

ART THERAPY GROUP #1
Appreciating the Benefits of Art

Activity:

Group discussion and exercises.

Purpose:

To gain an appreciation of art as a useful tool.

Materials needed:

Handout #1

Art paper (at least 9"x12")

Markers

Colors

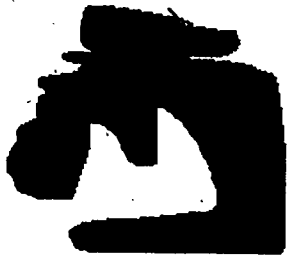
Procedure:

1. List other uses for art: therapy, looking into the subconscious, expression, working through feelings, interpretation, joy, and sheer fun.
2. Pass out handout #1, discuss and complete.
3. Discuss how life is limited only by your imagination.
4. Create a one-paragraph story using your inkblots.
5. Hand out art paper, markers, colors, etc. Ask each person to think of the different types of feelings that they have had throughout the week and choose one to express on paper by means of color, designs, and markings. Guess at the feeling. Explain.

Handout #1 is the property of CHS and can be copied.

RORSCHACH- LIKE TEST

The actual Rorschach Ink Blot Test is used by psychologists and psychiatrists. They ask clients to interpret inkblots. Their answers give information about their intelligence and emotional state. Can you figure out why many of us would have different interpretations of the same picture? Please look at each inkblot and in a few words; explain what it looks like to you. Thanks!





ART THERAPY GROUP #2

Looking Beyond the Obvious for Our Strengths as Well as Our Weaknesses

Activity:

Group discussion and exercises.

Purpose:

To help clients recognize and verbalize their positive side.

Materials needed:

Page with at least 10 hidden objects in it
Pencils
Construction paper
Glue
Glitter
Stencil of a star

Procedure:

1. Discuss how difficult it is for persons to look for positive qualities within themselves.
2. Handout paper with hidden objects. Allow 5 minutes to find objects. Discuss.
3. On the back side, list at least three strengths and three weaknesses. Discuss.
4. Involve group in cutting out preprinted stars on construction paper.
5. Instruct the group to use glitter to decorate their stars with their best qualities.
6. Show and share why each client is special.

ART THERAPY GROUP #3
Breaking Our Problems into Bite-Size Pieces

Activity:

Group discussion and exercises.

Purpose:

To emphasize the advantage of dealing with our problems one at a time.

Materials needed:

Charcoal
Large Art Paper
Erasers
Paper Towels
Oil Pastels
Simple Flower Sketch
Dry Board Marker
Board Eraser

Procedure:

1. Ask how many in the room have one problem, then two, then more. Discuss how this can become overwhelming.
2. Discuss the word “partialize” which means to take apart and partial out in small amounts. Think about doing this with all those problems.
3. Show class the sketch of the flower and tell them they will draw it. Explain that you will “partialize” the sketch so that all can do it. Draw one line at a time on the board as the class follows your example. Continue until the sketch is complete. Most clients are amazed that they could do it. For those dissatisfied with their product, have them turn their paper over and start again. Color with oil pastels and smooth out with fingers.
4. Leave enough time to show each drawing. Remind the group that they did not think they could do it, but by taking it step by step they all were able to. The same thing can be done with their problems.

ART THERAPY GROUP #4

We All See Things a Little Differently and It is Okay

Activity:

Group discussion and exercises.

Purpose:

To demonstrate our differences in perspective by means of art.

Materials needed:

Cube approximately 5"x5"
Art Paper (at least 9"x12")
Charcoal
Erasers
Fast sticking glue
Wooden sticks
Scissors
String
Construction paper
Miscellaneous materials

Procedure:

1. Place cube in the center of the table.
2. Instruct all to sketch the cube.
3. Collect and display. How could all be correct while so different? The perspective of each is different depending upon where they sat. Explain how life is that way and it is okay.
4. Set out the other supplies. Ask class to create an object that complies with the following list:
 - Must be at least 5' tall.
 - Must have at least 3 type surfaces.
 - Must have a hole that one can see through.
 - Must have a bridge connecting to another structure.
 - Must have something hard and something soft on it.
 - Must have a duplicate of something on it.
 - Must have a suspended object somewhere on the inside.
 - Must have a straight object sticking to the outside.
 - Must come to a peak at the top.
 - Must be moveable.
 - Must have the connecting structure at least 3" tall.
 - Must contain a triangle, a circle, and an octagonal.
 - Must have a swinging object on the outside that is at least 2" long.
 - Must be able to contain "stuff" at least half way up.
5. Have each display their creation. Make sure the entire list was included. Point out that while all were compliant and all used the same materials they are all different. Point out how looking at things from different perspectives is natural and okay.

ART THERAPY GROUP #5
Compared to Others

Activity:

Group discussion and exercises.

Purpose:

To emphasize the psychological effect others have on us.

Materials needed:

Pencils

Glue

Large Art Paper

Various sized copies of sketches made of art paper (stiff enough to trace around)

Procedure:

1. List ten people who are important to us, either positively or negatively. Choose from the various size sketch people to demonstrate how you feel in their presence.
2. Glue all ten scenarios on your art paper, leaving one space under each one.
3. Write a brief explanation under each one.
4. Share.

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ART THERAPY GROUP #6
Recovery is a Series of Small Steps

Activity:

Group discussion and exercises.

Purpose:

To increase awareness of one's own recovery process.

Materials needed:

Handout #1
Art Paper (at least 9"x12")
Several boxes of crayons
One black crayon per client
Large newsprint paper
Toothpicks

Procedure:

1. Pass out handout #1, Complete and discuss. Refer to the road of recovery.
2. Hand out other supplies. Ask each to color with various colors, over the entire paper.
When finished, give each client a black crayon. Color over the entire paper with black.
3. With toothpick, sketch recovery story making sure to place self somewhere within.
4. Share and discuss.

Handout is the property of CHS and can be copied.



ask for help
open to new ideas
pray
stay focused
be consistent
feel pain
recognize problems
willing to change
accept good things from others
trust
be patient
expect ups and downs
rest
recognize choices
allow mistakes
cry
celebrate small successes
choose to make positive changes
allow support
learn from your mistakes
try something new
think out of the box
two steps forward with one back
talk with someone
relax
take one day at a time

ART THERAPY GROUP #7
Tapping into Our Creativity

Activity:

Group discussion and exercises.

Purpose:

Realizing our creativity and sharing it with others.

Materials needed:

Page #1

One paper picture puzzle for each client (black and white cut into pieces and placed in an envelope)

Pencils

Erasers

Procedure:

1. Pass out Handout #1 and ask clients to draw all possible combinations. Count combinations. Who has the most?
2. Hand out envelopes containing mixed up puzzle pieces. State that this exercise must be done in total silence. Allow 15 minutes. Ask all to cooperate putting puzzles together.

Page 1 is the property of CHS and can be copied.

This page is a placeholder for the handout “Picture Puzzles”, which is not available electronically. For additional information, please contact Dr. Susan Harrington Godley at sgodley@chestnut.org or Kelli Wright at kwright@chestnut.org.

ART THERAPY GROUP #8
Appreciating the Benefits of Art

Activity:

Discussion and group project.

Purpose:

An opportunity to think about our heritage and create a mask to represent it.

Materials needed:

Information about the importance of use of masks throughout the centuries
Colored pictures of masks
Light sandpaper
Wooden spoons with a base (which can be purchased from NASCO)
Crayola Model Magic
Beads
Toothpicks
Feathers

Procedure:

1. Pass out pictures of masks as you discuss their relevance in various cultures.
2. Discuss how we all wear different masks for different reasons at different times.
3. Pass out spoons and base and ask clients to sand them as they think about what type of mask that they will create to represent themselves. Explain that beads/feathers can be added if they choose.
4. Pass out Crayola Model Magic. Instruct clients to attach it to the rounded side of the spoon and mold it into the shape of their choice using various tools to make indentations in it. When finished, add beads, feathers, etc. Let set.
5. If clients choose to paint them, they can do so after 24 hours. (Some choose to leave them as they are.)

ART THERAPY GROUP #9
Contributing What We Have Learned

Activity:

Discussion and group project.

Purpose:

Creating an opportunity to give back what we have received.

Materials needed:

Large Poster Boards
Pencils
Erasers
Various size paint brushes
Poster Paint

Procedure:

1. Discussion of drug abuse prevention.
2. Ask clients to think about what message might have caught their attention as a younger person.
3. Hand out materials and ask clients to put that message on a poster. Give opportunity for sketching and painting.
4. Have each display and explain their poster.

ART THERAPY GROUP #10
So Often It is the Little Things That Count

Activity:

Discussion and group project.

Purpose:

Demonstrating how each of us can make a difference if we stick with it.

Materials needed:

Pens

Pencils

Very Simple Picture (can be from a child's coloring book)

Procedure:

1. Discuss how little things count and how we can make a difference doing little things if we stick to it.
2. Give examples.
3. Hand out supplies. Ask each one to portion out the picture by means of very light lines.
4. Place squiggles in each portioned area (very small ones and close together). Each area must contain different squiggles. Complete the entire picture. Display and discuss how following very simple directions one step at a time created an interesting picture. Compare to real life.

ART THERAPY GROUP #11

Musical Art

Activity:

Group project.

Purpose:

To demonstrate the effects of music, to cultivate creativity, and to teach flexibility.

Materials needed:

Five different types of taped music
Tape player
Timer
Acrylic or poster paint
Various size brushes
Large art paper (at least 9"x12")

Procedure:

1. Discuss favorite music. Why do clients like it? How does it make them feel? Is there any type of music to avoid? If so, why?
2. Place supplies in the center of the table. Instruct clients to begin to think of a picture that they would like to paint. Allow some time to contemplate and choose supplies. Pass out art paper.
3. Instruct clients to begin painting when the music begins and to stop painting when the music stops.
4. When the first type of music stops, each person must stop. As different music starts, each client continues to paint.
5. This continues through five types of music.
6. End by asking each person, how the different music affected their painting.

ART THERAPY GROUP #12

Examining Our Inner Feelings

Activity:

Group discussion and exercise.

Purpose:

To encourage an in-depth examination of intimate feelings, both negative and positive.

Materials needed:

Oil Pastels

Five sheets of see-through paper (such as waxed paper) approximately 9"x9"

Clear glue

(The main idea with modifications came from the following book: Cohen, B.M., Barnes, M.M., & Ranking A.B. (1995). *Managing Traumatic Stress through Art: Drawing from the Center* (pg. 50-53). Brooklandville, MD: Sidran Press. Available at <http://www.sidran.org>.

Procedure:

1. Discuss how natural it is to be willing to share some feelings with others, while some are usually covered over.
2. Chose a pleasant feeling that you experience frequently and choose a color and a sketch to represent it.
3. Next choose a feeling that you wish you could have more often and choose a color and sketch to represent it.
4. Next choose a feeling that you wish you could get rid of and choose a color and sketch to represent it.
5. Next choose a feeling that you try to hide from others.
6. Next choose a feeling that you use as your presentation to others, but may not be too real and choose a color and sketch to represent it.
7. Use oil pastels on the see-through paper to represent the above. When finished, place in order of preference. Glue.
8. Share your collage with the group in silence. Allow them to guess at the feelings represented.
9. Explain your collage.
10. Allow time for feedback.

EMOTIONS/COMMUNICATIONS GROUP #1

Understanding Emotions

Activity:

Discussion and group exercises

Purpose:

To distinguish between emotions and thoughts, building awareness of one's emotions while building a vocabulary to express them, and linking discussion to substance abuse.

Materials Needed:

Handouts: "Chemical Abuse and the Disease of Addiction"
"Feelings and Addiction"
"Emotions"

Procedure:

1. Discuss what emotions are.
 - a. How do they differ from thoughts.
 - b. Brainstorm on the board as many emotions as the group can name which further helps to distinguish thinking from feeling (use page 3 for list of emotions)
2. Discuss page 2 while handing out page 1.
 - a. This should help explain the appropriateness of the topic.
3. Pass around a container filled with the laminated chips and have clients take as many as appropriate for the size of the group.
 - a. Have clients take turns using their chips in a sentence as a feeling word.
4. Make sure clients understand the difference between emotions and thoughts.

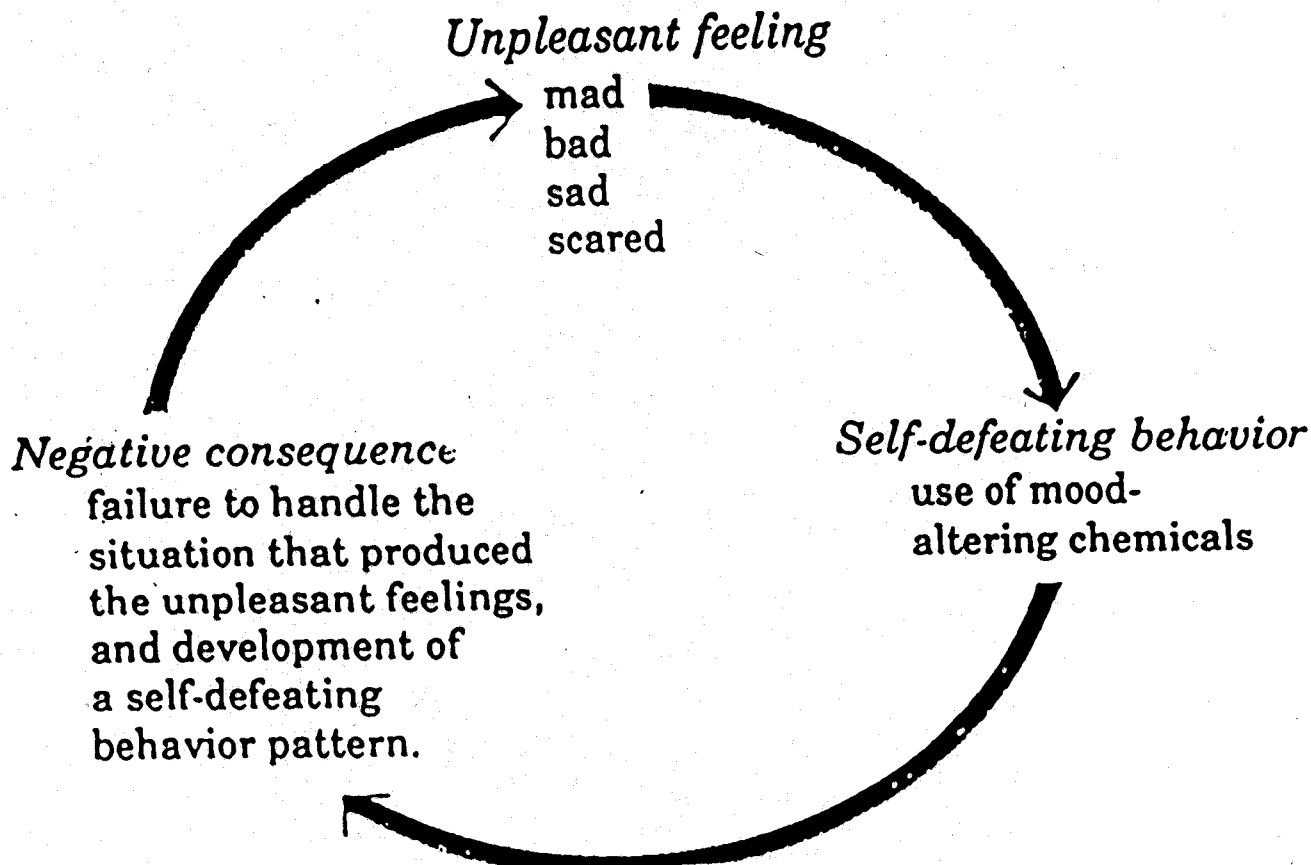
"Chemical Abuse and the Disease of Addiction" is used with permission of author, Dr. Jack Schibik. Material is not copyrighted and can be copied.

"Feelings and Addiction" is the property of CHS and can be copied.

"Emotions" is taken from Korb-Khalsa, K.L., Azok, S. D., & Leutenber, E.A., (2000). *S.E.A.L.S. Plus* (pg. 24). Available from Wellness Reproductions & Publishing, Inc., 1-800-440-4403, <http://store.guidance-group.com>.

FEELINGS AND ADDICTION

Unpleasant feelings can contribute to the development of addiction. Any unpleasant feeling can lead us to use a mood-altering chemical. This behavior is self-defeating because it doesn't improve the situation that produced the unpleasant feelings. It also encourages us to use drugs to feel better about unpleasant situations, instead of acknowledging the unpleasant feelings and letting them pass, or choosing to focus on the positive side of the situation.



Chemical Abuse & The Dis-ease of Emotion

Some argue that our increasing intolerance of negative moods perverts the function of emotion. Low frustration-tolerance is at the root of much chemical abuse. The mood altering properties of alcohol, tobacco and other drugs either artificially raises the level of tolerance, or it blots out the legitimate experience of discomforting emotion. Transient episodes of anxiety, sadness, anger, fear are part of being human. They are integral to a full life experience. They are barometers of being fully human and fully alive. They are essential to the evolution of human relationships and social order. Emotion is the instrument of self-correction. When I am happy or sad I experience meaning and purpose. Seeking to blot out these experiences only blots out the variation of human living. Moreso, it discards the essential instruments by which we navigate our daily lives toward health and happiness.

To renew or cultivate emotion is essential to the process of recovery. Expanding and intensifying the full range of emotion is part of the recovery process. Emotion is far richer than the physiological experience of feeling. It carries depth, meaning, purpose. It integrates us within ourself and within the community of others. Honestly experienced and expressed emotion is both unitative and expansive, unlike any artificial stimulant or depressant. It takes what is most intimate within me and shares it with you in the trust that you will not abuse this gift of self. The art of clearly experiencing, identifying and expressing emotion is the art and skill of personal identity and intimacy with another.

@ Jack Schibik, 1997

This page is a placeholder for the handouts “Emotions”, which is not available electronically. For additional information, please contact Dr. Susan Harrington Godley at sgodley@chestnut.org or Kelli Wright at kwright@chestnut.org.

EMOTIONS/COMMUNICATIONS GROUP #2
Further Understanding of Emotions

Activity:

Discussion and group exercises

Purpose:

To grasp a further understanding of the function of emotions and why they are necessary.

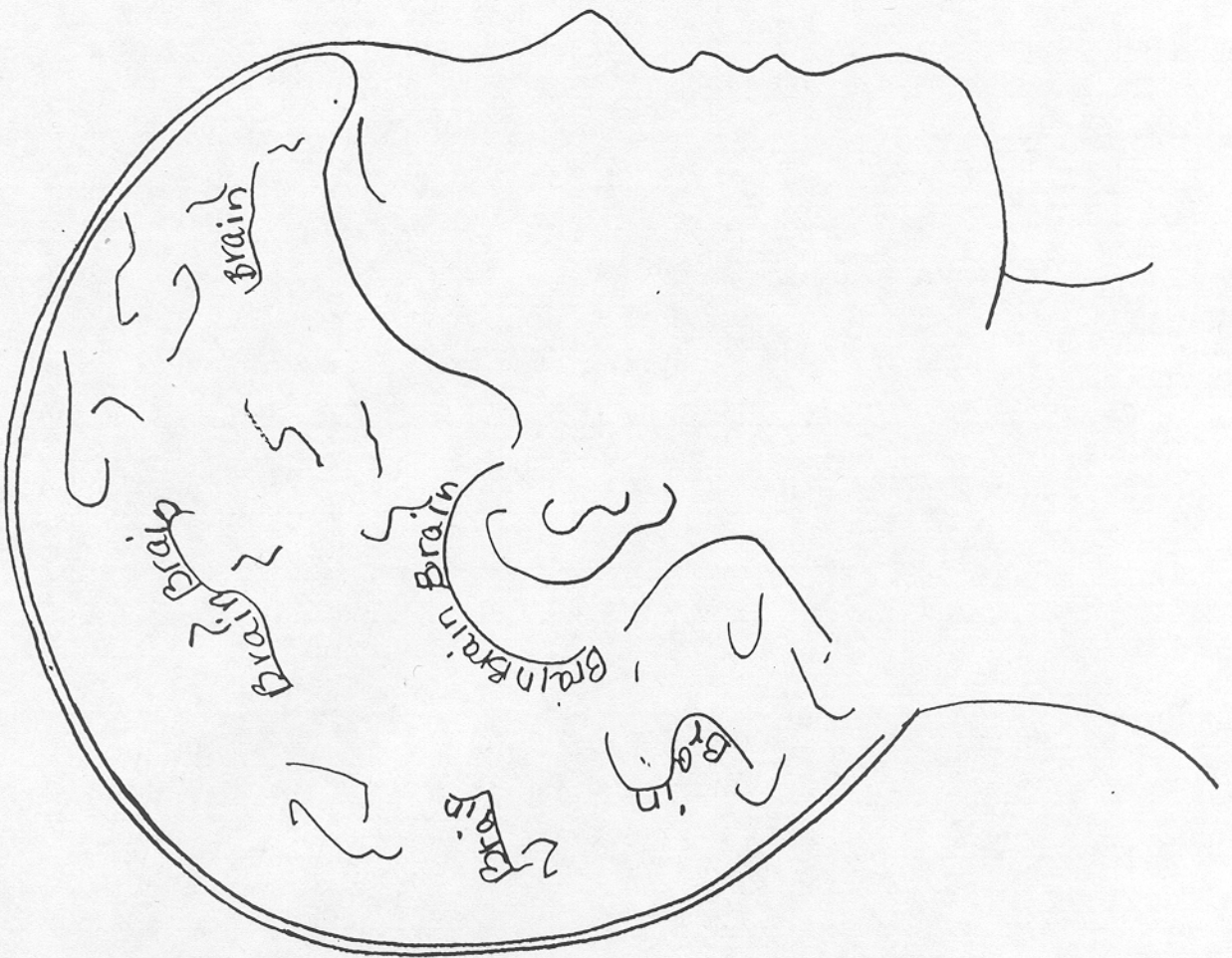
Materials Needed:

Dry board marker, rubber bands, pages 1 and 2.

Procedure:

1. Write three emotions on the board. Ask for their meaning and use in a sentence.
2. Check in with group on what emotions they are feeling.
3. Review differences between thoughts and feelings.
4. Ask for a verbal list of good versus bad emotions.
 - a. Explain that they are neither good or bad.
 - b. Talk about pleasant versus unpleasant emotions.
 - c. Explain the reasons for emotions and how unpleasant emotions serve a purpose.
 - d. Ask where emotions come from.
5. Pass out page #1.
 - a. Ask clients to write down their frequent thoughts.
 - b. Link thoughts to emotions.
 - c. Ask for ways to get rid of unpleasant emotions.
6. Pass out page #2.
 - a. Explain thought stopping.
 - b. Try it.

Pages 1 and 2 are the property of CHS and can be copied.



Stop Those “Yucky” Thoughts

1. Think of a situation that causes you to have bad thoughts.
2. Set a timer for three minutes. Place a rubber band on your wrist. Close your eyes. Ruminates on those “yucky” thoughts until the timer goes off. Then say “Stop” as you snap the rubber band. Empty the “yucky” thoughts out of your mind.
3. Try to keep your mind empty for a short while. Keep saying “Stop” if the thoughts come back into your mind.
4. Repeat number 2 and 3. Repeat. Be patient. Is it working?
5. Again, allow yourself to have bad thoughts for three minutes. When the alarm goes off, say “Stop” in a whisper. Repeat. Repeat. Eventually say “Stop” inside your head instead of out loud.
6. Next, try replacing the “yucky” thoughts with good thoughts.

+++Please note: Thought-stopping takes time. It works best if you can stop the “yucky” thought just as it begins by thinking of something else. Concentrate on something better. The thought should return less and less.

EMOTIONS/COMMUNICATIONS GROUP #3
Understanding How Thinking Affects Emotions

Activity:

Discussion and group exercises

Purpose:

To link self-talk to our emotions and to learn the value of positive self-talk.

Materials Needed:

Dry board marker, page 1 and “An Affirmation is a Gift to Myself”

Procedure:

1. Write three emotions on the board. Ask for their meaning and use in a sentence.
2. Review frequent thought patterns and explain how important our thoughts are to our emotional state...it is not only the event that causes us to feel what we feel, it is our thinking about the event that causes our feelings.

Example:

Event: The teacher looked really upset when Jerry asked to go to the john.

Thought: “Why didn’t she smile? What did I do wrong? She hates me!”

Emotion:

Event: The teacher looked really upset when Jerry asked to go to the john.

Thought: “Maybe she’s having a bad day. I know teaching is stressful.”

Emotion:

Event: The teacher looked really upset when Jerry asked to go to the john.

Thought: “Okay; now I know.”

Emotion:

3. Ask for other examples.
4. Hand out page 1. Complete and discuss. What would you feel like after a few days if a friend always followed you around and whispered thoughts to you? Self-talk very powerful in playing with your emotions.
5. Alternative to the rubber band technique: It takes about ten minutes of quiet time. Allow yourself to think about a bad thought. Jot down related thoughts until you’re out of thoughts. Then walk away. Come back to it later and look at your writing. How many of the thoughts you wrote down still make sense? (An example of how far our thoughts can take us.)
6. Hand out page 2. Complete and discuss. We can change how we think about things!
7. If you can believe in yourself, it is easier to say “No” to peer pressure.

Page 1 is the property of C.H.S. and can be copied.

“An Affirmation is a Gift to Myself” is taken from Korb-Khalsa, K.L., Azok, S. D., & Leutenberg, E.A. (2000). *S.E.A.L.S. III* (pg. 64). Available from Wellness Reproductions & Publishing, Inc., 1-800-440-4403, <http://store.guidance-group.com>.

This page is a placeholder for the handout “An Affirmation is a Gift to Myself”, which is not available electronically. For additional information, please contact Dr. Susan Harrington Godley at sgodley@chestnut.org or Kelli Wright at kwright@chestnut.org.

EMOTIONS/COMMUNICATIONS GROUP #4
Understanding Our Emotional Biography

Activity:

Discussion and group exercises

Purpose:

To expand our emotional vocabulary and to understand our emotional biography.

Materials Needed:

Dry board marker

Page 1

Procedure:

1. Write three emotions on the board. Ask for their meaning and use in a sentence.
2. Pick an emotion and list new emotions using each letter of its spelling.
3. All emotions are okay. Ex: Anger/Rage can mean Threat/Injustice/Hurt. But they can occasionally get out of balance.
4. Why are some emotions problematic for us? What is our emotional biography?
5. Hand out page 1. Complete and discuss.

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Culture and Emotions

What are the principle emotions in your culture / ethnic group?
(e.g., America is a passive-aggressive culture in which anger is experience and expressed in a passive-aggressive way)

What emotions are men allowed / not allowed to experience, identify, and express?

What emotions are women allowed / not allowed to experience, identify, and express?

What emotions are children (boys – girls) allowed / not allowed to experience, identify, and express?

What are men taught to do when they hurt?

What are women taught to do when they hurt?

What do men / women do when they need help (experience vulnerability, limit, insufficiency, deficiency, incompetence, frailty)?

EMOTIONS/COMMUNICATIONS GROUP #5
Non-Verbal Communication

Activity:

Discussion and group exercises

Purpose:

Recognizing and improving our non-verbal messages for improved communication

Materials Needed:

Dry board marker

Pages 1, 2, and laminated emotions cards from pages 3 and 4

Procedure:

1. Write three emotions on the board. Ask for their meaning and use in a sentence. Ask which of these would come closest in describing how each is feeling.
2. Handout page 1. Discuss the powerful message our body language conveys: Eyes, Face, Body, Handshakes, and Gestures.
3. Handout page 2. Study each pair of eyes. Decide what feeling it is expressing and write two positive causes of the feeling.
4. Divide the class into two. Laminate emotion cards are given to each group face down. Each person takes turn acting out the emotions or the group can ask for a volunteer. The actor may not talk. Only correct answers are acknowledged. The rest of the group must guess the emotion. The first team to guess all the emotions win.
5. Discuss which emotions were easiest and most difficult to act out and why. Also discuss which were hardest and easiest to guess and why.

Page 1 and 2 are taken from Khalsa, S.S. (1999). *Group Exercises for Enhancing Social Skills and Self-Esteem* (pg. 56 and 59). Sarasota FL: Professional Resource Press. Available at <http://www.prpress.com>.

Pages 3 and 4 are taken from Toner, P.R. (1993). *Stress Management and Self-Esteem Activities* (pg. 29-30). Center for Applied Research in Education.

This page is a placeholder for the handouts “Eye Contact”, “Your Body Can Speak”, and “Group Exercises”, which are not available electronically. For additional information, please contact Dr. Susan Harrington Godley at sgodley@chestnut.org or Kelli Wright at kwright@chestnut.org.

EMOTIONS/COMMUNICATIONS GROUP #6
Examining Our Intense Emotions More Closely

Activity:

Discussion, group exercises, writing exercise, and information sharing.

Purpose:

Review and looking deeper into our strongest emotion.

Materials Needed:

Dry board marker

Pages 1 and 2

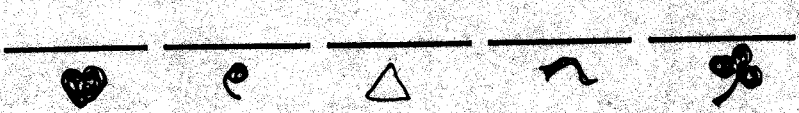
Colored markers

Procedure:

1. Write three emotions on the board. Ask for their meaning and use in a sentence. Ask for a close substitute for each emotion.
2. Handout page 1 and colored markers. Allow five minutes to complete. Discuss.
3. Talk about emotions being a problem only when they get out of hand. From the handout, list the following emotions on the board: Anger, Anxious, Sad, Guilt, Shame, Fear, Worry, Jealousy, Envy, and Empty. How many of each were identified. Handout page 2 and ask for two paragraphs that will contain: When do you feel this emotion the most, with whom, and where.
4. Share the information with the understanding that it is alright to pass.

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♥ = A	! = K	□ = T
☆ = B	• = L	▣ = U
● = C	# = M	: = V
▣ = D	⊙ = N	; = W
◎ = E	\$ = O	" = X
⊙ = F	▣ = P	♣ = Y
△ = G	⊙ = Q	○ = Z
▲ = H	~ = R	
▼ = I	☺ = S	
▽ = J		

