



SESSION 6



EXERCISES

Connecting up: Who is important to me?

Ask each student to very briefly share one person who is important to them and why they are important



TUTOR NOTES

This should be a relatively quick exercise and start the session on a positive note but highlighting the range of important connections or relationships. Students do not need to name the person or even identify them by role in their life if they do not want to but it would be good to share what it is about the person they are thinking of that is important to their life.



I am...

Give each student a worksheet and ask them to write down answers to the question Who am I? on the worksheet. There are some prompts to help them think about all the different ways they can answer the question.

This exercise is a personal one but it can be done in small groups where the students can discuss the prompts and encourage and support each other.



TUTOR NOTES

This can be a challenging exercise for some students as they are used to seeing themselves in a specific way and having a singular identity. Encourage them to think about the personal relationships they have - son, daughter, brother, sister, parent, friend, peer, colleague and also about their skills and interests - artist, walker, footballer, reader etc. This should be a fun exercise and feel empowering as students discover that there is a lot to them and their lives.



My support network

Ask each student to take a worksheet (choice of two options) or blank paper and write or draw their support network. Use the prompts on the worksheet to remind students to think about the wide range of people who support them including:

- Friends and family
- People in groups, clubs or classes they attend
- Workers in services and at other activities

In small groups compare what each has written or drawn. It is likely that students will be prompted to think about other people and can add to their sheet.



TUTOR NOTES

You can use the worksheets provided or provide paper and pens for this exercise. The different worksheets provide a different way to guide students through this exercise. However, some may prefer the fun of drawing their network. Encourage the students to think about all the people who support them and how they support them. This includes others in groups, courses and other activities they are involved in as well as close family and friends.



David's story

Show the short video 'David's story' which can be found at:

<https://www.youtube.com/watch?v=dhc7IMZd6Lk>

Ask the students to reflect on David's story and consider:

- The different ways that David answers the question Who am I?
- How connecting with others has helped his recovery?



TUTOR NOTES

This exercise can be useful for students who experience difficulties in identifying the different identities they can have and also the different ways that they can connect with others and support their recovery. David found that just connecting with others around a shared interest of music he got support from others; even if they did not realise that they were being supportive. He has also identified that support is complex and not a one-way transaction as by helping others he has found a way to support is recovery.



Maintaining positive relationships

In small groups or as whole group share the following scenario with the students.

You are waiting in a café to meet a friend and they are already 15 minutes late. You try calling your friend but they are not picking up. This is not a usual experience.

Ask them to consider and discuss:

- How do you feel?
- Think about it again - is there another explanation?
- If so what is it and how does that make you feel?
- What is the best way to deal with this situation if you want to maintain a good relationship with this person?



TUTOR NOTES

The purpose of this exercise is to encourage the students to think about the mutuality of relationships or connections, including those where they are seeking support. This scenario is taken from an earlier session but the trainer or students could come up with the own scenarios and explore them using the same questions.

In this example the immediate feelings may be of anger or sadness that the friend has forgotten the meeting or not got in touch to say they would be late. However, if you take into account that this is not the usual experience (some people are always late!) then you are likely to feel concerned or worried as this is not like your friend.

As a result, we can experience different emotions depending on how we choose to view the situation. This may mean challenging our initial feelings and reappraising the situation.



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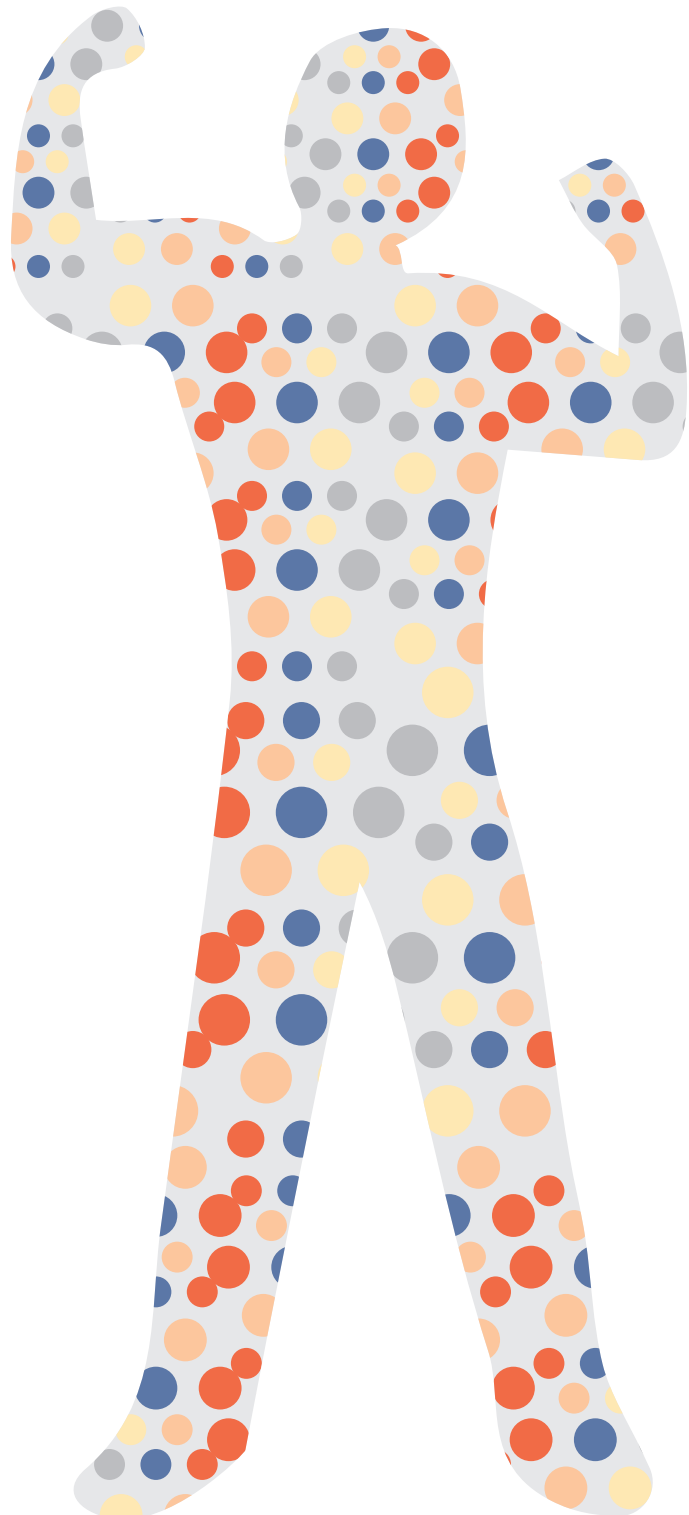


I AM

THINK ABOUT YOUR
RELATIONSHIPS
WITH OTHER PEOPLE

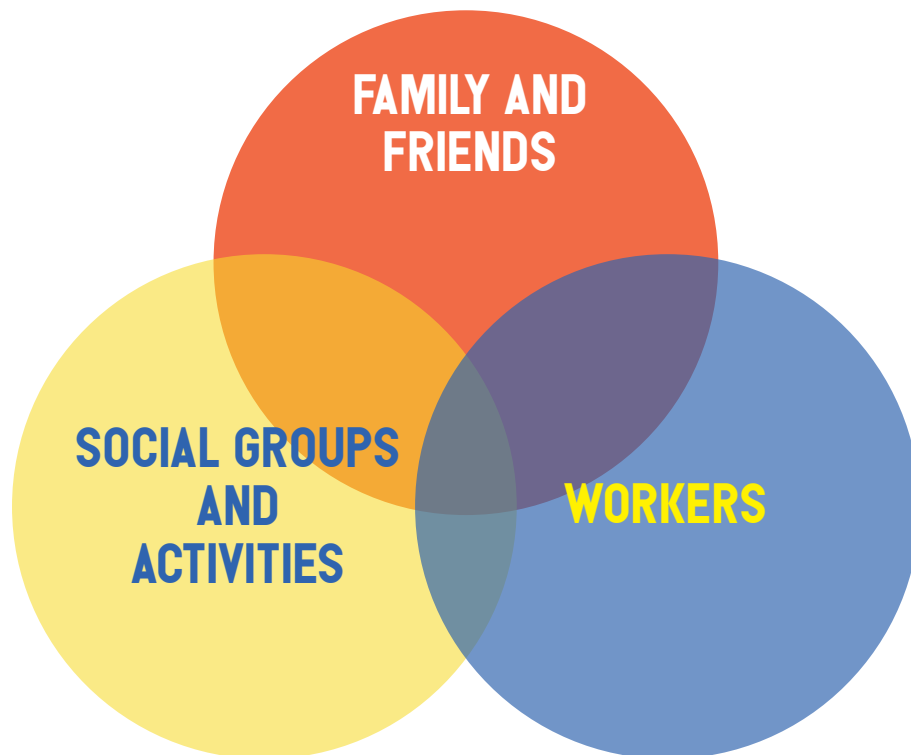
THINK ABOUT YOUR
KNOWLEDGE SKILLS,
TALENTS AND GIFTS

THINK ABOUT YOUR
HOBBIES, INTERESTS
AND PASSIONS





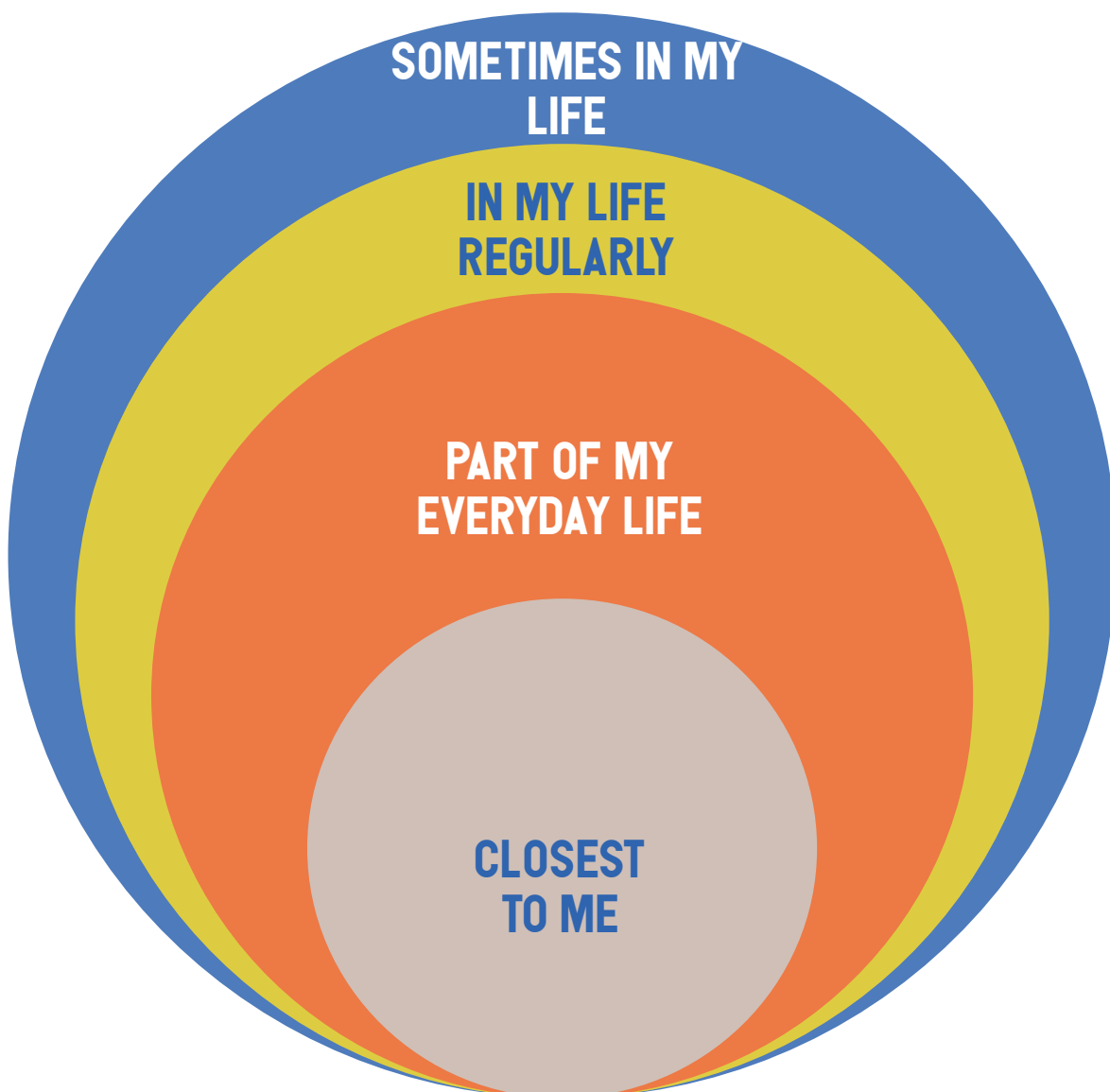
MY SUPPORT NETWORK



ANYONE ELSE?



MY SUPPORT NETWORK



Think about the different people in your life - family, friends, group members, colleagues, acquaintances, workers

Where are they in your support network?

