



# SESSION 2



# EXERCISES

## Connecting up: what gives me hope?

Ask each student to think of something that makes them feel hopeful for the future and then share as a group.



**TUTOR NOTES**

This short connecting exercise starts the session on a positive note and uses a key component of recovery to introduce the topic.



### What is mental health recovery?

Give each student some post-it notes and ask them to jot down words or phrases that sum up mental health recovery to them. Collect the post-its on the flipchart and, with the student's help. Group them into themes.

Once you have completed this ask the students to comment on the themes identified and also to think about anything that may be missed.



### **TUTOR NOTES**

It is suggested that you complete this exercise early in the session and before giving much information about recovery. The reason for this is to encourage the students to share and discover what they already know and understand about recovery. After this exercise you can use the information provided to validate their views and discussion and also add to it. If questions about definition and different world views or perspective arise this can be a good time to introduce some of the different perspectives outlined in the information.



### What helps recovery?

In small groups of 2 to 3 people ask students to pick one of the components that supports recovery (connection, hope, identity, meaning, empowerment) and share:

- What this means to them
- What supports them on their recovery journey
- How they support others

Then ask them to choose another component and repeat the same process. This can be repeated a number of times depending on time available and interest of the students.

Ask the students to record their discussions on the feedback sheets.

To end the exercise, use a whole group discussion to collect key points for each of the components.



### TUTOR NOTES

You may want to show the **Scottish Recovery Network short animation before beginning this exercise. It can be found at [Scottish Recovery Network - YouTube](#)** This exercise is worth spending some time on as it is central to the understanding of recovery and will underpin work in the next session on story sharing. You may find that the students tend to focus on certain components. I have found that they tend not to choose identity. Encourage them to choose components that they are less sure of as the exercise progresses.



### What helps recovery?

If desired, you could precede or follow the exercise using CHIME by viewing a short film where someone describes what supported them in the early part of their journey. Rona's story can be found at:

[https://www.youtube.com/watch?v=7kGMazsGDJw\\_](https://www.youtube.com/watch?v=7kGMazsGDJw_)

**To play this film, and others contained in the Living e-Motions resource, with subtitles click on the 'CC' option in the film toolbar at the bottom of the screen.**

Ask the students what they thought of the film:

- Did Rona's story resonate with them?
- Did anything surprise them?
- Has it changed their view of recovery and what helps recovery in any way?





### **TUTOR NOTES**

**This short film is an opportunity to introduce someone talking about their own recovery in a very practical way. It helps to highlight the many small things that can help us on our recovery journeys.**



### What does recovery mean to me?

Using the handout provided share the pictures with the students. Ask them to discuss the different pictures and what they think they say about recovery in small groups and then as a whole group.



### **TUTOR NOTES**

This exercise is a way to get students talking more about recovery and some different perspectives and characteristics. This exercise can be undertaken before the previous one, but sometimes it is good for students to explore their personal recovery before coming back to look at different aspects of recovery. The four pictures highlight:

#### **Recovery expectation and reality**

- recovery is a journey and is not always easy or straightforward
- there is no simple answer or one way to recover

#### **Hope**

- that it is important to have hope and personal belief in recovery
- that having people with you who have hope and believe in you is important to recovery

#### **Which step**

- recovery is an active process and not something that happens to us
- recovery is about taking control over your life
- recovery involves informed positive risk taking - doing new and different things

#### **Recovery happens**

- everyone can recover - even those with serious and long term mental health problems



### My recovery journey

One of the characteristics of recovery is that it is commonly described as a journey. Ask the students to think about their recovery journey and what the key turning points have been so far. If possible also ask them to think about what the next part of their journey could be. This can be recorded on flipchart sheet or using the handout provided.



### **TUTOR NOTES**

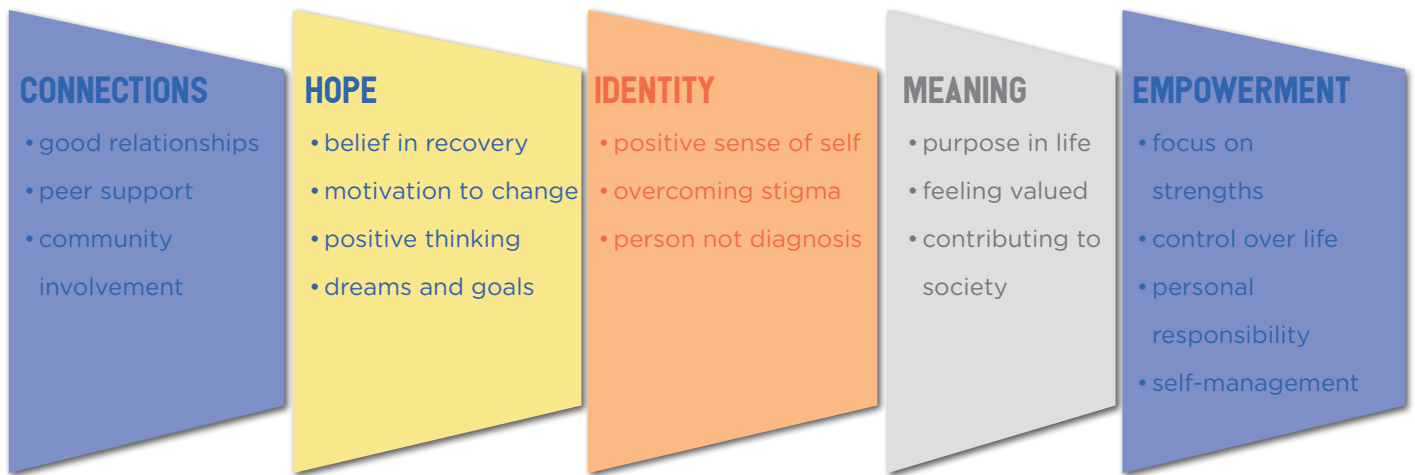
**This is a good exercise to encourage and support students to think about changes/movement in their life. It is important that they focus on recovery i.e. turning points that have been important to them not just on problems or ill-health. Introducing the idea of mapping the next stage of their journey encourages them to think about empowerment and how they can play a more active part in deciding the next stage in their life.**



# HANDOUTS OVER PAGE



## WHAT HELPS RECOVERY?



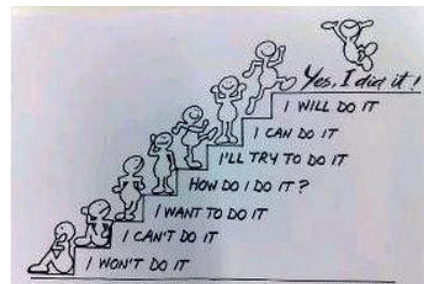
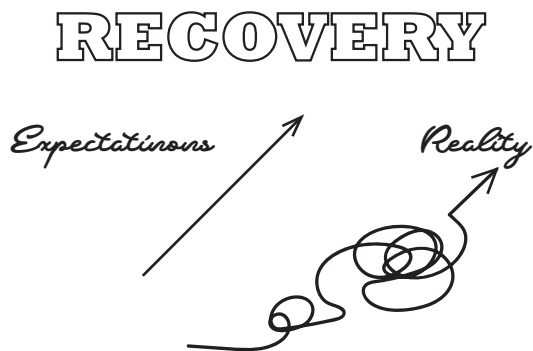
## WHAT SUPPORTS YOU IN YOUR RECOVERY JOURNEY?

## HOW DO YOU SUPPORT OTHERS?



## WHAT DOES RECOVERY MEAN TO ME?

THINK ABOUT THE FOUR PICTURES BELOW.  
WHAT DO YOU THINK THEY TELL US ABOUT RECOVERY?







## MY RECOVERY JOURNEY

THINK ABOUT YOUR JOURNEY.  
WHAT ARE THE KEY MOMENTS, PEOPLE OR TURNING  
POINTS?



WHAT'S THE NEXT PART OF YOUR JOURNEY?

