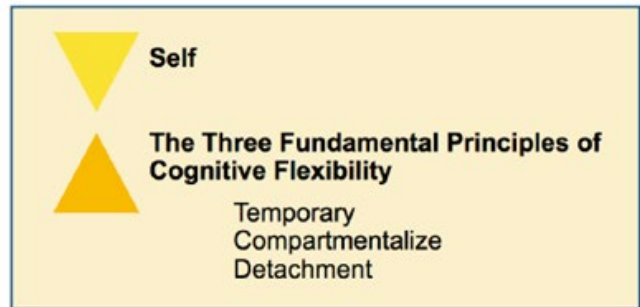
Artistically add BACKWARDS Resiliency words

- Optimism\Gratitude
- Social supports
- Role Models
- Physical Activity
- Integrity
- Facing Fear
- Faith\spirituality
- Humor
- Forgiveness
- Mission\Meaning in life

Handout #12: RRR Model of Wellness



Model of Wellness



Recovery



Resilience



ReCreation



SDTA Model of Wellness ©

Handout #13: Shaun McNiff's Trust the Process Quote

TRUST THE PROCESS

“Whether in painting, poetry, performance, music, dance, or life, there is an intelligence working in every situation.”

“This force is the primary carrier of creation.”

“If we trust it and follow its natural movement, it will astound us with its ability to find a way through problems – and even make creative use of our mistakes and failures.”

“There is a magic to this process that cannot be controlled by the ego.”

“When everything seems as if it is hopeless and going nowhere ... trust the process.”

—Shaun McNiff, Trust the Process

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Handout #14: Ten Resilience Factors

Ten Resilience Factors

1. Optimism/Gratitude
2. Social Support
3. Role Models
4. Physical Activity
5. Integrity
6. Faith/Spirituality
7. Facing Fear
8. Humor
9. Forgiveness
10. Mission/Meaning in Life

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1. Optimism/Gratitude
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3. Role Models
4. Physical Activity
5. Integrity
6. Faith/Spirituality
7. Facing Fear
8. Humor
9. Forgiveness
10. Mission/Meaning in Life

Appendix D: Rx Handouts

- Rx: Emotions to Elements** (Session 1)
- Rx #1: Optimism and Gratitude** (Session 2)
- Rx #2: Social Support** (Session 3)
- Rx #3: Role Models** (Session 4)
- Rx #4: Physical Activity** (Session 5)
- Rx #5: Integrity** (Session 6)
- Rx #6: Faith and Spirituality** (Session 7)
- Rx #7: Facing Fear** (Session 8)
- Rx #8: Humor** (Session 9)
- Rx #9: Forgiveness** (Session 10)
- Rx #10: Mission and Meaning** (Session 11)
- Rx: RRR Model of Wellness** (Session 12)

Rx: Emotions to Elements



Recovery. Resilience. ReCreation “The Arts as Medicine”

Name: _____

Date: _____

Orientation

Rx - Emotions to Elements: Art expresses what words cannot. Sometimes we are so emotionally carried away, upset or joyful, that we cannot speak. In these instances creating images is a way of expressing ourselves. Through the creative process, participants experience an awakening that enhances healing and sustains recovery. It is “The Arts as Medicine.”

“I found I could say things with color and shapes that I couldn’t say any other way- things I had no words for.”
—Georgia O’Keeffe

Attitude: Self-reflection.

- Identify the pattern: tendency to see feelings as final and permanent.
- Be open to question the accuracy of thoughts: opinion vs fact.

Knowledge: Feelings lie on a continuum. They can be mild, moderate or extreme. Feelings are messages: they give us a sense of satisfaction when our needs are being met and they raise our discomfort level when our needs are not satisfied.

Recognize: Thinking that a feeling is final or permanent is an opinion and opinions are changeable as feelings.

Rx Wellness Skills not Pills:

- Commit to reflective living
- Separate opinion from fact.
- Recognize that no feeling is final.
- Choose to use distress tolerance skills knowing that feelings pass.
- Participate in creative activities such as visual art, music, journaling, improv, movement, etc.
- Connect with social support network for comfort and laughter.
- Engage in physical activity. Go for a swim, jog, walk.....add your own.

Refills: Infinite, no expiration date, sharing increases benefits

Facilitator signatures: _____

Rx #1: Optimism and Gratitude



Recovery. Resilience. ReCreation.

“The Arts as Medicine”

Name: _____

Date: _____

Rx #1 – Optimism and Gratitude

Optimism is a tendency to expect good things in the future.

“Some people see paint, others see HOPE.” — Anonymous

Gratitude is expressing thanks and appreciation.

“Gratitude is not only the greatest of virtues, but the parent of all others.”

— Marcus Tullius Cicero

Attitude: cultivate an “Attitude of Gratitude.”

- Engage in self-reflection.
- Identify negative self-talk.

Knowledge: having hope and giving thanks regularly are qualities that come in handy when we are tired of the hard work of staying afloat.

Rx Wellness Skills not Pills:

- Look for the silver lining.
- Write a gratitude letter and hand deliver it to the person.
- Take a walk and savor the beauty.
- Recall three good things daily. Tune into the positive events in your life.

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Rx #2: Social Support



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Rx #2 - Building Social Support: Social support provides a sense of belonging, security and a welcoming forum in which to share your concerns and needs. Your original community may no longer exist so reaching out to create a new network of support is key to building resilience.

Attitude: Being OPEN and willing to ask for and receive support, even in limited form. Extroverts bounce back faster.

<p>Knowledge: Self-Awareness</p> <p>Go easy. Communication can be brief - 5 minutes on the phone or several sentences in an email; respect boundaries. Do have a plan for crisis situations, when you may need to temporarily set aside such restrictions.</p> <p>Be aware of how others perceive you. Ask a friend for an honest evaluation of how you come across to others and note areas for improvement to work on.</p> <p>Don't compete with others. This will turn potential rivals into potential friends.</p> <p>Adopt a healthy, realistic self-image. Both vanity and rampant self-criticism can be unattractive to potential friends.</p> <p>Resolve to improve yourself. Cultivating your own honesty, generosity and humility will enhance your self-esteem and make you a more compassionate and appealing friend.</p> <p>Avoid relentless complaining. Nonstop complaining is tiresome and can be draining on support systems.</p> <p>Adopt a positive outlook. Find the humor in things.</p> <p>Listen up. Make a point to remember what's going on in the lives of others. Then relate any interests or experiences you have in common.</p>	<p>Rx Wellness Skills not Pills:</p> <ul style="list-style-type: none"> • Volunteer. Hospitals, places of worship, museums, community centers and other organizations often need volunteers. You can form strong connections when you work with people who share a mutual interest. • Join a hobby group. Find a nearby group with similar interests in such things as auto racing, music, gardening, books or crafts. • Go back to school. Take a college or community education course to meet people with similar interests. • Work out. Join a class through a local gym, senior center or community fitness facility. Start a lunchtime walking group at work. • Get out with your pet. Seek out a dog park or make conversation with those who stop to talk. • Do lunch. Invite an acquaintance to join you for breakfast, lunch or dinner. • Join a cause. Get together with a group of people working toward a goal you believe in, such as an election or the cleanup of a natural area. • Use Social Media. Act responsibly.
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Rx #3: Role Models



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Rx #3 - Role Models: A role model is a person who is admired for their positive qualities, one who has navigated the course before and drawn a map for us. A role model is someone to look up to and learn from, a person who has survived situations you are struggling with such as losses, health issues, addiction, divorce, raising children or adapting to our changing place in the world.

“Success is to be measured not so much by the position that one has reached in life as by the obstacles which one has overcome.”

—Booker T. Washington

Attitude: Being open and receptive to being a lifelong learner.

Knowledge: Qualities and values of the role model you can identify with.

How have they overcome obstacles and continue to live life with purpose, confidence and perseverance?

Focus on the model’s learning traits, i.e. an individual’s discovery process and resilience (ability to learn from failures) as opposed to his/her position, gender, physical appearance.

Where to find role models: church, school, support groups, books-biographies, where you are: the mirror. You might be someone’s role model.

Rx Wellness Skills not Pills:

- Identify your negative self-talk about guides.
- Check the accuracy of your thoughts.
- Choose lifelong learning.

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Rx #4: Physical Activity



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Rx #4 - Physical Activity: is essential for getting our bodies and minds strong to focus on the task of staying the course because our endurance will be challenged.

“It is exercise alone that supports the spirits, and keeps the mind in vigor.”

— Marcus Tullius Cicero

Attitude: Self-care is vital to well-being. Taking care of myself helps to keep my mind and body ready to deal with situations that require stamina and endurance.

Knowledge: Fight, flight and freeze are normal responses to extreme life-challenging events. Survival hormones such as adrenaline and cortisol produce the stamina required to stay alive in the short term. This response is essential for survival but staying in this response after the critical period is over depletes these hormones and leaves us fatigued and helpless. Having a plan for healthy living and aging well are strongly recommended.

Rx

Wellness Skills not Pills:

- Set goals for physical/psychological health. Make them realistic, measurable and achievable.
- List pros and cons around physical activity to increase motivation.
- Get medical clearance for your physical activity.
- Learn how to take your pulse and weigh yourself regularly.
- Make a schedule to check off activity goals on the calendar.
- Engage in walking for exercise, yoga, tai chi, qigong, golf, dance, etc.
- Follow up by measuring progress at regular intervals and focus on number of successful days.
- Have a buddy (social support) for ongoing verbal encouragement.

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Rx #5: Integrity



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Rx #5 - Integrity: our inner compass or internal rudder that keeps us true to our values and shows up in behavior that is aligned with these. Our values strengthen our integrity and vice versa.

“Integrity is doing the right thing when no one is watching.”

—Anonymous

Attitude: open to self-reflection, commitment, resolve.

Knowledge: integrity is a value, like persistence, courage, and intelligence. It is your choice of values and the resolve to live by those values that form your character and personality. To be totally honest with others, you first have to be totally honest with yourself. You have to be true to yourself. You have to be true to the very best that is in you as identified by your values. If you are honest and true to yourself you cannot be false to anyone else.

Rx Wellness Skills not Pills:

- Make a commitment to become a totally honest person without excuses.
- Practice being totally honest with others and to yourself.
- Track your acts of integrity every time you keep a promise.
- Do the VALUES CLARIFICATION worksheet. Pick at least five values that are the most important and write down your behaviors that indicate how important each value is to you.

VALUE 1.

2.

3.

4.

5.

BEHAVIOR

1. _____
2. _____
3. _____
4. _____
5. _____

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Rx #6: Faith and Spirituality



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Rx #6 - Faith/Spirituality: That inner quiet confidence that even though you cannot see, predict or control anything, it is no longer necessary to do so. In other words, it is life lived in the face of uncertainty.

“When you become comfortable with uncertainty, infinite possibilities open up in your life.”

—Eckhart Tolle

Attitude: contemplative, open to mystery.

Knowledge: Faith is highly individual and personal. It may be connected to a religion but not necessarily. It requires tolerance for the beliefs of others. It is one response to our universal quest for the meaning of life. Usually faith provides support during an emotional crisis. Experiencing the connection to something bigger than ourselves may invoke a sense of awe, wonder and reverence. Spiritual maturity is not absolute; it is relative. It is not “either... or.” It is an ongoing process of personal growth.

Rx Wellness Skills not Pills:

- Meditating increases the brain’s gray matter density which can reduce sensitivity to pain, enhance your immune system, help you regulate difficult emotions, and relieve stress.
- Praying may elicit the relaxation response, along with feelings of hope, gratitude, and compassion; reframing; attitude of gratitude.
- Yoga has been found to reduce inflammation and stress, decrease depression and anxiety, lower blood pressure, and increase feelings of well-being.
- Journaling during difficult times may help you find meaning in life’s challenges and become more resilient in the face of obstacles.
- Joining a like-minded community such as Buddhist sangha, Bible study, a meditation group, hiking group or arts group will provide you a sense of belonging, security and a welcoming forum in which to share your concerns and needs.

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Rx #7: Facing Fear



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Rx #7 - Facing Fear: The courage to face our fear comes from reassuring ourselves that we have role models and our support system firmly in place to call upon as needed. We are thus able to face our fear of drowning or failure when we come to rocks or rapids.

“Courage is not the absence of fear, but the mastery of it.”

—Mark Twain

Attitude: Observe your body, playful, step back, self-compassion.

Knowledge: The body gives clues that fear is present. The trick to conquering fear is remembering that it is learned — and it can be unlearned, too. Use the mind to influence the body's relaxation response. Fear and courage occupy the same mind space so remember where your attention goes, energy will follow.

Rx Wellness Skills not Pills:

- Develop a playful attitude and your sense of humor.
- Focus your mind on constructive thoughts: when fear arises, use the power of your mind to switch to what brings joy and well-being. The trick to conquering fear is remembering that it is learned -- and changeable. *(Change negative self-talk)*
- Use the mind instead of alcohol and other drugs to influence the body's relaxation response. *(Relaxation exercise)*
- Cultivate systematic control of thought: reframe catastrophizing “what if...?” to “what are the chances...?” You can change the "I can't!" to "I can!" by identifying the smallest step in regaining control and doing it in the moment.
- Ask others; talk with others about their fears and how they're facing them. *(Support System, Role Models)*
- Use pre-sleep suggestion of safety. *(Behavioral technique)*
- *“Hold your fear in the cradle of loving kindness.” (Buddhist teaching)*

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Rx #8: Humor



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Rx #8 - Humor: All our efforts must be leavened with a sense of humor so we don't take ourselves too seriously.

“You grow the day you have your first real laugh – at yourself.”

—Ethel Barrymore

“Soap is to the body, what laughter is to the soul.”

—Yiddish proverb

Attitude: observing, playful. *Where your attention goes, energy will follow.*

Knowledge: humor, defined as the ability to laugh more easily when distressed or bring smiles to other people, is a general positive character trait that contributes most strongly to life satisfaction. From a resiliency perspective, humor is a strong predictor of post-traumatic thriving along with kindness, love and social intelligence.

Rx Wellness Skills not Pills:

- Build the humor habit: consciously develop your sense of humor and celebrate when you are successful. What is your sense of humor? Do spend more time with friends who make you laugh. Look for common themes in the humor you do and do not find funny to learn how people laugh at themselves. Give some thought to how important humor was in your parents' lives and in your everyday experiences in your family while growing up.

<ul style="list-style-type: none">• Spend some time watching young children playing to recapture that contagious playfulness that comes so easily to them.• Laugh more often and more heartily; a good belly laugh triggers muscle relaxation.• Actively look for the funny things going on in your everyday life. Set yourself a specific goal of finding five funny things every day for the next week.• Take yourself lightly—laugh at yourself: make a list of your “sensitive areas” and things you don’t like about yourself. Share something from the list with someone else every day for a week or so. Don’t try to make it funny; just tell people that it’s a sensitive topic for you, and that you’re trying to learn to lighten up about it. Learn a joke or two poking fun at your sensitive zones.	<ul style="list-style-type: none">• Have a planned light response of some kind to fall back on when the stressful situation comes up. (“If you get that upset about burnt toast, what happens if the house burns down?”)• Look for a light side of stressful situations in your past. You may even have said to yourself at some point in the past, “Someday we’ll look back at this and laugh.” Why wait!• Look for a light side of others’ problems. This is easier because you can see the stress in the other person, but it doesn’t affect you personally. So you can be detached. By doing this with others’ problems, you’ll soon build up the ability to do it with your own problems. Of course you keep these funny insights to yourself.
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Rx #9: Forgiveness



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Rx #9 - Forgiveness: psychologists generally define forgiveness as a conscious, deliberate decision to release feelings of resentment or vengeance toward a person or group who has harmed you, regardless of whether they actually deserve your forgiveness.

“The essence of forgiveness is being resilient when things don’t go your way.”

—Fred Luskin

Attitude: Self compassion, reflective, being open.

Knowledge: Understand that forgiveness is a process: true forgiveness doesn’t happen in an instant; instead, it takes time and energy to achieve, and might not come easily. Forgiveness does not mean forgetting or not holding the person who hurt you accountable. Realize the past is the past. *“Forgiveness is giving up all hope of a better past.”*—Lily Tomlin. What is left is acceptance of what is and where you are now. Otherwise you remain tethered to the person/experience forever. Turning the page and accepting those events as part of your story is both a choice and a trainable skill. It is a conscious, deliberate decision to release feelings of sadness, bitterness, anger, guilt regardless of whether you actually believe forgiveness is deserving. Being grateful for those experiences allows you to move on.

Rx Wellness Skills not Pills:

- View forgiveness as something for you, not a gift to someone else. In his Nine Steps to Forgiveness program, Fred Luskin emphasizes that forgiveness is best seen as something that will bring you peace, closure, and reduce your suffering—a point echoed by Jack Kornfield. Seek peace not justice.
- Create a “re-do.” Write down what you would have done differently if you could do it all over again. This affirms that we have learned from the past and that if we had the skills and knowledge then that we have now, we would have done things differently. (Plan B)
- Look for the silver lining. Recognize the pain. Work on releasing the underlying emotions you feel and balance it immediately with a blessing you have received. Reflect on the personal benefits you have now. Writing about those benefits might be especially helpful.
- Reframe self-flagellation to self-compassion that acknowledges that we are all fallible. Treat yourself as you would your best friend. Sincerely apologizing for your mistake helps to clear your conscience and reinforces the intention to avoid repeating the hurt.

“Hold your fear in the cradle of loving kindness.” —Buddhist teaching

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Rx #10: Mission and Meaning



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Rx #10 - Mission/Meaning in Life: as we learn to trust ourselves, our role models and our support system, we find new and different ways to create meaning, often leaving our old lives behind.

“The blueprint for success is inside you. It will stay there unless you take it out and create it.”

– Larina Kase

Attitude: mindful awareness, trusting, valuing self.

Knowledge: integrate knowledge about recovery and resilience factors/skills and re-creation (thriving C’s) into your personal vision for re-creating meaning. Maintain awareness of where you place your attention, as where attention is focused, energy will follow. The focus of our attention defines who we think we are, how we perceive the world and eventually everything we are capable of.

Rx Wellness Skills not Pills:

- Create a daily practice to bring your blueprint to life.
- Establish a routine of whatever practice gives your life meaning and purpose.
- Focus on the process of doing the habit for the next 90 days to cement this practice.
- Build up your track record. Time is the gradual change agent between two conflicting beliefs. Persistence is key here.

Link massive pleasure towards doing the new habit. **Write down all the benefits** we get for achieving this habit. *Example:* When I work out regularly I’ll have more energy to tackle the tasks of finding a new place.

Link massive pain to not doing this habit. **Write down all the pain** a current habit is causing you (and will cause in the future). *Example:* My bad physical condition has made it difficult for me to enjoy life (playing with my children, taking the stairs, going outside on a warm day...)

“Learning in the arts requires the ability and willingness to surrender to the unanticipated possibilities of the work as it unfolds.”

– Elliot Eisner

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Rx: RRR Model of Wellness



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Model of Wellness

“Life isn't about waiting for the storm to pass. It's about learning how to dance in the rain.”

– Vivian Green

RECOVERY

Re-engagement with life after adverse event: loss of home, health, purpose or community

RESILIENCE

Ability to respond and readily adapt to change in life circumstances

Wellness Skills not Pills using the ten Resilience Skills

ReCREATION

of a life worth living as measured by the Thriving C's:

COMPASSION for self and others (Forgiveness, Humor)

- Avoid seeing crises as insurmountable problems. You can't change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Look beyond the present to how future circumstances may be a little better with the information and skills you now have.
- Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.

CONNECTION to our feelings and those of others (Physical Activity, Facing Fear, Social Support, Faith, Role Models)

- Make connections. Good relationships with close family members, friends, or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.
- Look for opportunities for self-discovery. People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality, and heightened appreciation for life.

CONTRIBUTION to something that enlarges our lives (Integrity, Mission)

- Take decisive action, focusing on recovery goals and track your progress both small and large.

CELEBRATION of small and big successes daily (Optimism and Gratitude)

- Maintain a hopeful outlook. An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.
- Accept that change is a part of living and each day brings a reason to be grateful

“My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style.” —Maya Angelou

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