Wellness

Activity Manual

A GUIDE FOR GROUP LEADERS

Prepared by the Collaborative
Support Programs of New Jersey.

CSPNJ

Solutions Suite
Tools for Health

Wellness
Activity Manual

A GUIDE FOR GROUP LEADERS

This manual is a product of the UIC Health & Recovery Solutions Suite: https://www.center4healthandsdc.org/solutions-suite.html under NIDILRR grants #90RT5038 and #90RTHF0004. The original manual contributors include Patricia Nemec, Christina Serrano, and Jennifer Cohn.
People in mental health recovery, their family members, and service providers are welcome to reproduce this manual for their personal or programmatic use. However, no part of this manual may be reproduced, adapted, or modified for commercial, research, or educational purposes, or for publication (including self-publication), without written permission from CSPNJ and the UIC Center.

For permission, contact:

Peggy Swarbrick

Collaborative Support Programs of New Jersey Wellness Institute

pswarbrick@cspnj.org

© 2022 Collaborative Support Programs of New Jersey, Inc. Wellness Institute.
All rights reserved.

©2022, Collaborative Support Programs of New Jersey

TABLE OF CONTENTS

Introduction 4

Gratitude Journaling 5

Mindfulness 11

Healthy Food Choices 17

Leisure Planning for Wellness 23

Habits and Routines 31

Relaxation Techniques 38

Sleep for Wellness 45

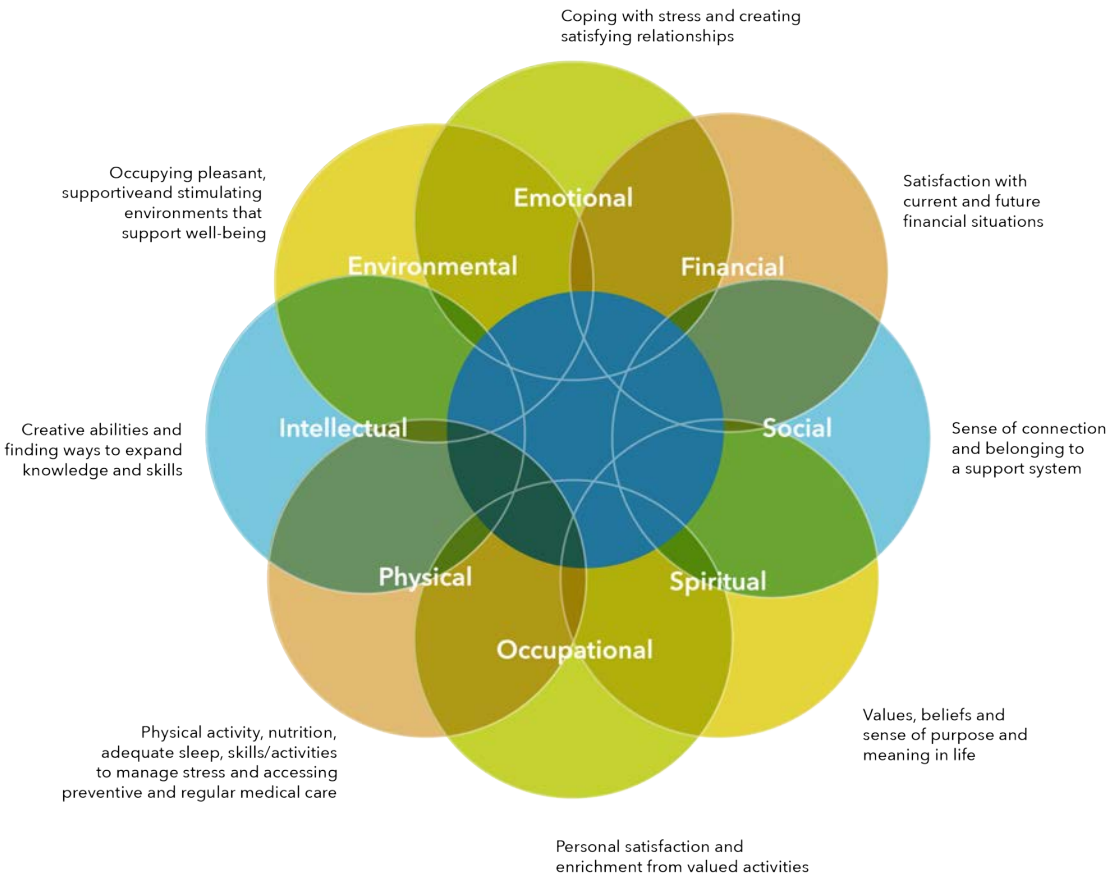
Yoga 50

Tips for Eating Well 57

Sample Session Outline 62

©2022, Collaborative Support Programs of New Jersey

The Eight Dimensions of Wellness



- Wellness is not the absence of disease, illness, and stress but the presence of:
- Purpose in life
- Active involvement in satisfying work and play
- Joyful relationships
- A healthy body and living environment
- The presence of happiness.

Wellness is a conscious, deliberate process that requires a person to become aware of and make choices for a more satisfying lifestyle. A wellness lifestyle includes a self-defined balance of health habits such as adequate sleep and rest, participation in meaningful productive activity, good nutrition and physical activity, social contact, and supportive relationships.1 It is important to note that this balance is self-defined because everyone has individual needs and preferences, and the desired balance of health habits varies from person to person. This manual introduces people to activities that can help to create new health habits of their own choosing. Wellness is a process of creating and adapting habits and routines that contributed to good health in many of the wellness dimensions.

©2022, Collaborative Support Programs of New Jersey

Introduction

Wellness is an inspiring and powerful word in the English language. However, it is one of the least understood, and therefore most open to interpretation and personal definition. Wellness is not a popular or exotic fad, but rather a philosophy of living that can help people lead a more satisfying, productive, and happy life. The wellness philosophy supports healthy lifestyle habits that have positive effects on quality of life.

The manual includes structured session plans that can be used with a variety of groups to support their wellness. Although each session can be used as a stand-alone group, they also can be combined into a multi-session series. Learning objectives are shared with the participants at the beginning of each lesson and discussed at the end. When running a group as a series of sessions, the group facilitator should begin each session with a brief review of the previous one-and an orientation to the new one. Each session-should end with a summary and a preview of the next session. Sessions are designed to last approximately one hour. A sample session outline is included at the end if you want to create new sessions.

Enjoy and have fun!

©2022, Collaborative Support Programs of New Jersey

TOPIC Gratitude Journaling

GOAL:

Group participants will have the opportunity to learn about the benefits of journaling, and start to create a gratitude journal.

OVERVIEW:

Journaling is a method of recording thoughts, experiences, and emotions in a notebook or other form. Journaling can involve reflecting on the steps you are taking toward your life ambitions, things you are doing to challenge your negative thought patterns, and showing your appreciation for small positive things in your life. Expressive writing can benefit your mind by allowing you to work through challenging situations, express inner emotions, and find an outlet for your creativity. This group will provide a chance for exploration of benefits of gratitude journaling through a journaling activity.

LEARNING OBJECTIVES:

By the end of the session the participants will be able to:

- Define gratitude journaling.
- Describe benefits of gratitude journaling for personal wellness.
- Describe the steps for composing a journal entry.

MATERIALS NEEDED:

- Gratitude journal (blank)
- Ideas for gratitude journaling handout (included at end of lesson)
- Pens/pencils
- Blank paper
- Ball for icebreaker
- Radio or phone to play soft music during activity
- Completed example of a gratitude journal entry for activity

©2022, Collaborative Support Programs of New Jersey

Key Session Points for Gratitude Journaling:

INTRODUCTION

5 minutes

INTRODUCTION

Today we will be discussing gratitude journaling.

What do you think of when I say "gratitude journaling"?

Gratitude journaling involves writing about specific grateful moments and developing appreciation for everyday life moments.

The learning objectives for today are:

- Define gratitude journaling.
- Describe benefits of gratitude journaling for personal wellness.
- Describe the steps for composing a journal entry.

ICEBREAKER

10 minutes

GRATITUDE TOSS

Before we begin our discussion on gratitude journaling, we will start with a warm-up.

We are going to take turns sharing something we are grateful for. Everyone stand up and turn so you can see everyone. I will start, because I have the ball. When you get the ball, you should say your name and something you are grateful for. Any small thing is fine. After you are done, you will gently toss the ball to someone else.

Leader begins with a very small example, such as, "I am grateful that my bus arrived on time this morning" or "I am grateful that I hit mostly green lights as I was driving here."

Briefly summarize responses.

What did you enjoy most about the icebreaker?

Everyone has something to be grateful for. Whether big or small; focusing on specific grateful moments helps us to develop appreciation for other areas of our lives.

©2022, Collaborative Support Programs of New Jersey

ACTIVITY:
25 minutes

Gratitude journaling is a special kind of journaling.

Who has used journaling before?

How did it help you?

Typically, journal writing can be very focused on specific activities, such as a diary providing a run-down of events in our daily lives or writing out how we feel about life's challenges.

In contrast, gratitude journaling is about generating a hopeful and positive mindset by focusing on all aspects of your life that you are grateful and happy for. Many people find that gratitude and hope are like a muscle, in the sense that the more you use it, the better you get at it and the more natural it feels to remain positive, despite adversity.

First, we will review an example of a gratitude journal so that everyone is comfortable with today's activity. Keep in mind journaling is very personalized so there will be both similarities and differences between all of our journal entries. We will also play some soft music during the practice to help the creative process.

Review and share the completed example highlighting the importance of focusing on what we are grateful for in all aspects of our lives.

Practice #1

Next, we will practice writing a gratitude journal entry, starting with what you mentioned to the group earlier. First, write that down; then add a few other things that you feel grateful for now. You might want to add today's date, which is [date].

Distribute journals and/or paper, pens, pencils.

I will give you a few minutes to write, and then we will discuss this in the large group.

Play soft/quiet music.

Discussion #1:

Let's have someone share what you have written. Ask for 3-4 volunteers.

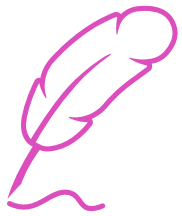
Sample discussion questions:

1. What was similar?
2. What was different?
3. What was surprising?
4. How can you see this being beneficial in your everyday life? Ask participants to name specific personal benefits.

How could this help with relaxation/ stress management? Ask participants to name specific personal examples.

Practice #2

Next, you will practice another entry. This time, write about a talent, skill, or quality that you have that you appreciate about yourself.



Discussion #2:

Let's have someone share what you have written. Ask for 3-4 volunteers.

Sample discussion questions:

- What was similar?
- What was different?
- What was surprising?

How can you see this being beneficial in your everyday life? Ask participants to name specific personal benefits.

How could this help with relaxation/ stress management? Ask participants to name specific personal examples.

©2022, Collaborative Support Programs of New Jersey

PROCESS ACTIVITY:

10 minutes

SHARING:

Each participant is invited to share what he or she produced or experienced during the group.

[Note: since several participants already shared their entries, this section can be short.]

Since not everyone had a chance to share what they had written, let's take a minute now in case someone else would like to share, who hasn't read one of their entries yet.

PROCESSING:

Participants talk about their feelings about the group experience and discuss any nonverbal aspects of the group such as power struggles, avoidance, and subgrouping.

- What did you think about doing a gratitude journal entry?
- What did you like best about the idea of doing a gratitude journal?
- How did you feel after writing your entry, compared to how you felt before?

GENERALIZING:

The leader summarizes the cognitive learning and participant sharing that occurred, making note of any common threads.

- What did you learn about health and wellness from writing your gratitude journal entries?
- How could someone benefit from keeping a gratitude journal?
- How can gratitude journaling help with stress management/ relaxation?

Provide a summary of experiences and learning. Some sample benefits to share, in case they are not mentioned by participants, include:

- Fewer visits to the doctor, primarily stress related
- Improved immune system, liver, and lung functioning
- A reduction in blood pressure
- Reduced absenteeism from work
- After a job loss, faster re-employment
- Better mood and feelings of well-being
- A reduction in depressive symptoms
- Improvements in memory and grade point averages
- Reduction in post-traumatic symptoms

APPLICATION:

The leader articulates the connection between what transpired in the group and how participants can apply new insights and skills in everyday life. Asking participant to consider how they can apply what the learned during the group to their own situation helps them find relevance and meaning in the group experience.

- As you were writing down your journal entries, what ideas did you have about the benefits on personal wellness?
- How do you think you might be able to use what you learned in your own life?
- What is an example of something you might do differently in the next week or so, based on what you learned today?

©2022, Collaborative Support Programs of New Jersey

SUMMARY:
10 minutes

The leader reiterates the most important point made during the group.

Today, we learned how to write a gratitude journal, and discussed how this type of journaling can be helpful in all aspects of our lives.

Have we met our objectives?

- Define gratitude journaling
- List 2 personal benefits of gratitude journaling
- Describe the steps for composing a journal entry.
    1. Reflect on your day (previous or current day)
    2. Identify one thing or several things you are grateful for
    3. Record

Thank you all for coming today.

End with a quote

"Each night before I go to bed, I write down five things that I can be grateful about that day. Real life isn't always going to be perfect or go our way, but the recurring acknowledgment of what is working in our lives can help us not only to survive but surmount our difficulties.

Note: on the next page, you will find a handout on "ideas for gratitude journal topics.

©2022, Collaborative Support Programs of New Jersey

Ideas for Gratitude Journal Topics

HANDOUT

SELF-APPRECIATION EXERCISES

- Reflect on a positive physical attribute that you have.
- Reflect on a life you have touched.
- Reflect on a selfless act that you have committed.
- Reflect on a contribution you've made to someone's life, such as through a job, a charity, or participating in a group function.
- Do something that is self-caring/loving; write down how that experience made you feel.
- Praise yourself for taking action for you own wellness, such as eating well, exercising, or building relaxation into your day.

Try answering these questions

1. Who do I appreciate today?
2. How am I fortunate today?
3. What material possessions do I have today that I am thankful for?
4. What abilities do I have that I'm grateful for?
5. What things about my surroundings (home/neighborhood/city/etc.) am I thankful for?
6. What experiences have I had recently that I am grateful for?
7. What happened today that makes me feel grateful? (or you can write about what happened during the past week, month, or year)
8. What opportunities do I have that I am thankful for?
9. What have others in my life done that I am thankful for?
10. What have others done that helped me in my life, even if I don't know those people?
11. What relationships am I thankful for?
12. What am I taking for granted that, if I stop to think about it, I am grateful for?

©2022, Collaborative Support Programs of New Jersey

TOPIC Mindfulness

GOAL:

To understand the role of mindfulness in living in the moment and gaining awareness of ones thoughts and feelings.

OVERVIEW:

Mindfulness is a state of active, open attention on the present. When you're mindful, you observe your thoughts and feelings from a distance, without judging them good or bad. Instead of letting your life pass you by, mindfulness means living in the moment and awakening to experience.[1] Participants will engage in several mindfulness activities that will help them to identify how mindfulness is beneficial in our lives. Participants will discuss what mindfulness is and ideas and plans for when and where to perform it.

LEARNING OBJECTIVES:

- Describe how mindfulness can be beneficial in our lives.
- Identify when and where they can use mindfulness to help them feel calmer and less stressed.

MATERIALS NEEDED:

- Cell phone or laptop with speakers and downloaded audio on mindfulness. Advance preparation: The group leader(s) should practice with the audio a few times prior to using it in the lesson. This will develop familiarity with the sensations experienced.
- Recommended resource: "Basic Mindfulness Practice with Marvin Belzer" recorded on August 30, 2012 (recording is a total of 28 minutes) and posted on http://marc.ucla.edu/body.cfm?id=107
- Note that the audio recording is at low volume, so should be tested with the speaker in the room prior to the actual lesson.

Additional options (varying in length of time) can be found at:

- http://www.mentalhealth.org.uk/help-information/podcasts/mindfulness-10-minute/?view=Standard
- "Mindfulness of the Breath" (5 ½ minutes) recorded by Mark Reck, PsyD: http://www.uvm.edu/~CHWB/psych/?Page=exercises.html&SM=mindfulnessmenu.html
- http://www.freemindfulness.org/download
- http://www.mindfulselfcompassion.org/meditations_downloads.php
- Mindfulness handout (included at end of lesson)

©2022, Collaborative Support Programs of New Jersey

Key Session Points for Mindfulness

INTRODUCTION

5 minutes

What did you do differently last week, based on what you learned from last week's group?

Now we will continue our discussion about relaxation and stress management. Today, you will learn another tool for managing stress, and "being in the moment," called "mindfulness." We will discuss just what mindfulness is, ways it could be helpful for us, how to do it, and ideas and plans for when and where we could perform it.

The learning objectives for today are:

- Describe how mindfulness can be beneficial in our lives.
- Identify when and where they can use mindfulness to help them feel calmer and less stressed.

ICEBREAKER

10 minutes

Wake Up Stretch

Before we begin our discussion on mindfulness, we will start with a warm-up.

Some people find stretching relaxing, while others find it helps them to wake up. Many find it to be both relaxing and energizing. These stretches may be either, or both. While you are stretching, try to really notice what you are feeling and tune into your body's sensations.

Explain and demonstrate each stretch first, then do it together as a group.

Reach behind your back

Stand up straight, grasping hands behind back. Stretch gently. You should feel this stretch in your upper back and shoulders.

Leg Stretch

Put your right leg out straight. Point your toes upward. Lean into the stretch. Hold, reverse, and repeat.

Arm stretch

Put your left arm straight across your chest to your right side. With your right hand, grasp behind your left elbow. Stretch gently. Reverse and repeat.

Straight back

Reach up as high as you can go with your back straight, then reach down as low as you can go. Stay comfortable. You should feel a gentle stretch, but should not be in pain. Repeat.

I asked everyone to be aware of and really notice sensation when stretching, tune in to the sensations. What did you notice?

Takeaways: Mindfulness includes this (tuning into our body) and more. In a few minutes, we will go a few key points of mindfulness.

©2022, Collaborative Support Programs of New Jersey

ACTIVITY:
25 minutes

INTRODUCTION TO MINDFULNESS

- What do you think of when I say, "mindfulness"?
- What do you think goes into being "mindful"?

Mindfulness is the practice of paying attention to what is happening to you from moment to moment. It's called a "practice" because it can be hard to do and you will need to practice to get better. A "practice" also means something you do daily.

To be mindful, you must slow down, do one activity at a time, and bring your full awareness to both the activity you are doing and to your inner experience of that activity.

BEING MINDFUL MEANS:

- You are an "observer" of your thoughts. You notice what you are thinking, in a non-judgmental way, meaning that you do not think of your thoughts as "good" or "bad"—they are just thoughts.
- You tune into your body's physical sensations.
- You notice—really notice—what you're sensing in a given moment. This includes the sights, sounds, and smells that ordinarily slip by without reaching your conscious awareness.
- You recognize that your thoughts and emotions are fleeting, meaning that they pass through your mind like clouds across the sky. You remember that your thoughts do not define you—an insight that can free you from negative thought patterns.

Introduce basic mindfulness practice with Marvin (or an alternative)

This audio features Marvin G. Belzer, PhD. He has taught mindfulness meditation for over fifteen years and is an Adjunct Associate Professor at the UCLA Mindful Awareness Research Center.

Marvin gives a good introduction to mindfulness, which I will play for you. He will lead us through a mindfulness introductory exercise.

You may sit if you'd like, or choose to stand.

What questions do you have before we begin?

©2022, Collaborative Support Programs of New Jersey

PROCESS ACTIVITY:
10 minutes

Mindfulness can help us deal with some common causes of daily stress such as time pressure, distraction, getting upset or frustrated, and dealing with difficult social situations.

SHARING

Each participant is invited to share what he or she produced or experienced during the group.

- How did you do with being mindful?
- What was easy? What was hard?

Most people find this very challenging when they first begin.

PROCESSING

Participants talk about their feelings about the group experience and discuss any nonverbal aspects of the group such as power struggles, avoidance, and subgrouping.

- What did you think about this mindfulness practice?
- What did you like best about this practice?
- How do you feel now, compared to how you felt before the practice?

GENERALIZING

The leader summarizes the cognitive learning and participant sharing that occurred, making note of any common threads.

- What did you learn about health and wellness from this mindfulness practice?
- What are some benefits of doing a practice like this every day—even if it's only for one or two minutes?

APPLICATION

The leader articulates the connection between what transpired in the group and how participants can apply new insights and skills in everyday life. Asking participant to consider how they can apply what the learned during the group to their own situation helps them find relevance and meaning in the group experience.

- As you were doing today's mindfulness practice, what ideas did you have about how you might use a mindfulness moment?
- Where and when could you practice mindfulness?
- What is an example of something you might do differently in the next week or so, based on what you learned today?

©2022, Collaborative Support Programs of New Jersey

SUMMARY:
10 minutes

The leader reiterates the most important point made during the group

Today we discussed just what mindfulness is, ways it could be helpful for us, how to do it, and ideas and plans for when and where could perform it. The goal of today's group was to understand the role of mindfulness in becoming mindful of thoughts and feelings.

Here are some other mindfulness activities you might do. (Distribute handout)

- Have we met our objectives?
- Describe how mindfulness can be beneficial in our lives.
- Identify when and where they can use mindfulness to help them feel calmer and less stressed.

Thank you all for coming today.

[Add a preview of the next lesson, if there will be one, adding any expectations for what participants should do to prepare]

Note: on the next page, you will find a handout on six mindfulness exercises.

©2022, Collaborative Support Programs of New Jersey

Six Mindfulness Exercises That Take Less Than 1 Minute

HANDOUT

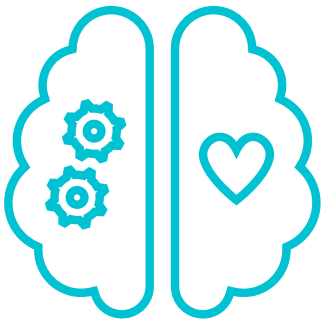
Here are six short mindfulness exercises you can incorporate into your day if you're not keen on formal meditation.

1. Two mindful bites.

- Instead of attempting to do mindful eating all the time, try mindful eating for the first two bites of any meal or snack.
- For the first two bites of any meal or snack you eat, pay attention to the sensory experiences - the texture, taste, smell, and appearance of the food, and the sounds when you bite into your food.
- You don't need to think about what you are tasting, you're just paying attention to your sensory experience in an experiential rather than evaluative way.

2. What one breath feels like.

- Instead of formal meditation, try paying attention to what one breath feels like.
- Feel the sensations of one breath flowing into and out from your body. Notice the sensations in your nostrils, your shoulders, your rib cage, your belly etc.



3. Take a mindful moment to give your brain a break instead of checking your email.

- Instead of checking my email in the 5 minutes between therapy clients, I spend a few seconds watching out my window. I usually watch the leaves fluttering on the big trees across the street.
- Use mindfulness to give your brain a break rather than filling up every tiny space in your day by automatically reaching to check your email.

4. Air on exposed skin.

- Pay attention to the feeling of air on your skin for 10-60 seconds.
- This is best done when wearing short sleeves or with some skin exposed.
- Why: You're practicing being in experiential processing mode (as opposed to evaluative "judging" mode, which is our default).

5. Scan your body.

- Scan your body from top to toe for any sensations of discomfort or tension. Attempt to soften to the sensations of discomfort. Next, scan your body for any sensations of comfort or ease.

6. Do one action mindfully.

- Pick an action you do at the same time every day and plan to do that action mindfully. For example, the moment you flick out your rolled up newspaper.

©2022, Collaborative Support Programs of New Jersey

TOPIC Healthy Food Choices

GOAL:

Participants will have the opportunity to make a healthy cost-effective snack for Thanksgiving celebrations or other social gatherings.

OVERVIEW:

Diet and nutrition are an important part of physical wellness. Holiday time can create challenges to eating healthy. One option is to make and bring healthy nutritious snacks for holiday gatherings. This group will provide an overview of healthy affordable eating, and participants will make a healthy snack that could be brought to holiday gatherings.

LEARNING OBJECTIVES:

- Describe what makes a snack "healthy"
- List health benefits of at least 2 ingredients in the healthy snack recipe.
- Demonstrate steps in creating a peanut butter energy ball
- Identify 2 healthy affordable items that could be brought to a holiday gathering.

MATERIALS NEEDED:

- Recipe cards (recipe is included at the end of the lesson)
- Flip chart
- Before the class begins, write recipe in large font on the flip chart.

Preparation supplies:

- Non-latex food preparation gloves
- Mixing bowl
- Measuring cups and spoons
- Plates (one for each small group)

Ingredients for each batch of the recipe:

- Raisins (1/2 cup)
- Oats (1/2 cup)
- Peanut Butter (¾ cup)
- Honey (2 tablespoons)

©2022, Collaborative Support Programs of New Jersey

Key Session Points for Eating Well:

INTRODUCTION
5 minutes

INTRODUCTION

The goal of today's lesson is to learn about healthy snack options for holidays and other social gatherings.

The learning objectives for today are:

- Describe what makes a snack "healthy"
- List health benefits of at least 2 ingredients in the healthy snack recipe.
- Demonstrate steps in creating a peanut butter energy ball
- Identify 2 healthy affordable items that could be brought to a holiday gathering.

ICEBREAKER
10 minutes

FAVORITE FOOD

Before we begin preparing our healthy snack, we will start with a warm-up.

Let's go around the room. Each of you will say your name and then your favorite healthy food.

Briefly summarize participant responses. Point out similar responses.

Energizer:

Next, we will do a quick group warm up, to encourage movement and to help you feel alert.

1. Stand on toes, hold for count of 10, repeat, use nearby chair for balance if needed.

2. Reach for toes and hold.

Variations:

- if you cannot reach your toes, let your arms hang or grasp back of legs (This decreases the difficulty)
- if you can reach toes, try straightening out your back as much as you can (This increases the difficulty, so be gentle)

3. Alternate toe touch

Skip this stretch if you are prone to low back pain, or if it causes you any discomfort

- Stand with legs shoulder width apart,
- Touch right toe with your left hand,
- Repeat with opposite sides,
- Reach down towards middle.

Does everyone feel ready?!

Takeaway: Sharing the healthy foods we like and stretching will help us for our fun hands-on activity.

©2022, Collaborative Support Programs of New Jersey

ACTIVITY:
25 minutes

Raise your hands if you always eat healthy during holiday gatherings. Most of us do not consistently eat healthy during holidays, as many holiday gatherings are a time to indulge in special foods. Some of these special foods are not very good for us in large quantities.

We're going to make a healthy snack today that will provide an alternative to some of the things we might eat that aren't so healthy.

- What makes a food "healthy"?

Usually, healthy foods have lots of vitamins, are low in "bad" fats, and include fiber.

A healthy snack is often a good balance between protein and carbohydrates.

Eating healthy can be expensive.

- What are some tips for healthy holiday eating on a budget?

One fun snack to make that you could bring with you to holiday gatherings, or just keep around in the fridge for a quick, healthy, affordable snack are peanut butter energy balls. Today we will make energy balls.

Refer to the recipe, written in large font on the flip chart, so participants can reference when they are making it.

- 1/2 cup raisins
- 3/4/2 cup peanut butter
- 1/2 cup oats
- 2 tbsp honey

This recipe makes about 12 energy balls.

Depending on how many people are in the group, break into groups of 4 with one person taking responsibility for each step, then have everyone help to roll the mixture into balls on a plate.

As you go through the preparation, provide participants with a demonstration, but do not actually measure or pour the ingredients. For example, hold up the ½ cup measuring cup and say "this is a half-cup." Explain that the recipe calls for ½ cup of oats and hold up the oats. As you hold up each ingredient, name its health benefit:

- Raisins provide vitamins and minerals, fiber, and carbohydrates for energy.
- Oats provide some vitamins and lots of healthy fiber.
- Peanut butter provides protein and healthy fat.
- Honey provides minerals and carbohydrates for energy, plus, it adds flavor.

©2022, Collaborative Support Programs of New Jersey

PROCESS ACTIVITY:
10 minutes

SHARING

Each participant is invited to share what he or she produced or experienced during the group.

- What did you think about these energy balls?
- Who might want to have these again?

PROCESSING

Participants talk about their feelings about the group experience and discuss any nonverbal aspects of the group such as power struggles, avoidance, and subgrouping.

- What did you think about making this healthy snack?
- What did you like best about today's activity?
- What would it be like for you to make these on your own and to take them to a holiday gathering?

GENERALIZING

The leader summarizes the cognitive learning and participant sharing that occurred, making note of any common threads.

- What did you learn about health and wellness from making these energy balls?

Turn the flip chart sheet over (or take it down) so that the participants can't see it.

- What were the ingredients we used to make these energy balls?
- What makes these ingredients healthy?
- What would you guess it might cost to make a batch of energy balls?

Hand out recipe cards with costs. Point out that getting the ingredients cost about $18, but each batch of 12 energy balls only costs about $1.50. Any ingredients you have left over can be used for meals, like oatmeal and raisins for breakfast.

Provide a summary of experiences and learning.

APPLICATION

The leader articulates the connection between what transpired in the group and how participants can apply new insights and skills in everyday life. Asking participant to consider how they can apply what the learned during the group to their own situation helps them find relevance and meaning in the group experience.

- As you were making the energy balls today, what ideas did you have about healthy eating at holiday gatherings?
- What are some other examples of low-cost healthy snacks or healthy foods that you could take to a holiday gathering?
- How do you think you might be able to use what you learned in your own life?
- What is an example of something you might do differently in the next week or so, based on what you learned today?

©2022, Collaborative Support Programs of New Jersey

SUMMARY:
10 minutes

The leader reiterates the most important point made during the group

Today, we learned how to make a healthy snack that will provide an alternative to some of the things we might eat that aren't so healthy [summarize key learning, weaving in main points identified by group participants].

Have we met our objectives?

- Describe what makes a snack "healthy"
- List health benefits of at least 2 ingredients in the healthy snack recipe.
- Demonstrate steps in creating a peanut butter energy ball
- Identify 2 healthy affordable items that could be brought to a holiday gathering.

Thank you all for coming today.

[Add a preview of the next lesson, if there will be one, adding any expectations for what participants should do to prepare]

Note: on the next page, you will find the recipe.

©2022, Collaborative Support Programs of New Jersey

Recipe for Energy Balls

HANDOUT

INGREDIENTS

- ½ cup raisins
- ½ cup oats
- ¾ cup peanut butter
- 2 tbsp. honey

Mix together and roll into balls.

Makes about 12 energy balls.

©2022, Collaborative Support Programs of New Jersey

TOPIC

Leisure Planning for Wellness

GOAL:

Participants will learn the importance of leisure time as a valuable aspect of personal wellness.

OVERVIEW:

"Passivity is not leisure; neither is receptivity nor a mere taking in. Leisure is not the opposite of activity, productivity, or work. Rather, leisure is the right balance between give and take, between work and rest, and it can therefore be achieved in work as well as in rest."[1]

LEARNING OBJECTIVES

By the end of the session the participants will be able to:

- Identify the value of leisure on personal wellness
- Describe at least two leisure activities they do or will consider planning within the next week
- Identify how to consider planning leisure as part of wellness habits and routines

MATERIALS NEEDED

- Leisure Skills Checklist, one for each person (included at the end of the lesson)
- Leisure Skills Checklist Score Sheet, one for each person (included at the end of the lesson)

Note: These worksheets are taken from an e-book titled "Learning about leisure through activities," written by Danny Wayne Pettry II, Certified Therapeutic Recreation specialist. This e-book is copyrighted 2006, but is available for free download from http://www.dannypettry.com/ebook_leisure.pdf

- Pens or pencils

©2022, Collaborative Support Programs of New Jersey

Key Session Points for Leisure Planning:

INTRODUCTION

5 minutes

Today's topic is Leisure Planning. Today, our goal is to learn the importance of leisure time as a valuable aspect of wellness.

The learning objectives for today are:

- Identify the value of leisure on personal wellness
- Describe at least two leisure activities they do or will consider planning within the next week
- Identify how to consider planning leisure as part of wellness habits and routines

ICEBREAKER

10 minutes

Before we begin learning about leisure planning, we will start with a warm-up.

Divide the group into smaller groups of three or four people.

Instructions: While you are in these groups, you will be given four minutes to determine if there are any leisure activities that the group members share. For example, you may say, "We all watch television." When the four minutes is up, one member of the group will be asked to share your responses with the whole group.

Briefly discuss the common activities.

©2022, Collaborative Support Programs of New Jersey

ACTIVITY:
15 Minutes

Hand out the Leisure Skills Checklist, but not the score sheet.

This worksheet lists things that leisure activities offer that you may find valuable. You will have ten minutes to complete this form. Track the time.

Now that you have completed your forms, I will pass out the Score sheet. Please take a few minutes to determine your score. (Allow 2-3 minutes for this)

Your score indicates how you view leisure activities and suggests the categories of activities that would probably interest you.

©2022, Collaborative Support Programs of New Jersey

PROCESS ACTIVITY:
20 minutes

SHARING

Each participant is invited to share what he or she produced or experienced during the group.

- What was your reaction to your score?
- How well does the score match how you think about yourself and your interests?
- What are the personally valued qualities that you want in leisure activities?
- What leisure activities do you do now that matches these qualities?

PROCESSING

Participants talk about their feelings about the group experience and discuss any nonverbal aspects of the group such as power struggles, avoidance, and subgrouping.

- What did you think about exploring your leisure interests?
- What did you like best about completing the leisure skills checklist?

GENERALIZING

The leader summarizes the cognitive learning and participant sharing that occurred, making note of any common threads.

One thing the score sheet does NOT suggest is actual leisure activities for each category. So I'd like to take a few minutes and see if we, as a class, can come up with some concrete suggestions for each category.

Briefly take suggestions from the class of examples of leisure activities that strongly emphasize: 1) other people, 2) relaxation, 3) keeping fit and well, 4) positive experiences, 5) an element of risk, 6) concentration/ intellectual, 7) nature.

- What did you learn about health and wellness from today's activity?

Provide a summary of experiences and learning.

APPLICATION

The leader articulates the connection between what transpired in the group and how participants can apply new insights and skills in everyday life. Asking participant to consider how they can apply what the learned during the group to their own situation helps them find relevance and meaning in the group experience.

As you were completing the Leisure Skills Checklist, what ideas did you have about leisure activities that you will want to explore further?

- How do you think you might be able to use what you learned today in your own life?
- What is an example of something you might do differently in the next week or so, based on what you learned today?

©2022, Collaborative Support Programs of New Jersey

SUMMARY:
10 minutes

The leader reiterates the most important point made during the group

Today's group was the first of a two-part series regarding leisure. Today our goal was to learn the importance of leisure time as a valuable aspect of wellness.

- Why is leisure time important to wellness?
- Have we met our objectives?
- Describe personally valued qualities in leisure activities (social, physical, environmental, etc.)
- Name at least two leisure activities already experienced that match those qualities
- Identify at least two leisure activities worth exploring

Thank you all for coming today.

[Add a preview of the next lesson, if there will be one, adding any expectations for what participants should do to prepare]

Note: on the next page, you will find the Leisure Skills Checklist (2 pages) and its accompanying scoring sheet.

©2022, Collaborative Support Programs of New Jersey

Leisure Skills Checklist

HANDOUT

Directions: Place a checkmark in the column to identify your answer. Be honest.

Statement about Leisure	Always	Sometimes	Never
1. Leisure helps me to stay well			
2. Leisure helps me to cope with stress			
3. Leisure helps me to cope with anger			
4. Leisure helps me to feel positive			
5. Leisure helps me cope with anxiety			
6. Leisure makes me feel confident			
7. Leisure makes me feel in control of my life.			
8. Leisure improves my thinking skills			
9. Leisure requires me to be responsible			
10. Leisure helps me to appreciate nature			
11. Leisure helps me to be a leader			
12. Leisure helps me to be creative			
13. Leisure helps me to have adventure			
14. Leisure helps me to be spiritual			
15. Leisure makes me feel free			
16. Leisure probably prevents diseases			
17. Leisure probably improves my health			
18. Leisure improves my physical strength			
19. Leisure probably could prevent a stroke			
20. Leisure probably improves my breathing			

Continued on next page

©2022, Collaborative Support Programs of New Jersey

HANDOUT

Leisure Skills Checklist (page 2)

Statement about Leisure	Always	Sometimes	Never
22. Leisure helps me to lose weight			
23. Leisure improves my relationships			
24. Leisure helps me to bond with my family.			
25. Leisure helps me to have friendships			
26. Leisure helps me to get along with others			
27. Leisure helps me to appreciate life			
28. Leisure helps me to feel important			
29. Leisure helps me to have fun			
30. Leisure helps me to stay occupied			
31. Leisure keeps me off streets/ out of gangs			
32. Leisure helps me to feel peace			
33. Leisure provides entertainment for me			
34. Leisure increases my time spent outdoors			
35. Leisure is beneficial to my overall life			

SCORING

Score 2 points for always, score 1 point for some, score 0 points for never

Total Score: _____

Copyright © 2006 by Danny W. Pettry II. All rights reserved.
For full manual and information: http://www.dannypettry.com/ebook_leisure.pdf

©2022, Collaborative Support Programs of New Jersey

HANDOUT

Leisure Skills Checklist Scoring

If your Leisure Skills Checklist total score is...

Under 13: You strongly do not believe that leisure is helping you or you do not participate in many leisure activities.

14 – 27:

You think leisure is not helping you or you are not actively participating in many leisure activities.

28 – 41:

You are undecided about leisure in your life.

42 – 55:

You believe you receive benefits from your leisure

56 – 70:

You strongly believe that you receive many benefits from your leisure.

If you checked "Always" on statements **23, 24, 25, 26,** and 27 then you view leisure as being social. You probably participate in activities with other people.

If you checked "Always" on statements **2, 3,** and **5** then you view leisure as relaxation. You probably participate in activities that help you to relax.

If you checked "Always" on statements **1, 16, 17, 19,** and 20 then you view your leisure to be a way to keep you healthy. You probably participate in activities that help to keep you fit and well.

If you checked "Always" on statements **4, 6, 28,** and 29 then you view your leisure as being a positive experience. You probably participate in activities that make you feel good about life and living.

If you checked "Always" on statement **13** then your leisure helps you to be free and adventurous. You probably participate in activities that require an element of risk.

If you checked "Always" on statement **8** then you view your leisure as being intellectual. You probably participate in activities that require concentration.

If you checked "Always" on statements **10** and **34** then you view leisure as a way to appreciate nature and the outdoors.

©2022, Collaborative Support Programs of New Jersey

TOPIC

Habits and Routines

GOAL:

Participants will describe how they implement habits and routines in daily life, describe what routines and habits are beneficial to personal wellness and examine what they can do to create and sustain good health habits.

OVERVIEW:

Habits are key for wellness. Our habits affect what we eat, what we wear, how we go to work, and how we spend or save money. Habits become ingrained, and we have to work consciously to maintain or establish good habits that contribute to our wellness, our valued roles, and our personal goals. Routines are patterns of behavior that provide structure to our day. Like habits, routines are also key to wellness and may be helpful or harmful.

In this group, participants will define habits and routines, and then explore and discus how they implement habits and routines in daily life, using the physical wellness manual as a guide. Participants will examine how to continue to create and sustain good health habits and routines.

LEARNING OBJECTIVES

By the end of the session the participants will be able to:

- Identify 3-4 specific habits and routines they currently do on a daily that support personal wellness.
- Examine personal barriers to wellness habits and routines.

MATERIALS NEEDED

- Habits and Routines handout (included at the end of this lesson)
- Discussion guidelines for small group leaders (included at the end of this lesson)

©2022, Collaborative Support Programs of New Jersey

Key Session Points for Habits and Routines

INTRODUCTION

5 minutes

Today, we will be talking about habits and routines.

The learning objectives for today are:

- Identify 3-4 specific habits and routines they currently do on a daily that support personal wellness.
- Examine personal barriers to wellness habits and routines in the way of wellness.

ICEBREAKER

10 minutes

Let's start by sharing our names and stating one habit/routine we do for our wellness.

Leader begins with an example.

©2022, Collaborative Support Programs of New Jersey

ACTIVITY

25 minutes

Routines can be helpful or harmful.

- What do you think I mean by "routine"?

How about a habit? What is the difference?

Review habit and routine definitions from physical activity manual. Ask volunteers to read each definition.

A habit is an automatic behavior. Habits can be positive, like showering, brushing your teeth, and keeping your environment clean. Some habits can be harmful, like smoking, drinking too much alcohol, or using other harmful substances.

Routines are patterns of behaviors that provide structure for your day. For example, a morning routine might include eating a healthy breakfast, brushing your teeth; getting dressed, showering, going to work, or a bedtime routine might include brushing your teeth, reading a book, and meditating before going to sleep. Like habits, routines can be healthy or harmful.

Break into two groups (or three depending on how many group facilitators are present, 1 per group). Give instructions: Groups will discuss Habits and Routines handout checklist.

- What are some other things you do that are not on the list?

Stay in small groups to discuss what participants learned about their own habits and routines, emphasizing strengths, areas of change, and commonalities with other group members.

Discuss ideas for improving routines/habits.

Sample discussion questions

- Which of these tips have you used before?
- How were the tips you used helpful?
- What other tips have you found helpful that are not on the list?
- What can you do to establish healthy habits / routines?
- What is one individual habit/routine that you do regularly that you find helpful for overall wellness?
- What is one individual habit/routine that you do regularly that you find gets in the way of overall wellness?

©2022, Collaborative Support Programs of New Jersey

PROCESS ACTIVITY: *10 minutes*

Return to the group.

SHARING

Each participant is invited to share what he or she produced or experienced during the group.

- What did you discover about your habits and routines?
- What habits and routines did you have in common with other people in your small group?

PROCESSING

Participants talk about their feelings about the group experience and discuss any nonverbal aspects of the group such as power struggles, avoidance, and subgrouping. What did you think about exploring your leisure interests?

- What did you think about today's discussion of habits and routines?
- What did you like best about today's discussion of habits and routines?
- How satisfied are you with your current habits and routines?

GENERALIZING

The leader summarizes the cognitive learning and participant sharing that occurred, making note of any common threads.

- What did you learn about health and wellness from today's discussion of habits and routines?
- What tips did you come up with for establishing healthy habits and routines?

Provide a summary of experiences and learning.

APPLICATION

The leader articulates the connection between what transpired in the group and how participants can apply new insights and skills in everyday life. Asking participant to consider how they can apply what the learned during the group to their own situation helps them find relevance and meaning in the group experience.

- As you were participating in today's discussion, what ideas did you have about you own habits and routines?

How do you think you might be able to use what you learned in your own life?

Go around the room and ask participants to Identify one habit/routine they hope to change, why they want to change it, how they might change it, and when they might start. If participants do not have an immediate or specific goal, ask to identify one habit/routine they would like to change sometime in the future and why.

Begin with the group facilitator giving a personal example, using a format like this: I will smoke 15 instead of 20 cigarettes each day by two months from now. I will do this by keeping track of how many cigarettes I smoke. I want to change this habit because smoking is expensive.

©2022, Collaborative Support Programs of New Jersey

SUMMARY:
10 minutes

The leader reiterates the most important point made during the group

Today, we learned how routines and habits are beneficial to personal wellness.

[summarize key learning, weaving in main points identified by group participants]

Have we met our objectives?

- Identify 3-4 specific habits and routines they currently do on a daily that support personal wellness.
- Examine personal barriers to wellness habits and routines t in the way of wellness.

Thank you all for coming today.

[Add a preview of the next lesson, if there will be one, adding any expectations for what participants should do to prepare]

Note: on the next two pages, you will find a handout on habits and routines and a list of discussion questions for small group facilitators.

©2022, Collaborative Support Programs of New Jersey

Habits and Routines

HANDOUT

HABITS

A habit is an automatic behavior. Habits can be positive, like showering, brushing your teeth, and keeping your environment clean. Some habits can be harmful, like smoking, drinking too much alcohol, or using other harmful substances.

ROUTINES

Routines are patterns of behaviors that provide structure for your day. For example, a morning routine might include eating a healthy breakfast, brushing your teeth, getting dressed, showering, going to work, or a bedtime routine might include brushing your teeth, reading a book, and meditating before going to sleep. Like habits, routines can be healthy or harmful.

Self-assessment:

Check the items that are true for you.

- ☐ I follow personal hygiene routines each day.
- ☐ I brush and floss my teeth every day.
- ☐ I put on sunscreen when going out into the sun.
- ☐ I take my medication as prescribed by my doctor.
- ☐ I set aside time each week to keep my environment clean.
- ☐ I set regular time aside each week for healthy activities such as nutritious meals, exercise, and relaxation.

Ideas for good habits and routines:

- Start a morning and evening routine. Getting your day started and winding down as the day ends will help you by structuring your day and building in good habits.
- Stay on schedule. Be sure to take your medications as prescribed by your doctor, every day. Use prompts and reminders, such as a pill box placed where it is easily seen each day—near your toothbrush where you eat your meals.
- Stay away from drugs, nicotine, alcohol, and other harmful substances. If drugs, alcohol, or other substances are getting in your way of your social, school, or work life get help and work on a plan to quit.

©2022, Collaborative Support Programs of New Jersey

Discussion Guide for Small Group Facilitators

HANDOUT

In small groups, participants will discuss whether participants do the times on Habits and Routines handout checklist.

Ask:

- What are some other things you do that are not on the list?

Discuss what participants learned about their own habits and routines from doing the checklist, emphasizing strengths, areas of change, and commonalities with other group members.

Discuss ideas for improving routines/habits.

Sample discussion questions:

- Which of these tips have you used before?
- How were the tips you used helpful?
- What other tips have you found helpful that are not on the list?
- What can you do to establish healthy habits / routines?
- What is one individual habit/routine that you do regularly that you find helpful for overall wellness?
- What is one individual habit/routine that you do regularly that you find gets in the way of overall wellness?

Identify one habit/routine you hope to create:

Why do you want to create this habit?

How are you going to create this habit?

When will you start?

MY COMMITMENT

At: ,

(write date)(write time)

I will:

(write action)

Because:

write important personal reason or value for creating this habit)

©2022, Collaborative Support Programs of New Jersey

TOPIC Relaxation Techniques

GOAL:

Participants will identify and practice three simple relaxation techniques for coping with stress.

OVERVIEW:

Relaxation techniques are helpful in managing stress effectively. There are some simple relaxation techniques (breathing, muscle relaxation, and visual imaging) that can be used to manage stress and enhance wellness. Participants will have the opportunity to review and practice each of these techniques to consider how any or all may be used personally.

LEARNING OBJECTIVES

By the end of the session the participants will be able to:

- Describe three relaxation techniques
- Demonstrate breathing for relaxation
- Identify times when one or more relaxation techniques would be helpful and plan to practice a few times a week.

MATERIALS NEEDED

- Handouts describing the techniques
- Print pages 285-287 from the free download Practitioner's Guide to IMR: http://store.samhsa.gov/shin/content/SMA09-4463/PractitionerGuidesandHandouts.pdf
- Full-size photographs (on PPT or 8 ½ x 11 paper) of peaceful scenes (optional; google "peaceful scenes for guided imagery" then click on "images")
- Optional: Use one of the slideshows from slideshare.net, such as: http://www.slideshare.net/elejol/nature-slideshow

  http://www.slideshare.net/ionascus/wonderful-nature?related=1

  http://www.slideshare.net/melcioiu/nature-beauty-presentation?related=2
- Handout on Square breathing
- Leader(s) might want to prepare by practicing, using the video available from https://www.youtube.com/watch?v=of-q8U4tINk

The sections of this group session, including the learning objectives, were adapted from Gingerich, S., & Mueser, K. T. (2011). Module 8 topic 4 handout: Using relaxation techniques. In Illness management and recovery: Personalized skills and strategies for those with mental illness handouts (3rd ed.), Center City, Minnesota: Hazelden. (pp. 1-8 and pp. 217-219)

©2022, Collaborative Support Programs of New Jersey

Key Session Points for Relaxation Techniques for Wellness

INTRODUCTION

10 minutes

In today's group, we will focus on relaxation techniques.

The goal of this group is to identify and practice three simple relaxation techniques for coping with stress. The 3 relaxation techniques we will focus on today are relaxed breathing, muscle relaxation, and imagining a peaceful scene.

The learning objectives for today are:

- Describe three relaxation techniques
- Demonstrate breathing for relaxation
- Identify times when one or more relaxation techniques would be helpful

©2022, Collaborative Support Programs of New Jersey

ACTIVITY

30 minutes

Relaxed breathing, muscle relaxation, peaceful scene

Today you will learn and practice 3 relaxation techniques. These are:

1. relaxed breathing
2. progressive muscle relaxation, and
3. imagining a peaceful scene.

I will explain each one and we will go through a practice together.

After we are done with all 3, we will discuss changes in relaxation level, benefits, and plans for using relaxation exercises in the future.

Technique 1: Relaxed breathing:

[10 minutes]

The goal of this technique is to slow down your breathing, especially your exhaling breath (the "out-breath"). By slowing your breathing, you reduce the flow of oxygen to your brain which helps you feel less anxious.

Explain and practice steps from IMR handout

- Focus on a calming word. Ask participants for suggestions for calming words. Provide examples (such as "peace," "love," "calm").
- Take normal breaths, not deep ones.
- While exhaling slowly, say the calming word to yourself.
- Pause after exhaling before taking your next breath. Count to four before inhaling.
- Repeat 10 to 15 times.

Technique 2: Muscle relaxation

[10 minutes]

The goal of this technique is to gently stretch your muscles to reduce stiffness and tension.

You can do these exercises while sitting in a chair. The exercises start at your shoulders and works down to your feet. Explain and practice steps from IMR handout

If something feels uncomfortable, find a different movement that feels relaxing and will not strain your muscles.

You can combine these movements with slow breathing.

Explain and practice steps from IMR handout

- **Shoulder shrugs**- lift both shoulders in a shrugging motion try to touch your ears, hold, release, repeat 3 to 5 times
- **Overhead arm stretches**-raise arms above head, interlace finders, stretch and hold, rotate palms to ceiling, stretch and hold, repeat 3 to 5 times
- **Stomach muscle relaxation**- pull stomach muscles toward back, hold 10 sec, release, relax, focus on release, notice sensation, repeat 3 to 5 times
- **Knee raises**- reach down grab right knee, pull toward chest, hold, release, repeat, do same with left, repeat sequence 3 to 5 times
- **Foot and ankle rolls**- lift feet and stretch legs out, rotate ankles and feet 3 to 5 times in one direction, switch, repeat, notice sensation

[continued next page]

©2022, Collaborative Support Programs of New Jersey

Technique 3: Visual imaging: Imagining a peaceful scene:

[10 minutes]

The goal of this technique is to "take yourself away" from stress and picture yourself in a more relaxed, calm situation.

- Choose peaceful scene
- Imagine details, use senses
- Notice scents, visions, details of scene.
- Notice sounds.
- Notice tactile sensation.
- Notice smells.
- Let go of stressful thoughts, keep attention on scene.
- Focus on scene for 5 minutes.

©2022, Collaborative Support Programs of New Jersey

PROCESS ACTIVITY:
10 minutes

SHARING

Each participant is invited to share what he or she produced or experienced during the group.

- What did you experience/feel while practicing these techniques?

PROCESSING

Participants talk about their feelings about the group experience.

- How do you feel now compared to how you felt before we did the practice?

Which was your favorite technique and why? Highlight benefits mentioned when describing favorite relaxation activity.

- Which technique was a little difficult to practice and why? Highlight different people may prefer different activities and that is okay.

Point out that responses are highly individual—some may be more useful to you than others.

GENERALIZING

The leader summarizes the cognitive learning and participant sharing that occurred, making note of any common threads.

- Why is it important to know about several different techniques for managing stress?
- What sorts of stressful situations might occur where one of these techniques could help you calm down? It might be helpful to give an example, like "I use deep breathing when I go to the dentist to help me feel less anxious."
- What other times during the week might it be helpful to use one of these techniques?

APPLICATION

The leader articulates the connection between what transpired in the group and how participants can apply new insights and skills in everyday life. Asking participant to consider how they can apply what the learned during the group to their own situation helps them find relevance and meaning in the group experience.

- Which one of the 3 exercises could you try during this coming week? Do a round and explore details with participants about when might they do the activity and where.

©2022, Collaborative Support Programs of New Jersey

SUMMARY:
10 minutes

Today, we learned about relaxation techniques that you might use to manage stress.

- Have we met our objectives?
- Describe three relaxation techniques
- Demonstrate breathing for relaxation
- Identify times when one or more relaxation techniques would be helpful and plan to practice a few times a week.

Thank you all for coming today.

[Add a preview of the next lesson, if there will be one, adding any expectations for what participants should do to prepare]

Note: on the next page, you will find a handout on square breathing

©2022, Collaborative Support Programs of New Jersey

Relaxation Techniques for Wellness

HANDOUT

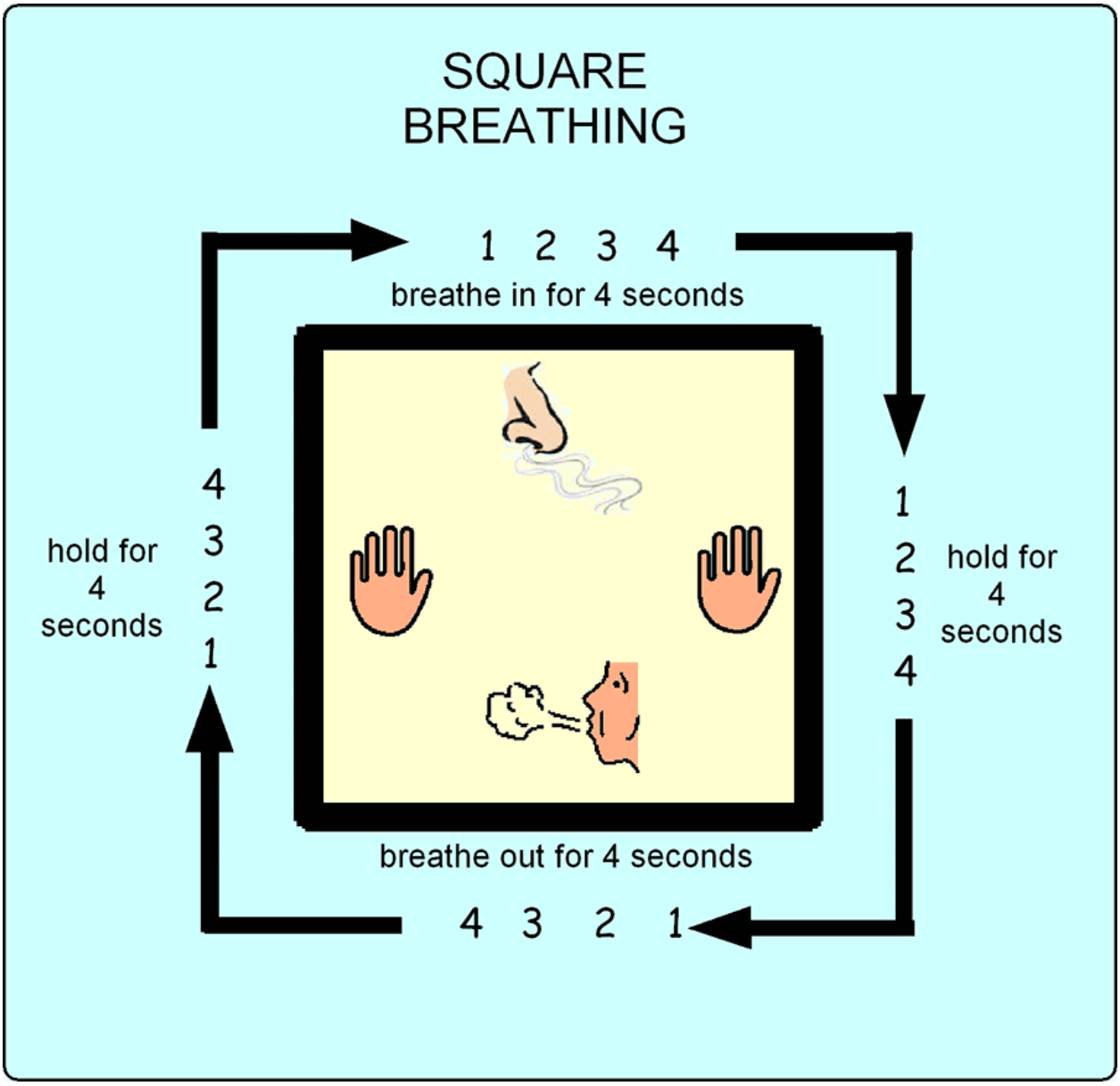


Image downloaded from: http://visuals.autism.net/main.php?g2_itemId=138

©2022, Collaborative Support Programs of New Jersey

TOPIC Sleep for Wellness

GOAL:

To provide participants the opportunity to explore how the activities they do each day are beneficial to both a restful night's sleep and overall recovery and wellbeing.

OVERVIEW:

Participants will examine the relationship between sleep, daily activities, wellbeing, and personal recovery, using a Daily Routine and Structure worksheet focused sleep.

LEARNING OBJECTIVES

By the end of the session the participants will be able to:

- Describe how sleep can help personal recovery and wellness
- Identify optimal amount of sleep for personal wellness
- Describe at least 2 strategies that can be used to improve sleep and rest habits

MATERIALS NEEDED

- Sleep and rest handout (included at the end of this lesson)
- Pens or pencils

©2022, Collaborative Support Programs of New Jersey

Key Session Points for Sleep for Wellness

INTRODUCTION
5 minutes

Today, we will look at the link between the activities we do every day, how those activities can affect our sleep, and how our sleep can affect recovery.

The goal of today's lesson is to examine the relationship between sleep, daily activities, wellbeing, and personal recovery.

The learning objectives for today are:

- Describe how sleep and rest can help personal recovery and wellness
- Describe at least 2 strategies that can be used to improve sleep and rest habits

ICEBREAKER
10 minutes

Break into small groups and list as many things as you can think of that you might do to relax and to get ready for sleeping at night. The leader should begin with an example, such as "I listen to relaxing music before going to bed."

Back in the large group, compare the lists that the groups that come up with.

There are a variety of techniques that people can use to relax and get ready for sleep. Identifying what we do every day that affects our sleep will help us understand how we can get a good night's sleep.

©2022, Collaborative Support Programs of New Jersey

ACTIVITY

25 minutes

How could getting a good night's sleep positively impact a person's recovery?

Sleep is a very important activity. Most people need between 7 and 9 hours of sleep every night. This handout from the Six Domains of Physical Wellness booklet defines sleep and rest and includes a self-assessment that we will do together. Each of you will have a copy of the assessment and we will discuss our responses together as a large group.

Distribute the handout and ask for volunteers to read the definitions of sleep and rest.

Allow participants several minutes to complete the assessment.

Ask for volunteers to share items on their self-assessment and why.

- How could relaxing help you sleep?
- What sorts of things make it hard to get a good night's sleep?

Read aloud the ideas on the handout for improving your sleep and rest.

The Sleep Activity worksheet will help you to examine how poor sleep habits and routines can have a negative impact on our recovery.

- Many activities we DO, and when we do them, can affect the quality of a person's sleep. For example, some activities can cause sleep problems, like drinking coffee late in the day, watching TV late in the evening, and exercising late in the day.
- Medications can cause sleep problems, too, as can drinking alcohol or using drugs that are not prescribed.
- Poor sleep impacts the activities we do each day. For instance, if we are tired, driving becomes more difficult, as a person will be less alert and easily distracted.

What are some other ways poor sleep might affect us during our waking hours?

Break into small groups of about 3-6 people, depending on the size of the large group and the space available.

Each group member will answer the questions on the Sleep Activity worksheet and share their responses with each other. Small group facilitators in each group will lead the members in sharing (beginning with an example from their own responses) and in a brief discussion on similarities and differences.

©2022, Collaborative Support Programs of New Jersey

PROCESS ACTIVITY:
10 minutes

Meet back as a large group.

SHARING

Each participant is invited to share what he or she produced or experienced during the group.

Ask each group to report the following:

- What were similarities across the different people in your small group?
- What were differences among the members of your group?

PROCESSING

Participants talk about their feelings about the group experience and discuss any nonverbal aspects of the group such as power struggles, avoidance, and subgrouping.

- What was it like to talk about sleep and rest?
- What did you like best about exploring the topic of sleep and rest?

GENERALIZING

The leader summarizes the cognitive learning and participant sharing that occurred, making note of any common threads.

- What did you discover about how daily activities affect a person's sleep and rest?
- What did you learn about your own patterns of sleep and rest?

APPLICATION

The leader articulates the connection between what transpired in the group and how participants can apply new insights and skills in everyday life. Asking participant to consider how they can apply what the learned during the group to their own situation helps them find relevance and meaning in the group experience.

- What are some things on this list that you might be able to try to help improve your own sleep?

©2022, Collaborative Support Programs of New Jersey

Sleep and Rest

HANDOUT

SLEEP

Sleep is a natural state of rest for the mind and body. Most people require 7-8 hours a night, although some are able to function with 6 hours or less, while others require 9 or more.

REST

Rest is limiting your action to create a quiet and effortless state of relaxation. To get a good rest, you need to interrupt both your physical and mental activity.

Self-assessment:

Check the items that are true for you.

- ☐ I follow a regular sleep schedule.
- ☐ I stay away from caffeine in the afternoon/evening.
- ☐ I wake up each day feeling well rested.
- ☐ I am able to be awake and productive all day.
- ☐ I fall asleep quickly and I stay asleep all night.
- ☐ I take time for a short rest during a busy day.

Ideas for improving your sleep and rest:

- Go to bed and wake up at the same time, even on weekends. Once you start a routine, sleep will become a habit.
- Avoid large meals and excessive fluids before bedtime.
- Make your room as dark as possible. Close the shades and turnoff laptops, television, and other electronics that light up.
- Minimize distractions before bed by turning off the television, computer, and phone.
- Try relaxation techniques like deep breathing, stretching or taking a warm bath to rest your mind.
- Get out in the sun in the morning. This helps set your body's natural clock.

What can you do to improve your sleep and rest?

©2022, Collaborative Support Programs of New Jersey

TOPIC Yoga

Participants will gain knowledge about the background of Yoga, and learn how to perform some basic Yoga exercises and techniques.

OVERVIEW:

Yoga is a mind and body practice with historical origins in ancient Indian philosophy. Various styles of yoga typically combine physical postures, breathing techniques, and meditation or relaxation. Many people who practice yoga do so to maintain their health and well-being, to improve physical fitness (strength and flexibility), relieve stress, and enhance quality of life. In addition, they may be addressing specific health conditions, such as back pain, neck pain, arthritis, and anxiety. Today's group will involve discussing the background of Yoga, practicing Yoga, and relating Yoga back to physical and emotional wellness. Yoga is called a "practice" because you can always get better (practice is needed) and because it requires an ongoing commitment to be effective (a practice is a regularly repeated action).

LEARNING OBJECTIVES

By the end of the session the participants will be able to:

- Demonstrate 5 Yoga poses.
- Identify where, when, and how they can practice at least 2 Yoga poses on a daily basis.
- Describe how Yoga may help their emotional wellness
- Describe how Yoga may help their physical wellness.

MATERIALS NEEDED

- Yoga printout with notes (included at the end of the lesson)
- Paper
- Pens/Pencils
- Prizes (optional)

Note: Participants should be instructed in advance to wear comfortable, loose clothing. Leader(s) should be familiar with the poses, having practiced them in advance, and with alternatives for posing to make the pose easier or more difficult. Following the links on the pose handouts will help with preparation.

©2022, Collaborative Support Programs of New Jersey

Key Session Points for Yoga

INTRODUCTION
5 minutes

Today, we will discuss Yoga and its background, its health and wellness benefits, and its link to emotional and physical wellness. The overall goal of today's group is to gain knowledge about the background of Yoga, and learn how to perform some basic Yoga exercises and techniques. We also will practice some Yoga poses.

The learning objectives for today are:

- Demonstrate 5 Yoga poses.
- Identify where, when, and how you can practice at least 2 Yoga poses on a daily basis.
- Describe how Yoga may help your emotional wellness
- Describe how Yoga may help your physical wellness.

ICEBREAKER
10 minutes

Divide the group into two teams (or more) and write as many words as you can that you think of when I say "yoga."

Note: There could be a silly prize for the winning team, such as stickers to wear while they do the yoga poses.

©2022, Collaborative Support Programs of New Jersey

ACTIVITY
25 minutes

Before we do the yoga poses, we will begin with Basic Breath Awareness.[1] Doing yoga poses is coordinated with breathing.

How to:

Sit with your feet flat on the floor about hip-distance apart. Place a palm on your abdomen and breathe comfortably for a few moments, noticing the quality of your breath.

Does your breath feel tense? strained? uneven? shallow? Simply observe the breath without any judgment. Then, gradually begin to make your breathing as relaxed and smooth as possible, introducing a slight pause after each in0breath and out0breath.

Once the breath feels relaxed and comfortable, notice the movement of the body. As you inhale, the abdomen naturally expands; as you exhale, feel the slight contraction of the abdomen.

In a gentle way, try to actively expand the abdomen on the inhale and contract the abdomen on the exhale to support the natural movement of the diaphragm and experience the pleasure of giving yourself a full, relaxed breath. Continue the practice for 6 to 12 breaths.

As you move through the Yoga poses, continue to notice the movement of the body, continue to practice gently inhaling and exhaling.

The Poses: Now we will practice 5 Yoga poses.

For some poses, there are ways to make the poses easier or more difficult. I will show you both.

Do not hold your breath while you do the poses. I will give you some tips about breathing. Otherwise, just breathe calmly and naturally.

1. Mountain pose

2. Tree pose

Tree pose (no modifications)

- Stand with arms at sides.
- Shift weight onto left leg and place sole of right foot inside left thigh, keeping hips facing forward.
- Once balanced, bring hands in front of you in prayer position, palms together.
- On an inhalation, extend arms over shoulders, palms separated and facing each other.
- Stay for 30 seconds.

Tree pose with toes on floor

From a standing position, pick up the right foot and place toes on the floor. Turn the right knee out to the right side. Keep gaze focused on a single point. Repeat pose on left

Tree pose with foot on ankle

Once you become comfortable with this initial modification, try placing the sole of the right foot on the left ankle. Turn the right knee out to the right side. Keep gaze focused on a single point. Repeat pose on left side

Tree pose with foot on calf

Once you have mastered the tree pose with the foot balanced on the ankle, the next step is to balance the sole of the right foot on the side of the left calf muscle. Repeat pose on left side. Caution: Do not rest foot on the side of the knee.

3. Crescent moon

4. Warrior

5. 5-pointed star

©2022, Collaborative Support Programs of New Jersey

PROCESS ACTIVITY:
10 minutes

SHARING

Each participant is invited to share what he or she produced or experienced during the group.

Ask each group to report the following:

- What was it like to do these yoga poses?
- What was easy? What was hard?

PROCESSING

Participants talk about their feelings about the group experience. What was it like to talk about sleep and rest?

- How do you feel now, compared to how you felt at the beginning of the group?
- How well do you think you did with these poses?
- What would it be like to try to do these at home?

GENERALIZING

The leader summarizes the cognitive learning and participant sharing that occurred, making note of any common threads.

- What were the 5 poses (without looking at your paper)?
- I would like a few volunteers to demonstrate one of the Yoga poses.
- Earlier, we discussed some of the general benefits of Yoga. What did you learn about specific benefits of Yoga—both physically and emotionally?

APPLICATION

The leader articulates the connection between what transpired in the group and how participants can apply new insights and skills in everyday life. Asking participant to consider how they can apply what the learned during the group to their own situation helps them find relevance and meaning in the group experience.

- What are some specific examples of how Yoga could be emotionally or physically beneficial in your own life?
- When and where might you be able to practice yoga poses in your daily life?

Do a round by asking participants, asking, Which Yoga poses could you add to your daily routine? Encourage participants to describe how, when, and where they might practice the poses.

©2022, Collaborative Support Programs of New Jersey

Yoga Poses

HANDOUT

MOUNTAIN POSE

- Start in Mountain pose with palms together
- Stand tall with feet together, shoulders relaxed, weight evenly distributed through your soles, arms at sides.
- Take a deep breath and raise your hands overhead, palms facing each other with arms straight. Reach toward the sky with your fingertips.

TREE POSE

©2022, Collaborative Support Programs of New Jersey

Yoga Poses

HANDOUT

CRESCENT MOON

- Interlace the fingers together with the index finger pointing up. Press down into the feet, engage the Legs and core body and lift up through the fingers.
- Exhale and press the right hip out and arch over to the left
- Breathe and hold for 1-3 breaths
- Repeat on other side

WARRIOR

- Stand with legs 3 to 4 feet apart, turning right foot out 90 degrees and left foot slightly out.
- Bring your hands to your hips and relax your shoulders, then extend arms out to the sides, palms down
- Bend right knee 90 degrees, keeping knee over ankle; gaze out over right hand. Stay for 1 minute.
- Switch sides and repeat.

©2022, Collaborative Support Programs of New Jersey

5-POINTED STAR

- Step or jump the feet apart with the arms out to the sides. Feet are parallel, directly under the writst.
- Press down into the feet, out through the fingertips and up through the crown of the head.
- Breathe and hold for 2–4 breaths.

©2022, Collaborative Support Programs of New Jersey

TOPIC Tips for Eating Well

GOAL:

This session will orient participants to healthy food choices and give an opportunity to prepare and enjoy a healthy snack. Participants will learn about the health benefits of each of the food items and will have recipe cards so that they may replicate the recipes at home.

OVERVIEW:

This group will involve preparation of an example of a healthy snack. This session will provide an orientation to participants regarding the healthy food choices and offer participants the opportunity to prepare a healthy meal. Participants will be actively involved in planning and preparing.

LEARNING OBJECTIVES

By the end of the session the participants will be able to:

- Name at least two reasons to choose healthy snacks
- Describe three things to consider when choosing a snack
- Make a healthy dip for vegetables

MATERIALS NEEDED

- Healthy dip recipe and ingredients
  - 15 oz can of cannellini beans
  - Dried basil
  - Oil
  - Minced garlic
  - Balsamic vinegar
  - Salt
  - Pepper
  - Zucchini (washed and cut into sticks)
  - Baby carrots (washed)
- Napkins
- Plates
- Non-latex gloves for food preparation
- Measuring spoons
- Mixing bowl
- Potato masher
- Recipe cards (recipe is included at the end of the lesson)

©2022, Collaborative Support Programs of New Jersey

Key Session Points Tips for Eating Well

INTRODUCTION
5 minutes

Today we will focus on healthy eating and we will make a healthy snack.

The goal for today is to describe healthy food choices and give everyone the chance to prepare and enjoy a healthy snack. We will discuss the food benefits of each item in the healthy snack and will provide everyone with the recipe so it can be made at home.

By the end of today you will be able to:

- Name at least two reasons to choose healthy snacks
- Describe three things to consider when choosing a snack
- Make a healthy dip for vegetables

ICEBREAKER
10 minutes

If You Were a Vegetable

Before we begin discussing healthy eating, we will start with a warm-up.

Give instructions, explaining that each person, in turn, will

1. Tell the group your name
2. Share with the group your answer to the question, "If you were a vegetable, which one would you be? And why?"

(Give the group members a minute to consider their answers.)

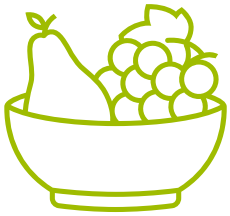
The group leader should be the first to demonstrate how it is done.

After going around, have a brief discussion:

- How did everyone like the activity?
- What vegetables were mentioned that you haven't tried, or maybe haven't even seen?

©2022, Collaborative Support Programs of New Jersey

ACTIVITY
25 minutes



Today we will be making a healthy dip following a recipe. We will be eating the dip with zucchini slices and baby carrots.

Who has followed a recipe? What did you make? Anyone else?

Before we get started in making our healthy snack, it is always important to know what you are eating and why is it good for you.

We are going to take the next couple of minutes to go over the health benefits of what we will be enjoying today.

Healthy foods are usually high in vitamins and fiber and low in fat.

- Vitamins are good because they help your brain work well and they nourish your body.
- Fiber is good because it helps your digestion and can help prevent heart disease and cancer.
- Naturally low fat foods generally healthier than high fat foods, as certain kinds of fat cause weight gain and may make you more likely to get certain diseases.

What are some health benefits of eating vegetables?

Today's snack will include lots of healthy foods.

We will be making a bean dip.

- Beans are a special type of vegetable that has protein in addition to fiber, vitamins, and minerals.
- Cannellini beans are large white beans about ½ inch long with a firm texture and skin and a nut like flavor. They are especially popular in the Tuscany area of Italy. They are a variety of the "common bean," and are related to kidney beans, great northern beans, navy beans, and green beans, among others.

Who has eaten beans before? How were they prepared?

We will be using vegetables to scoop the bean dip.

- Carrots, like most vegetables, are very low in fat. They also are a good source of vitamins, such as Vitamin C, different B vitamins, Vitamin A, and Vitamin K. Carrots also have healthy minerals, like Potassium, Copper, and Manganese, and are a very good source of Dietary Fiber.
- Zucchini is also low in fat and provides Dietary Fiber. Vitamins in zucchini include Vitamin A, different B vitamins, and Vitamins C and K. Healthy minerals in zucchini include Phosphorus and Copper, Magnesium, Potassium, and Manganese.

In preparation for our healthy snack today we will first discuss some things you need to know about following a recipe.

- First, it's important to know the difference between a tablespoon and a teaspoon (hold up measuring spoons so the tablespoon and teaspoon can be seen by the group.) Tablespoon is abbreviated Tbsp. or tbsp. Teaspoon is abbreviated tsp. Three teaspoons equal one tablespoon.
- We will also be using a potato masher. Who has used a potato masher? (Demonstrate how to use a potato masher). This recipe requires lots of mashing so everyone who wants a turn will get one.
- We ask that everyone who would like to participate put on a pair of gloves.

©2022, Collaborative Support Programs of New Jersey

PROCESS ACTIVITY:
10 minutes

SHARING

Each participant is invited to share what he or she produced or experienced during the group.

- What did you think of the bean dip?
- What is your opinion of this healthy snack?

PROCESSING

Participants talk about their feelings about the group experience and discuss any nonverbal aspects of the group such as power struggles, avoidance, and subgrouping.

- What was it like to make the bean dip?
- What did you like best about making the bean dip?
- What would be easy or hard about making this at home?

GENERALIZING

The leader summarizes the cognitive learning and participant sharing that occurred, making note of any common threads.

- What are the steps making this bean dip?
- What did you learn about health and wellness from making today's snack?
- What makes this bean dip a healthy choice?
- What should you consider when choosing or making a healthy snack?

Provide a summary of experiences and learning.

APPLICATION

The leader articulates the connection between what transpired in the group and how participants can apply new insights and skills in everyday life. Asking participants to consider how they can apply what they learned during the group to their own situation helps them find relevance and meaning in the group experience.

- As you were [doing today's activity], what ideas did you have about [insert type of learning, which should be related to the lesson objectives, such as "about healthy eating" or "about getting a good night's sleep" or "about building more physical activity into your life]?
- How do you think you might be able to use what you learned in your own life?
- What is an example of something you might do differently in the next week or so, based on what you learned today?

©2022, Collaborative Support Programs of New Jersey

Tips for Eating Well: Recipe

HANDOUT

Cannellini and Garlic Dip

(Yield: 2 cups)

To a mixing bowl add:

- one 15 oz can of cannellini beans, drained
- 1 Tbsp. dried basil
- 2 Tbsp. oil
- 1 tsp garlic, minced
- 1 tsp balsamic vinegar
- ½ tsp
- ½ tsp black pepper

Mash to desired consistency.

©2022, Collaborative Support Programs of New Jersey

Sample Session Outline

You can create new wellness sessions based on any of the 8 wellness dimensions. One idea is to ask participants to complete a survey that identifies habits and routines they want to strengthen or improve to guide the development of these new sessions. Resources on this website provide ideas for new sessions covering the 8 dimensions: https://alcoholstudies.rutgers.edu/wellness-inrecovery/wellness-resources/physical/.
Have fun!

TOPIC:

[insert name of topic here]

GOAL:

[describe the overall purpose of the activity]

OVERVIEW:

[provide a summary of the group, including its larger overall purpose]

LEARNING OBJECTIVES

By the end of the session the participants will be able to:

- [Insert Objectives here with bullets. These need to describe the meaningful overall learning that you hope the participants will achieve, not just the outcome of the tasks complete.]

MATERIALS NEEDED

- [List all materials, such as handouts, for both the icebreaker and the activity]
- [If there are specific supplies need for one aspect of the task, list them, too]
- [list specific supplies or ingredients]
- [List other supplies needed for the activity, such as scissors or tape]
- [Add any other preparation, such as having participants come dressed a certain way]

KEY SESSION POINTS FOR LESSON DELIVERY

Introduction: 5 minutes

- [Insert an orientation to participants here. Include any questions or discussion regarding the previous lesson, if there was one. Be sure to set aside enough time for any discussion.]
- The learning objectives for today are:
- [copy objectives to insert here]

©2022, Collaborative Support Programs of New Jersey

Icebreaker: 10 minutes

insert name of icebreaker]

Before we begin [to do today's activity], we will start with a warm-up.

[Give instructions for the icebreaker activity]

[insert open-ended discussion question to process icebreaker activity]

[insert key take-away points related to the icebreaker activity that will prepare participants for the main task are related learning for this lesson]

Activity: 25 minutes

[insert name of main task or activity]
[insert detailed directions to give participants regarding the activity. Be sure that the activity selected will fit into the time allotted]

Process Activity: 10 minutes

Sharing: Each participant is invited to share what he or she produced or experienced during the group.

[insert open-ended question(s) to ask the participants that will help them summarize what they did or discovered during the activity]

Processing: Participants talk about their feelings about the group experience and discuss any nonverbal aspects of the group such as power struggles, avoidance, and subgrouping.

- What did you think about [today's activity]?
- What did you like best about [today's activity]?

[add other open-ended question(s) to help participants explore their feelings]

Generalizing: The leader summarizes the cognitive learning and participant sharing that occurred, making note of any common threads.

- What did you learn about health and wellness from [doing today's activity]?

Provide a summary of experiences and learning.

Application: The leader articulates the connection between what transpired in the group and how participants can apply new insights and skills in everyday life. Asking participants to consider how they can apply what they learned during the group to their own situation helps them find relevance and meaning in the group experience.

- As you were [doing today's activity], what ideas did you have about [insert type of learning, which should be related to the lesson objectives, such as "about healthy eating" or "about getting a good night's sleep" or "about building more physical activity into your life]?
- How do you think you might be able to use what you learned in your own life?
- What is an example of something you might do differently in the next week or so, based on what you learned today?

Summary: 10 minutes

The leader reiterates the most important point made during the group

Today, we learned [summarize key learning, weaving in main points identified by group participants].

Have we met our objectives?

- [copy objectives here]

Thank you all for coming today.

[Add a preview of the next lesson, if there will be one, adding any expectations for what participants should do to prepare]

©2022, Collaborative Support Programs of New Jersey