WELLFOCUS PPT

Positive Psychotherapy for Psychosis

Intervention Manual
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Overview

Positive Psychotherapy (PPT) is a psychological therapy that focuses on strengths and positive experiences in order to promote wellbeing. Research shows that PPT has increased wellbeing for healthy recipients and for people with common mental health problems such as depression. It has not been evaluated in people with a diagnosis of psychosis.

WELLFOCUS PPT is an adaptation of PPT, for people with psychosis. WELLFOCUS PPT target four areas:

- Increasing positive experiences
- Amplifying strengths
- Fostering positive relationships
- Creating a more meaningful self-narrative

WELLFOCUS PPT is a 13-session group-based intervention, with sessions covering:

- Welcome to WELLFOCUS PPT
- Positive experiences
- Savouring
- Good Things
- Identifying a Personal Strength
- Personal Strength Activity
- At my best
- One Door Closes, Another Door Opens
- Forgiveness (1)
- Forgiveness (2)
- Gratitude
- Looking back, moving forward
- Celebration

This document is the intervention manual – a detailed description of the theory, structure and content of the WELLFOCUS PPT Intervention.
1. Theory

This is the intervention manual for WELLFOCUS Positive Psychotherapy (PPT). WELLFOCUS PPT is adapted PPT for people with psychosis. Standard PPT is based on the assumptions that difficulties in mental health can occur when we struggle to be fulfilled and happy, that positive emotions and strengths should be valued, and that therapy should be built on personal strengths and positive experiences. The aim of PPT is to promote wellbeing. Martin Seligman is one of the originators of PPT and, according to his ‘PERMA’ theory, wellbeing is understood to have five dimensions: Positive emotions, Engagement, Relationships, Meaning, and Accomplishment (Seligman, 2011).

Standard PPT exercises identify and amplify a person’s psychological assets, such as character strengths, meaning, and positive relationships. This process involves systematic and sustained therapeutic work with these resources, in order to open a client’s mindset beyond the innate propensity for negativity, with the goal of helping the person to establish a life worth living. Initial results from standard PPT demonstrate that people not only want to be less miserable but also want to lives which are filled with pleasure, engagement, and meaning.

Research shows that standard PPT has increased wellbeing for healthy recipients and for people with common mental health problems such as depression, but it has not been evaluated in people with a diagnosis of psychosis. WELLFOCUS PPT is a modification of PPT for use in psychosis. The modifications are based on four studies: a systematic review; qualitative research, expert consultation and a pilot randomised controlled trial.

The systematic review synthesised the findings from controlled trials of interventions investigating wellbeing in people with psychosis (Schrank et al, 2013). The 28 studies meeting inclusion criteria for the review used 20 different measures of wellbeing. Using narrative synthesis, five dimensions of wellbeing were identified from these measures: non-observable, observable, proximal, distal, and self-defined. These are shown in Figure 1.
The non-observable domain refers to intra-psychic phenomena such as self-perception, mood tone, or meaning and purpose in life, which are not readily visible from outside. The observable domain comprises aspects of a person that are exhibited to the outside world, such as environmental mastery, resolution, or physical health. The proximal domain describes factors which directly and immediately affect the individual. It includes what a person has or does, e.g. various kinds of relationships, finances, or occupation. Finally, the distal domain encompasses contextual factors which are not under a person’s immediate influence, such as the wider environment or access to services. In addition, the separate self-defined domain refers to a broad and overall individual perception of wellbeing according to what wellbeing means to the person.

This static framework of wellbeing for people with psychosis offers an evidence-based conceptual framework of wellbeing which can provide an empirical basis for organising wellbeing research in psychosis.

A subsequent qualitative study aimed to validate the static framework of wellbeing through triangulation from a second data source, and to develop a dynamic framework of wellbeing that also takes into account the processes involved in improving wellbeing (Schrank et al, in press). It involved 23 semi-structured interviews with service users with psychosis, of whom 13 were re-interviewed for respondent validation. Clients were asked about their personal experience of wellbeing and of improving wellbeing. Analysis found the static framework to be...
a valid organisational structure embedded in the newly developed dynamic framework of wellbeing. Clients described wellbeing as a desirable state which needed active input to be achieved. Wellbeing was tied to clients’ sense of self and involved transition from a current sense of self, often described as deficient, towards an enhanced sense of self. In the resulting dynamic framework, the non-observable, observable, proximal, and distal domains from the static framework form influences on the process of improving wellbeing, i.e. an enhanced sense of self. This connection is shown in Figure 2.

**Figure 2: The static and dynamic frameworks of wellbeing in psychosis**

Attainment of this enhanced sense of self was perceived as increased wellbeing, and attributed to the successful transition. This process followed a common pattern which underpins the dynamic framework of wellbeing. Three superordinate categories were identified in the framework: determinants of current sense of self (the participant’s starting point); influences on the transition to enhanced sense of self (the change process involved in improving wellbeing); and indicators of enhanced sense of self (how wellbeing is experienced by clients). The full dynamic framework of wellbeing is shown in Figure 3.
Specific factors identified as implicated in the transition, i.e. determinants, influences and indicators, varied across individuals both in quality and quantity. These factors are variables with values, and the values attached to specific factors may differ between people and within an individual over time. The dynamic framework represents an iterative process. As soon as enhanced sense of self has been achieved, this becomes the new current sense of self allowing further development.

The next stage of development of WELLFOCUS PPT involved an expert consultation using semi-structured interviews with 23 service users and 14 staff members. In these semi-structured interviews the components of original PPT were introduced and suggestions for adaptations and improvements for people with psychosis were obtained. The qualitative data generated in these interviews were then presented to a panel of experts including therapists, researchers, and NHS policy-makers in a joint meeting. Suggestions derived from the semi-structured interviews were discussed and consensus reached on adaptations to the 11-session intervention described in the original WELLFOCUS PPT manual.

The 11-session group intervention was tested in 94 people with psychosis in a randomised controlled trial (ISRCTN04199273) (Schrank et al, 2014). Assessments occurred pre-randomisation and post-therapy. Analysis showed significant positive effects on wellbeing,
symptoms and depression. Suggestions derived from the semi-structured interviews conducted post-intervention with clients and therapists were discussed and consensus reached on final adaptations to the WELLFOCUS PPT Manual, including increasing the intervention to 13 sessions. This development process led to the final WELLFOCUS PPT Manual (this document).

WELLFOCUS PPT targets four areas:

- Increasing positive experiences
- Amplifying strengths
- Fostering positive relationships
- Creating a more meaningful self-narrative

These target areas of the intervention are intended to lead to an enhanced sense of self. Figure 4 shows the WELLFOCUS Model, describing how the intervention leads to the processes and intermediate outcomes which contribute to better well-being – defined as an enhanced sense of self.
Figure 4: WELLFOCUS Model

**Intervention**
- Increasing positive experiences
- Amplifying strengths
- Fostering positive relationships
- Creating a more meaningful self narrative

**Processes**
- Engagement in intervention exercises in session
- Exercises undertaken in session experienced as beneficial
- Intention to undertake exercises outside the session
- Exercises undertaken outside the session
- Exercises outside the group perceived as beneficial

**Proximal Outcomes**
- Good feeling
- Symptom relief
- Connectedness
- Hope
- Self-worth
- Empowerment
- Meaning

**Distal Outcome**
- Enhanced sense of self
2. The WELLFOCUS PPT Intervention

WELLFOCUS PPT is a group therapy delivered in 13 weekly sessions. Each session contains exercises focusing on one or more of the target areas, as shown in Table 1.

**Table 1: PPT exercises and active ingredients**

<table>
<thead>
<tr>
<th>Session</th>
<th>Exercise</th>
<th>Target area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Welcome to WELLFOCUS PPT</strong></td>
<td>Positive experiences</td>
</tr>
<tr>
<td></td>
<td>Introductions, ground rules</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Positive experiences</strong></td>
<td>Positive experiences</td>
</tr>
<tr>
<td></td>
<td>Positive responding</td>
<td>Strengths</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Positive relationships</td>
</tr>
<tr>
<td>3</td>
<td><strong>Savouring</strong></td>
<td>Positive experiences</td>
</tr>
<tr>
<td></td>
<td>Consciously enjoy moments or activities</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Good Things</strong></td>
<td>Positive experiences</td>
</tr>
<tr>
<td></td>
<td>Identify good things that happened that day</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Personal Strengths</strong></td>
<td>Strengths</td>
</tr>
<tr>
<td></td>
<td>Identify a personal character strength</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>Personal Strength Activity</strong></td>
<td>Strengths</td>
</tr>
<tr>
<td></td>
<td>Use a personal character strength</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>At my best</strong></td>
<td>Meaningful self-narrative</td>
</tr>
<tr>
<td></td>
<td>Overview session of progress so far</td>
<td>Strengths</td>
</tr>
<tr>
<td>8</td>
<td><strong>One Door Closes, Another Door Opens</strong></td>
<td>Positive experiences</td>
</tr>
<tr>
<td></td>
<td>Negative experience with positive outcome</td>
<td></td>
</tr>
<tr>
<td>9, 10</td>
<td><strong>Forgiveness</strong></td>
<td>Meaningful self-narrative</td>
</tr>
<tr>
<td></td>
<td>Identify a person to forgive, write a letter</td>
<td>Positive relationships</td>
</tr>
<tr>
<td>11</td>
<td><strong>Gratitude</strong></td>
<td>Positive relationships</td>
</tr>
<tr>
<td></td>
<td>Write a letter to someone you are grateful to</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td><strong>Looking back, moving forward</strong></td>
<td>Meaningful self-narrative</td>
</tr>
<tr>
<td></td>
<td>Recap, maintaining progress</td>
<td>Positive experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strengths</td>
</tr>
<tr>
<td>13</td>
<td><strong>Celebration</strong></td>
<td>Positive experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Positive relationships</td>
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<tr>
<td></td>
<td></td>
<td>Strengths</td>
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</tbody>
</table>
Each WELLFOCUS PPT session lasts for 90 minutes, comprising 5 minutes of savouring at the beginning and end of each session, 60 minutes of session-specific content, 10 minutes for a mid-session break and 10 minutes contingency time. Each session introduces an ongoing exercise which clients are encouraged to continue in their own time. Describing the exercises as ‘ongoing’ may help clients to expect and plan to carry it out on in their own time. Individually chosen exercises should be small, achievable, personal, meaningful, specific, pleasurable, and understandable. The generic structure for a session is shown in Table 2.

### Table 2: Generic Session Structure

<table>
<thead>
<tr>
<th>1. ENTER WITH MINDFUL SAVOURING (WELLFOCUS PPT MUSIC PLAYS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite clients to come in and sit down. Suggest they actively listen to and savour the music. Guide clients through the exercise: slow and regulate breathing, relax, try to let go of the previous part of the day and what had captured your attention, arrive in and focus on the present, and mindfully listen to the music. Content and detail of guidelines to be appropriate for client group.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>2. WELCOME (AND RECAP)</th>
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<tbody>
<tr>
<td>Gain feedback on ongoing exercises, especially the exercise started in the previous session. Encourage people to share experiences. Ask for examples of what people have put in their Good Things Box and have added to their journals. Respond to stories using positive responding. Try to elicit achievements, strengths, and general ‘good things’. Praise small and large achievements.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>3. WARM UP EXERCISE</th>
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<tr>
<th>4. EXERCISE(S)</th>
</tr>
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<tbody>
<tr>
<td>Introduce the rationale for the present session’s exercise and explain. Distribute handouts as required.</td>
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</tbody>
</table>

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<tr>
<th>5. BREAK</th>
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</table>

<table>
<thead>
<tr>
<th>6. EXERCISE (S) (CONTINUED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage discussion after, rather than before, the exercise.</td>
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</table>

<table>
<thead>
<tr>
<th>7. ONGOING EXERCISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for exercise to be completed outside of session. Support action planning (When?</td>
</tr>
</tbody>
</table>
Where? What is needed? Potential obstacles and ways around them?). Problem-solve likely barriers and express curiosity and enthusiasm.

### 8. END WITH MINDFUL SAVOURING (WELLFOCUS PPT MUSIC PLAYS)

Invite clients to take the last moments of the session to listen to the music, and actively enjoy and savour the sounds. Provide guidance as appropriate. When the music has finished, close the session and ask clients to leave when they feel ready.

Clients are given a WELLFOCUS journal in the first session. The journal is used by clients in various exercises throughout the therapy to record experiences. Clients should be encouraged to personalise the journal, and to bring it to each session.

Our qualitative research with staff and service users suggested that the following four issues may be important to keep in mind when facilitating WELLFOCUS PPT:

1. **Support positive responding**

   Notice and praise every success, however small it may appear. Be a role model in sessions for this interpersonal skill. Support practice through demonstrations and between-therapist role play. Encourage discussions that value relationships and social interactions. Address rather than ignore concerns about social situations if they arise, with the aim of validating and normalising social anxiety and negative experiences.

2. **Be accessible**

   When speaking to clients, avoid theory, abstraction and didactic style. Use clear, understandable language and agree (with repeated reminders) simple guidelines for the group. Emphasise organisation and structure but be flexible. It is important to assess and reflect on clients’ difficulties and needs, and adapt sessions if necessary. Be personable as a therapist and share own experiences and views. Emphasise mutual acceptance and equality of all clients as well as therapists to create a safe, trusting environment.

3. **Support change**

   Where useful, talk about your own experiences to normalise the exercises and the feelings they may generate. Focus on meaningfulness and values. Notice and use any personal
interests that people mention. Ensure goals are realistic and that people find them meaningful. Identify *new* meaningful and achievable goals, i.e. not things people would have done anyway, to counter avoidance behaviour amongst clients. Support people to find opportunities, to break down activities into small concrete steps, and to anticipate and address challenges. Give affirming feedback. Avoid the word ‘homework’ as some people may have had difficult experiences at school.

4. **Encourage experiential learning**

Openly discuss what to expect, and anticipate negative feelings. Promote honesty and authentic curiosity about others. Provide direct individual support where necessary, but as far as possible involve all people and create an inclusive group where everyone has some voice. Listen to and remember key themes in each person’s story, and use these in later sessions to promote continuity and learning. It has proven practically useful to take a brief note on each participant’s story, strengths and achievements after each individual session. Be empathic and non-judgemental in your understanding, and avoid awkward personal questions. Encourage people to talk to family, friends, and staff about the exercises and their impact.
3. Implementation

Based on our experience in implementing WELLFOCUS PPT, we can make some recommendations for implementation.

**Therapist supervision**

WELLFOCUS PPT therapists should receive regular peer supervision sessions facilitated by an experienced group therapist with at least an understanding of positive psychology principles. The aim of peer supervision is to support therapist reflection and experiential learning about the four target areas of WELLFOCUS PPT, so that through parallel processes their development transfers into and informs their facilitation of PPT groups. The facilitator should therefore use questions which mirror the four target areas of WELLFOCUS PPT. Example facilitator questions include:

- [Positive experiences] What are you enjoying in running your group? What was the most positive experience?
- [Strengths] When are you at your best in the group? When did you really have a chance to show your facilitation skills?
- [Relationships] Is there anything different about your relationships with clients compared with other therapy groups? When do you have the best connection with clients?
- [Narrative] Is running the group just like any other therapy group? Have you ever found yourself slipping into talking too much about symptoms?

**Therapist engagement**

A brief note on each participant’s story, strengths and achievements should be taken after each individual session, preferably jointly by both facilitators. This can serve as a reminder to return to in later sessions and as the basis for the certificate clients receive in the last session. The process evaluation in the pilot RCT showed that clients particularly valued the sense of attentiveness and interest in the individual this conveys. Joint notes in PPT style also help to reinforce a focus on the positive, thus countering therapeutic drift.

**Client engagement**
Optional between-session calls are made to remind people about subsequent sessions and to check how they are progressing with their ongoing exercise. Clients are invited to reflect on the previous session’s content and on their experiences with the ongoing exercise. Support with obstacles and barriers can be offered and motivational problems can be addressed. This should always be carried out using validating and motivational interviewing-based language, emphasising the gains and the learning already achieved by clients irrespective of whether they have completed their planned exercise. Pressure or critique should be avoided. This not only supports attendance and engagement, it also serves as an additional means of reflecting on content, learning and rehearsing.

The RCT process evaluation showed that between-session calls were most highly valued by clients if conducted by the main therapist. However, it is also feasible to employ a secondary therapist to conduct these calls, allowing the client to practise social interaction with a different person.

**Skill maintenance and transference**

Each session starts with a recap of what was covered in the last session, together with prompts where appropriate for participants to share things they have added to their Good Things Box, or to identify a successful savouring experience. To further reinforce change, it may be of benefit to offer optional ongoing booster sessions (e.g. bi-monthly or monthly for three/six months).

Each session is now described in detail. Timings for each part of the session are shown, and use of handouts is indicated using the symbol:

Therapist tips are included where relevant, these are found in the green boxes following each exercise:

*Therapist tips for each exercise.*

Detailed session-by-session guidelines are now given.
4. Session guide

Session 1: Welcome to WELLFOCUS PPT

Rationale

This is a session to describe WELLFOCUS PPT to clients, and outline its main concepts and ideas. Since PPT is strengths-based, it is likely to be quite different to other more problems-based therapies that clients may have experienced. It is therefore important that time is spent in this session explaining WELLFOCUS PPT and what clients can expect from rationale of the therapy and future sessions. Specific emphasis should also be given to the way negative experiences and emotions will be addressed and dealt with throughout the therapy, in order to counter clients’ potential concern that they might be discouraged to share or address negative issues.

Time is given to an ice-breaker exercise, to enable clients to get to know each other and feel more relaxed. This is intended to encourage bonding within the group at an early stage, and make clients feel more comfortable sharing things with others in the group. Anxiety, especially social anxiety, is explicitly addressed and normalised, as are motivational problems and difficulties with concentration or drive that may be frequently encountered in this client group. Further barriers to engagement are elicited in group discussion, and the goal of the therapy to counter them in a positive and fun way is emphasised. The goal is to maximise the intention to attend future sessions.

The WELLFOCUS journals are distributed and their purpose explained. The journal is included as part of WELLFOCUS PPT as a means of giving clients the chance to write down their thoughts, to keep a record of the exercises they complete and their progress, and to provide a reference for the content of sessions. It is brought by clients to each session.

Aims

This session aims to:

(a) introduce WELLFOCUS PPT and introduce and distribute the WELLFOCUS journal
(b) increase future attendance and engagement through
   • explicitly addressing concerns and unrealistic expectations about the therapy
   • giving clients the opportunity to get to know each other and the therapists and thereby reduce anxiety
• addressing and normalising frequently encountered barriers to attendance and engagement in the client group (e.g. concentration problems, lack of drive)

**Session summary**
- Mindful savouring
- Warm up: Pass the ball
- Introduction to WELLFOCUS PPT
- Expectations
- Introducing the WELLFOCUS Journal
- Ongoing Exercises and questions
- Exercise: Pass the ball
- Mindful savouring

**Materials needed**
- WELLFOCUS Music
- Ball
- WELLFOCUS Journals containing all pages in Appendix 1
- Handout 1
- Pens and pencils

**Session plan**

1. **ENTER WITH MINDFUL SAVOURING**  
   **5 minutes**

Welcome clients into the room and invite them to take a seat. Explain briefly that the session will start with some relaxation time whilst listening to music. The following example script may be a useful starting point for therapists.

**Example script:** “Come in and take your time to arrive. Actively listen to and savour the music.” **Pause.** “Take a breath and relax. Let go of the previous part of the day and of whatever has captured your attention before, just listen to the music: Close your eyes if you want to. Just listen to the music and let go of all other thoughts.” **Pause.** “If any thoughts appear in your mind, gently let them go again and focus your attention back on the music. It is normal for our mind to wander, random thoughts come up in everybody’s mind. Just remember to gently let them go again and focus on enjoying the music.” **No introduction or rationale. Begin as the music stops and people...
settle. Discuss positives and challenges of savouring music and explain that this will be discussed in more detail in Session 3.

2. WARM UP: PASS THE BALL  
10 minutes

Invite clients to form a circle. Explain that this is an exercise in which people are going to get to know each other, and learn the names of others in the group. Therapists should briefly introduce themselves first. Describe the exercise: in summary, a ball game where each person passes the ball to another, and as they do so, they should say their own name aloud. Clarify that the ball can be passed along the circle or gently thrown to someone on the other side of the circle. As clients get comfortable with this, introduce a new element – instead of people saying their own name as they pass the ball, they should try to say the name of the person to whom they are throwing the ball.

*Clarify that clients can pass the ball rather than throw it. Make explicit reference to the difficulties that people may have remembering names: normalise and reiterate that it is fine to not remember.*

3. INTRODUCTION TO WELLFOCUS PPT  
15 minutes

Welcome clients to the group and to WELLFOCUS PPT. Explain what PPT is, and how it differs from traditional psychotherapies, focusing on the fact that PPT is strengths-focused rather than problems-focused programme. Include the focus of PPT on people’s psychological assets such as character strengths, engagement, meaning and positive relationships, rather than focussing on any problems they might be experiencing.

*Emphasise that this does not mean clients cannot bring their problems to the group – it more means that the emphasis will be based at how people can use their strengths to help solve problems, and how to take positive experiences out of seemingly negative events.*

Negative issues
Discuss how negative issues will be dealt with. Sessions 1 to 7 focus on positive things in our lives and ourselves. For example, clients identify strengths and positive resources, practice their ability to better notice the good things and to better enjoy positive experiences. Sessions 8 to 11 start to introduce more negative issues, disappointments and frustrations and use the positive strategies and strengths learnt in the earlier sessions to address these negative issues. Hence, WELLFOCUS PPT does not prevent clients from talking about negative issues – these are even explicitly elicited in some of the sessions – but it focuses on using more positive strategies to deal with them.

**Group rules**

Discuss the key group rules, as appropriate for the client group and context. This may include confidentiality and its limits, group guidelines (e.g. regular attendance, punctuality, mutual respect, not interrupting people, switching off mobile phones, etc.), roles (e.g. each client to play an equal role), responsibilities (e.g. being kind to other group members and therapists) and importance of engaging with ongoing exercises.

**4. BREAK**

10 minutes

**5. EXPECTATIONS**

15 minutes

This is an opportunity for therapists to ask clients if any of them had or have any worries about the group. Frequently mentioned concerns may include social anxieties, worries about self-disclosure, concentration and motivation problems. Explicitly normalise these concerns, e.g. the experience of anxiety about starting a new programme, such as those of having a weekly commitment, meeting new people, learning new things. Ask clients to share their worries, if they feel comfortable, so the group can discuss how they can deal with each of them to make the programme more enjoyable and to make attendance easier. Help clients to work through each worry together, and ask if anyone else shares the same or a similar worry to encourage normalisation and bonding.

It is likely that clients will be at different stages of their recovery. Some will find the content demanding and suffer from more illness-related obstacles, while others may find some of the content relatively easy. The past and current experiences of clients will also vary – and sometimes this can make it difficult for clients to connect with the rest of the group. Since this is a positive psychotherapy group, clients are also explicitly encouraged to use their strengths and practise social skills to help each and learn from each other. Therefore, emphasise that
everybody can contribute positive and valuable things – we just need to give it a chance and notice it. At some points a client may be challenged, at another point the same person may be the one who helps another client to understand something or get on with an exercise. Emphasise this mutual help as being a reason to attend rather than to drop out from the group due to differences in recovery stage.

Explicitly address potential barriers to attendance. Openly ask clients what problems they expect to encounter and discuss solutions. Barriers likely to come up in addition to the above concerns include transport problems, memory difficulties and illness-related issues (e.g. paranoia, hallucinations). Discuss how these challenges can be addressed and remember to refer back to successfully solved problems in the following sessions, e.g. praising clients for remembering to come or for successfully countering their paranoid ideas.

6. INTRODUCING THE WELLFOCUS JOURNAL 10 minutes

Distribute the WELLFOCUS Journals to clients. The rationale for using the journals should be discussed.

Research has shown that recording positive experiences is good for emotional and physical health (Fredrickson, 2003). Hence, the group, including the therapists, are encouraged to use the journal as much as they can, to record their experiences and engage with the exercises. Gain from the exercises will be larger the more reflection and repetition clients engage in. This means that writing down experiences in the journal will help clients to gain more from the therapy. Encouraging clients to experience a sense of ownership may also increase engagement and personal learning gains. Hence, clients are encouraged to personalise their journal and view it like a diary – as their private resource – and not like a schoolbook.

Emphasise that the journals are for each client to keep, and that they can write or draw in it to record their experiences, as they want to. Ensure that clients understand that whatever they write, draw or include in their journals is for their eyes only and is not intended to be shown to anyone else. Therefore, clients should not hold back when they express themselves and write about their experiences – since the more they open up, the more benefits they are likely to feel. If after recording their experiences, they decide they want to share them with someone close to them, they are of course encouraged to do that. Encourage clients to continue to work in their journals in their own time. Remind clients that they should bring their journals to each session, since they include the plans for each session (which they can read in advance if they wish to), and also contain their record of experiences.
Ask clients at the end if they have any questions in relation to the use of their journals. Remind clients that they can ask the therapists at any time if they have any queries about how to best use their journals.

7. ONGOING EXERCISES AND QUESTIONS 5 minutes

Briefly introduce the idea of Ongoing Exercises and how they will be used in WELLFOCUS PPT. Explain that the concept of Ongoing Exercises will be discussed more fully in the following session.

Ask clients if any of them have any questions. As the ongoing exercise for this session, invite clients to write down their thoughts about WELLFOCUS PPT, the first session and any other questions which may come up over the following week so they can be discussed at the next session.

8. EXERCISE – PASS THE BALL 5 minutes

Repeat the “Pass the Ball” exercise. Normalise any difficulties of not remembering others’ names.

9. END WITH MINDFUL SAVOURING 5 minutes

After each session description we follow two case studies, illustrating how fictional clients – Sally and George – responded to the session. Both case studies incorporate experiences with many real clients, and demonstrate therapist strategies.

Case Studies

Sally
Sally appeared quite withdrawn and anxious when she arrived at the group, but seemed to settle down into the mindful savouring exercise well. Sally found the remembering the names of people in the group quite difficult in the warm-up exercise, Pass the Ball, and was a little agitated. However, after some reassurance from the therapists that everyone was bound to find it difficult, she joined in enthusiastically.

When asked about specific worries in relation to the group, Sally said she was worried that sometimes she may not be able to complete some of the exercises and that would make her anxious, and that sometimes she may not manage to attend because of her psychotic symptoms making it difficult for her to leave the house. The therapists comforted her that the group was a supportive environment where everyone would learn together. The therapists said that some people would find some exercises easier than others, and that this was likely to differ between people. They reassured her that she could always ask questions if things were not clear. With regard to Sally’s concerns about attendance, the therapists normalised the worries about psychotic symptoms making attendance difficult at times, and said this was something they appreciated. They suggested she discussed this during each between-session telephone call so that the therapists could try to support her to attend the next session.

In the second Pass the Ball exercise, Sally was pleased since she had remembered nearly everyone’s names! She seemed to engage with the mindful savouring exercise and said she was looking forward to coming to the next session since most of her worries had been allayed.

William

William was jovial when he arrived to join the group and seemed to be comfortable talking to the other clients and the therapists. He was quite restless during the mindful savouring exercise and despite encouragement to close his eyes and listen to the music, he spent most of the time looking around the room and jiggling his legs. William joined in the Pass the Ball warm-up with enthusiasm, and although he didn’t get everyone’s names correct, he laughed when he got it wrong which created a good-humoured atmosphere within the group.

William said he didn’t have any particular concerns now that he had joined the group, but that he had previously been anxious about attending the first session. He listened intently to the other members when they voiced their concerns. He said the only thing which may hinder his attendance was his lack of organisation, and that sometimes he forgot about arrangements he had made. The therapists asked if a call the day before and a reminder during the between-session call may be of help in this respect. He agreed and this was noted.
William seemed proud that he had remembered everyone's names in the second Pass the Ball exercise. He appeared more relaxed in the mindful savouring exercise although seemed to struggle with concentrating on listening to the music.
Session 2: Positive experiences

Rationale

Positive responding teaches clients to respond in an active and constructive manner to good news from friends and family. Studies have shown that positive responding (also known as active constructive responding) benefits both the individuals in the conversation and the relationship between these people (Gable et al 2004). Responding positively to someone elicits a positive response back from other people. This can increase positive feelings for each other and can help build relationships over time. However, the other three response styles are negatively related to well-being for both the person with the good news and your relationship with the individual.

The idea of clients sharing a time at which they were at their best helps to remind clients of their strengths, their values, what they enjoy, and things they are good at. This can foster a positive sense of self which can be useful in managing mood, by elevating self-esteem, fostering self-kindness, and providing a basis for better social relationships. However, it should be remembered that such an exercise can also provoke difficult feelings, especially when done the first time. This can be a powerful way of realising that self-respect is something one has to get used to. It is common for people to feel strange when publicly praising themselves – but it is something that can be practised and that can lead to a more positive outlook.

Aims

This session aims to:

(a) understand the concept of positive responding  
(b) start to practise seeing oneself in a positive light by thinking about a time when they have been ‘at their best’  
(c) introduce Ongoing Exercises.

Session summary

- Mindful savouring
- Warm-up: One thing about you
- Introducing positive responding
- Exercise: At my best
- Introducing Ongoing Exercises
- Mindful savouring

Materials needed
Session 2: Positive experiences

- WELLFOCUS Music
- Flipchart (prepared as set out below), pens and scissors
- Blu-Tack
- Handout 2
- Pens and pencils

Session plan

1. ENTER WITH MINDFUL SAVOURING 5 minutes

2. WELCOME AND RECAP 5 minutes
   Invite clients to share any question or concerns they noted down about the group after the last session and briefly discuss.

3. WARM UP: ONE THING ABOUT YOU 10 minutes
   Bring the flipchart into the group, having divided the sheet as follows before the session:

<table>
<thead>
<tr>
<th>Name</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain that this is an exercise where the group gets to know a little bit more about each of the members. Invite each person to write their name in one of the boxes on the left side of the sheet, draw a picture of something which describes something about themselves in the box to the right and briefly explain to the group what they have drawn and what it says about them. Emphasise that the pictures are not intended to be accurate or detailed – just an outline is fine! Therapists should complete the exercise first, and ensure that the pictures they choose are small, accessible, and capable of being drawn (and recognised!) easily e.g. a cat if they like cats, a cake if they like cakes, or a football if they enjoy playing or watching football. Once all members of the group have participated, the therapists should quickly cut down each of the boxes so there is a pile of names and a pile of pictures. One at a time, the therapists should select a picture, fix it to the flipchart with blue-tack and ask the group to remember to whom
this picture belongs. When this has been guessed correctly, the name should be stuck next to
the picture and the exercise continued until all pictures have been correctly associated with a
member of the group. End by congratulating all members on sharing something about
themselves, and that you hope everyone feels they know everyone a little bit better now.

Therapists should normalise the experience of finding it difficult to draw an image, and
humour may be included as an important part of this exercise!

4. INTRODUCING POSITIVE RESPONDING

Describe the concept of positive responding, and explain that the way we respond to other
people in a conversation is important for how we feel about the other person and also about
ourselves. Therapists should role-play the various ways in which people can react to another
in a conversation. See over for guidelines.

Discuss what clients think about positive responding in the group. It is likely that some people
will find it demanding whilst others will find it trivial. Present this as an opportunity to learn from
each other. Normalise the fact that sometimes apparently small or self-evident things can
change a lot.

Explain that positive responding is encouraged as the mode of responding to each other
throughout the course of the therapy. This will serve to internalise and practice positive
responding. Therapists do a role-play of different ways to respond when a friend tells you that
he/she has managed to get some part-time voluntary work:

Passive constructive  That’s nice, that you are volunteering
Passive destructive  Oh. Remind me again when we are going to the cinema next week?
Active destructive  But if you start volunteering, I won’t be able to see you as much.
Active constructive  That is wonderful! I am so happy for you. You will be an excellent
volunteer! What will the work involve?

Give out Handout 2 and discuss the different ways of responding to good news.

5. EXERCISE: AT MY BEST

This is an exercise where clients share with the group a time when they have felt pleased or
proud of something they have done or something that has happened. People may tend to
remember negative events and emotions more than positive ones, because bad events signal
the need to change and therefore are remembered, whereas pleasurable events give little incentive to advance and therefore are more easily forgotten. This preferential memory for negative events has an adverse impact on how we feel and consequently on how we relate to other people. The group is going to do an exercise that encourages everyone to move away from negativity and think about things positively – i.e. to notice the good instead of the bad things about ourselves. Ask each person to spend a few minutes thinking about a time they were “at their best” – a time when they felt proud of themselves. Therapists should clarify the idea further by giving a personal example of an experience about a time when they were “at their best” to guide clients about the types of things they could think about. In doing so, therapists should also acknowledge that it can be very difficult to tell a purely positive story about oneself and normalise this experience.

Therapists should keep their stories and responses brief and use small, accessible examples.

6. BREAK 5 minutes

7. EXERCISE: AT MY BEST continued 20 minutes

After the break invite people to feed back their stories to the entire group. Encourage clients to describe what the positive story tells about themselves, e.g. in terms of strengths. Encourage feedback from the other group clients using positive responding.

Allow as many stories to be told as is possible within the timeframe.

Therapists should respond to people positively and emphasise strengths which arise from clients’ stories. If clients find this challenging, therapists may find it helpful to ask them to consider what others might say about them.

8. INTRODUCING ONGOING EXERCISES 5 minutes

Explain that coming to the group, listening and taking part in the exercises are all great things to do and will help to increase clients’ wellbeing. However, it should be emphasised that in order to make an even bigger difference to their lives, clients are encouraged to carry on some of these exercises outside of the group. Briefly describe the purpose of ongoing exercises, and explain that there will be an ongoing exercise for each session, which will usually be started together in the session, with an opportunity for clients to continue it in their own time.
The ongoing exercise for this week is to note down your positive story “at my best” in your WELLFOCUS Journal. People can use the same example as used in the group or think of a new one. Those who haven’t had a chance to tell their story to the group will be invited to do so in next week’s recap session. Emphasise that drawing or painting is also invited in case somebody doesn’t want to write – or indeed any other form of artwork that enables the person to remember and tell the story next week. Also emphasise that nobody will be forced to tell their story, but simply encouraged to do so if they wish.

9. END WITH MINDFUL SAVOURING 5 minutes

Case Studies

Sally

Sally seemed to really enjoy the “One Thing About You” exercise – showing a talent for drawing. She decided to draw some flowers – and said this represented the fact that she really enjoyed being in her garden. Others in the group complimented her on her artistic skill. She recalled other people’s drawings easily and seemed more comfortable speaking in the group. Sally was quiet when the therapists introduced positive responding, and didn’t seem to have any questions. When probed, she said she thought it was a good idea but something she would do naturally anyway. The therapists said that it may well be the case that some people do this instinctively, and commended her for this.

For her example of when she had been “at her best”, Sally provided an example which suggested that she didn’t fully understand the concept. She talked about a time when she had been in hospital and there hadn’t been any beds left for her. As a result she had a horrible time because she had to move beds every day for a week which she found hard. However, she said after a week the hospital found her a bed and she was very happy about this. The therapists encouraged her to see a positive in the story and to reflect more on it from the perspective of a time she was proud of – that despite the challenges she faced at a time when she was ill, she believed in herself and focussed on getting better, which would be a time when she was “at her best”.
William

William was enthusiastic about the “One Thing About You” exercise – and drew a picture of a lot of stick people, of different sizes. He explained this represented the fact that he was part of a large family, three brothers and two sisters, and that he loved them all very much. When the therapists asked if he saw them often, he said he wasn’t very good at seeing them because he often forgot arrangements he had made to meet them. The therapists suggested that maybe that was something he could work on during the course of the sessions, and William agreed.

William seemed to understand the concept of positive responding, and after seeing the therapists role-play the different responses, said that it really made him happy when other people showed interest in what he was saying and responded positively. He said he would try to do more of this.

William’s example of a time when he had been “at his best” was when he was able to put into practice a skill he had learnt, of taking a step back in difficult situations and not automatically confronting people. He said this was a time a few months ago when his ex-wife was being argumentative which frustrated him. He said he decided to let her say what she wanted to, acknowledge he had heard it and wanted a few days to think about what she had said. He recognised he had become more mature in this way. The therapists asked if this had been difficult for him – he said it had been since there had been lots of things he had wanted to say in response, but he reflected on it after and was happy he had not said those things and had instead given himself a chance to ‘cool off’. The therapists and several clients praised him for his efforts.
Session 3: Savouring

**Rationale**

This session focuses on a technique called ‘savouring’. Savouring involves consciously and actively enjoying experiences or activities. The concept of savouring overlaps with that of mindfulness: the former concentrating on positive experiences in the past, present and future, and the latter focussing on only the present. Research has shown that noticing and thinking about positive events in our lives increases positive emotions, wellbeing, and optimism for the future. Stresses of life can affect everything from our health, diet and work, to our communities, relationships and the environment. As a result, we might feel anxious and tired. Research shows that when people are in a relaxed state, the brain moves into a deeper, richer, mode of thought. Savouring can help us to shift gears and slow down a little. As a result, we are better able to more consciously enjoy the things we encounter. Encouraging relaxation lowers your heart rate, slows your breathing rate and reduces cortisol levels (stress hormones). It can also improve concentration and mood. Relaxation has also been linked to physical health gains, including medical symptoms, sensory pain, physical impairment and functional quality of life (Grossman, Niemann, Schmidt and Walach, 2004). Further, increasing relaxation can in turn increase concentration and academic achievement (Kargar et al., 2013).

Isen et al (1987) found that not only does positive affect generate more expansive cognitive thinking but such thinking may be responsible for the finding that positive affect facilitates memory and creative thought. Further, Fredrickson’s (1998) Broaden-and-Build Theory, developed on the basis of the findings by Isen and colleagues (1987) findings, states that positive emotions broaden people’s momentary thought-action repertoires and build their enduring personal resources. Fredrickson and Losada (2005) also demonstrated that positive affect can lead to human flourishing, suggesting its influence on subjective wellbeing. Bryant (2003) found that beliefs about savouring were positively correlated with present happiness, intensity and frequency of happiness and affect intensity. As people savoured more experiences, negative affect and social anhedonia decreased.

**Aims**

This session aims to help clients:

(a) understand the idea of savouring and its values for mental health; and  
(b) practice savouring of food and music.
Session summary

- Mindful savouring
- Recap of experiences
- Introducing savouring
- Exercise: Mindful eating
- Ongoing exercise: Savouring in your own time
- Exercise: Mindful listening

Materials needed

- WELLFOCUS Music
- Handouts 3 and 4
- Pens and pencils
- Food: Popcorn, chocolate (small pieces, e.g. bar broken into cubes), grapes or other fruit in small pieces
- Drinks: cups of fizzy drinks, juice or water

Session plan

1. ENTER WITH MINDFUL SAVOURING 5 minutes

2. WELCOME AND RECAP 10 minutes

Encourage clients to share their “at my best” stories and how they felt about thinking about the stories writing them down, and about telling them in the group. Elicit problems that were encountered, ask the group to respond to them, normalise and praise achievements.

Therapists should not pressurise clients into contributing, and ask for and encourage volunteers only. Be aware that some participants may only find negative stories or only negative aspects in their story. Therapists should normalise this experience and try to find positive achievement worthy of praise in apparently negative stories.

3. INTRODUCING SAVOURING 10 minutes

Since savouring is a central theme in WELLFOCUS PPT, spend some time explaining the concept to clients. Introduce the aims of the session as above and discuss the idea of savouring. For example, savouring means consciously and actively enjoying experiences or
activities. Explain how savouring can be useful in everyday life, and briefly describe how research supports this notion.

Savouring can be experienced using each of the five senses (sight, hearing, taste, smell and touch) and give examples for each e.g. sight – looking at a beautiful sunset, hearing – listening to a favourite piece of music, taste – eating a delicious piece of cake, smell – smelling a bunch of flowers and touch – stroking a cat.

There are some easy guidelines which clients can use to support their savouring experiences and circulate Handout 3. Discuss each of the guidelines and the examples. Also explain that it is often easier to savour small things to start with, to get a feel for what savouring feels like and how it can be useful.

Finally, explain that in this session we will focus on savouring food and also music. Other areas in which savouring can be applied will also be discussed. Ask if clients have any questions about the concept of savouring.

Therapists should anticipate that some clients may experience inner barriers against enjoyment and may also find the concept of savouring difficult to understand. Therapists should seek to normalise both positive and negative emotions. Emphasis should be placed on the understanding that enjoyment can be very personal.

Some participants may be averse to specific foods, on special diets, or have eating problems. Make sure you offer a range of foods so that at least one thing is likely suitable for everybody.

4. EXERCISE: MINDFUL EATING 15 minutes

This is an exercise which aims to encourage people to think about how to savour items of food. The exercise starts with the clients and therapists savouring some food together. Make it clear that clients do not have to eat the food if they don’t want to, but they can still follow the savouring instructions. Introduce the foods that are going to be savoured e.g. popcorn, chocolate and grapes, and therapists should place the food on a table in the middle of the group (if they didn’t choose to place the food here at the start of the session). Emphasise that what is important is that clients very slowly and consciously enjoy this experience. Invite clients to pick one piece of food and put the food in their hand and concentrate on it. Ask clients to observe the texture and notice the way it feels in their hands. Suggest that clients
look at the difference between light and shade, the structure, surface, smell, their own reaction to the food (e.g. salivation).

*Therapists could use the following script to help guide this exercise:*

_Slowly lift it towards your mouth. Focus on slowing down your pace and doing everything gradually. A gradual slowing down of pace is better than screeching to a halt. Start with a small decrease and gradually reduce it. Observe the way this feels. Are you salivating? Put it in your mouth. Observe how it tastes and how it feels. How does it feel on your tongue? How does the texture change? Be mindful of every step. You don’t have to eat it if you don’t wish to – just observe the way it feels and looks in your hand. How does the light and shade look in the palm of your hand? Feel the weight of it._

Therapists should ask clients to share how they felt about savouring their item of food. They should ask if anyone found the process difficult and also what people were able to take away from the process. Discuss how savouring food – or at least some bites of a meal – might change the experience of eating for clients. Ask clients how the exercise may have changed the way they feel and think about food and themselves.

**5. BREAK**

**6. ONGOING EXERCISE: SAVOURING (MINDFUL DRINKING)**

Either continue by inviting participants to choose another type of food, or change to mindful drinking. Example script: “We are going to think about applying the savouring skills we learned in the first part of the session to drinking. We have fizzy drinks, juice, and water.” Hand out drinks. “Again, you do not have to drink. You can just observe the way the cup feels in your hand or notice how the light reflects on the liquid. If you wish to drink, notice how the liquid feels in your mouth and observe the differences between the liquid and the solid food. Does it taste sweet or sour? Is it cold? Can you feel bubbles?” Repeat if time allows.

**7. ONGOING EXERCISE: SAVOURING (MINDFUL LISTENING)**

Example script: “We have had some food and drink. Now we are going to think about applying savouring to other things. Let’s all be very quiet and concentrate on the quietness and try to enjoy it. Or if we hear sounds, let’s listen to what they are. What can we hear? What are the
sounds in this room? Can we hear sounds from outside? If you hear any sounds, let’s try to take them as they are, mindfully, without naming them but try to savour and enjoy them, just as you did with the food and drink. Is the sound high or deep? Does it vibrate? Does it change in intensity? Does it have a pattern? Can you enjoy the experience of hearing it? Is it a nice sound? And if your thoughts wander off, or if you don’t enjoy the sound, just take your mind gently and slowly back to the room and to the listening.” Pause for reflection.

SAVOURING IN YOUR OWN TIME

Distribute Handout 4.

“I would like you to think about other potential savouring experiences you may enjoy in your own time. Pick one or two areas where you usually hurry through and slow those areas down. This could be eating the first three bites of a meal slowly and mindfully. Focus on peaceful experiences. This might be when you are in the garden, out walking the dog, following floating clouds with your eyes, watching the sunset, feeling the breeze blow, hearing and enjoying the sound and feel of the wind, drinking a cup of coffee in the morning. Try to think about savouring these experiences in a slow, mindful way. Make a note of savouring plans and experiences in your Handout. You might like to pick a particular sense to attend to, e.g. touch or sounds. How does it feel when the water touches your skin in the shower? What do the birds sound like when you are walking in the park? Make a reminder note of any planned savouring activities in your WELLFOCUS JOURNAL.” Discuss possible savouring opportunities.

Some people may be sensitive about food (e.g. weight issues, eating disorders, paranoia). People may find it challenging to concentrate for long periods so offer breaks. Ask people to suggest examples that they might enjoy. Let people “find out” what they enjoy. Identify “common tastes” in the group. Emphasise small pleasurable things (e.g. cup of tea, crossword, the sunshine). Be aware of pleasurable but harmful activities (avoid word "pleasure"). Some people may find hearing voices challenging during mindfulness of sounds.

8. END WITH MINDFUL SAVOURING

5 minutes

Case Studies
Sally

Sally got on well with the recap. She wrote about a time when she had been “at her best”, which was different from the example she had used during the session. She wrote about a time a few weeks ago when she had bought her daughter a delicious cake from the market, and walked it around to her even though it was pouring with rain. Sally said this showed how generous she was and how much she made an effort to do something nice for her daughter. Several clients spoke about how nice this was of Sally, and the therapists suggested that Sally add to her account what it had taught her about herself (i.e. that she was generous and willing to make a considerable effort to do something nice for someone).

She seemed curious about the concept of savouring and clearly understood the concept, contributing some useful examples at the beginning of the discussion. Sally chose a grape for the mindful eating exercise, and followed the instructions well. When asked how the experience of savouring a grape had been for her, she said she had really enjoyed it and it made her realise that she usually just ate whilst doing other things and didn’t take the time to really notice the taste and textures. She said it tasted sweeter than she would have thought and noticed the mottled colouring on one area of the grape. Sally chose a piece of popcorn for the second part of the exercise, and said she hadn’t realised how much like polystyrene the texture of popcorn was! She also noted that popcorn made a “funny” noise when she bent it and that she realised she didn’t particularly like the taste so wouldn’t be having it again!

Sally appeared to have a good grasp of the concept of savouring, and was happy to contribute her ideas for what she could savour that week. She said she would really savour the experience of having a long bath, with bubble bath, and think about the feeling of the water and the bubbles, as well as the smells. She also said she really enjoyed baking, so would savour the experience of baking some biscuits, the texture of the mixture and the smell of the biscuits cooking.

She recognised the fact that savouring needs to be practised regularly to have a beneficial effect – but right from the start, she was able to see the benefits, which for her would be a calming down and blocking out her voices in a positive way. The prospect of this elevated her mood.

William

In the recap William explained he had written about his example that he had given in the previous session, about when he had been “at his best”. When prompted, he said writing it down had made him realise how far he had come and how proud he was of putting a skill into
practice. He also noted other occasions where he felt he had benefited from taking a step back. The therapists encouraged him make a note of his reflections and how they made him feel.

William contributed enthusiastically to the discussion on savouring guidelines and examples of savouring activities. He thought savouring could be easily applied to basically any aspect of life. His openness, enthusiasm and his striving to enjoy life seemed to resonate very well with the concept.

William chose a piece of chocolate for the mindful eating exercise, however within a few seconds he had eaten the chocolate, even before the activity had properly started! He was asked if he wanted to take another piece of chocolate and hold it in his hand and follow the mindfulness exercise along with the therapists. Even though it was hard for him to resist the urge to just eat the chocolate he followed the instructions successfully. Afterwards, he found it difficult to describe how the savouring of the chocolate had felt for him. With some probing from the therapists and after hearing the thoughts of other group members, William offered some relevant insights into how savouring the chocolate had felt for him. He said whilst difficult to start with, he really felt he had tasted the chocolate and didn’t usually notice the flavour but that he did during this exercise. He said he also really appreciated the smooth texture and how it melted when he had left it in his mouth. William then chose a grape, and followed the savouring process well, making some perceptive remarks about the different textures of the skin and the inside of the grape, and the sound made when he squeezed it.

William initially appeared to misunderstand the concept of savouring and instead suggested a list of activities he enjoyed, rather than experiences which he could necessarily savour. His bubbly and energetic nature made it difficult for him to understand the value of slowing down and being mindful of every aspect of an experience, however small it may be. However, after further discussion and with help and feedback from the rest of the group William seemed to understand the concept and provided some interesting examples: enjoying a walk through his local park, looking at and smelling the new flowers which had been planted and spending ten minutes in the morning listening to the birds from his bedroom window.

William seemed to engage more with the mindful listening exercise than with the food, and closed his eyes and appeared to visibly relax his body. In the following weeks he said he really enjoyed savouring music, and had in fact started to do it more at home. He said he sometimes drifted off and started thinking about other things, and found the therapists’ directions to bring your mind back to the music very helpful.
Session 4: Good Things

Rationale

The theory underlying the assumed mechanisms of PPT maintains that humans are predisposed to attend (both cognitively and affectively) to threat alert. This is thought to confer evolutionary advantage – as earlier and more prominent awareness of threat leads to higher likelihood of survival. The tendency to attend to negative experiences, such as threat, loss and trespass, may explain why negative things attract human attention and memory more easily than positive ones. In consequence, humans are biased toward the negative (Seligman et al., 2006). The theory that depressed individuals exaggerate this natural tendency has also been proposed by other influential researchers.

This tendency to notice negative things rather than positives has been called the cognitive bias of depression by Aaron Beck who developed CBT for depression, and this cognitive bias is connected to feeling low about the past, in the present, and with respect to future expectations. However, nowadays – from an evolutionary perspective – it is not necessary for our survival to expect the worst at any time because we are reasonably safe. So the protective effect is lost and just the depressive view of the world and ourselves remains and has a negative impact on mood and on our relationship with other people.

People often spend far more time thinking about things that have gone wrong than they do in enjoying what has gone right. Such a way of thinking can discourage positive thinking and can instead lead to a cycle of rumination. Rumination in psychosis has been associated with negative symptoms and therefore reducing rumination and encouraging thinking about positive things in life may help to reduce negative symptoms such as anxiety and depression. Consciously thinking about what is going well in life, as well as taking small steps to encourage recollection of these events in the future, can protect against low mood and help engender a more positive outlook.

There is evidence that thinking about good things can increase happiness and decrease depressive symptoms. In one of Seligman’s first experiments, he tested the efficacy of a “three good things” exercise (Seligman et al, 2005). Clients were asked to log onto a website daily for seven days and list three things that went well on that day and why they happened. Clients showed an increase in happiness and decrease in depressive symptoms over six months post-intervention. Replications and adaptations of the “three good things” exercise in later research has also yielded favourable results (Gander et al 2012, Huffman et al 2014).

Success has been seen in other therapies which include the collecting of items which reflect positive things in a person’s life, to act as a memory aid when things are difficult. For example,
similar to the Good Things Box introduced in this session, cognitive therapy sometimes uses a “Hope Kit” – which can contain pictures of loved ones, reminders of positive experiences.

Further, WELLFOCUS PPT also focuses on clients recognising what they have done themselves to make the good thing happen. Doing so can help reduce depressive feelings of hopelessness and helplessness and give clients a sense of their independence. When clients realise that they have taken an active role in making something positive happen (even if this is just ‘pulling myself together, getting dressed and leaving the house’), this can foster a higher internal locus of control and motivation. This motivation to take on activities is very important for people with psychosis who experience negative symptoms.

**Aims**

This session aims to:

(a) help clients appreciate how helpful it can be to think about and record good things that have happened to them and look back on these in the future (to try to counter any negative thoughts)

(b) introduce the idea of the Good Things Box and Good Things Cards as resources which can be used not only during the WELLFOCUS PPT sessions but can continue to be used going forward.

**Session summary**

- Mindful savouring
- Recap of experiences with savouring and journal
- Warm up: Stand up who….
- Ongoing Exercise: Good Things
- Mindful savouring

**Materials needed**

- WELLFOCUS Music
- Handouts 5 (one copy per client) and 6 (two copies per client)
- Pens and pencils
- choice of Good Things Boxes

**Session plan**

1. ENTER WITH MINDFUL SAVOURING  
   5 minutes
2. WELCOME AND RECAP  

Encourage clients to feedback examples of savouring and discuss their experiences and how they got on with their journal.

Therapists should probe examples of savouring given by some clients, ensuring that examples are not just of experiences which clients have enjoyed, but are also those where the client has consciously made an effort to slow things down and really think about how they felt at that time. Many clients may also have chosen to savour food or drink, since this is often an experience with which people are more familiar. Encourage clients to continue with savouring other things (e.g. a walk in the park) during the course of the sessions and note down their experiences in their journal.

3. WARM UP: STAND UP WHO...  

This is an exercise which aims to encourage people to think about the pleasant things that they like doing.

Part 1

Introduce the warm-up exercise as a way of familiarising everyone with the concept of thinking about pleasant things that people like to do. Explain to clients that one of the therapists will start off by saying “Stand up who……”, and that if statement applies to them, they are invited to stand up (or raise a hand if they can’t send up for physical reasons). Give some examples comprising activities, not personal strengths, e.g. “Stand up who…..has ever been to the seaside…. enjoys sitting in the sun on a spring day …. likes football….. enjoys being with friends…. enjoys going to the museum, etc. Check that everyone understands before commencing.

Therapist examples during the exercise should focus on good things, and should begin and end as inclusively as possible, with more specific, individualistic statements occurring in the middle and should be mindful to ensure that all clients have at least one example which applies to them.

Part 2

Encourage clients repeat the exercise by standing up themselves in turn and coming up with their own examples and others who identify with the statement can stand up too.

Therapists should also take part in this exercise, and use this opportunity to provide examples that they feel some clients will identify with. Therapists should encourage all
clients to suggest their own examples. Therapists should conclude briefly by asking clients for feedback as to how they found the exercise, being mindful that some clients may have found coming up with their own examples very challenging and may need support to do so.

4. BREAK 10 minutes

5. ONGOING EXERCISE: GOOD THINGS 30 minutes

This is an exercise in which we start to look at some of the good or positive things that happen, what clients have done to make these good things happen, and how helpful it can be to remember these in the future.

Introduce the rationale for this session to the clients, and link this with the warm-up exercises and the previous session in which savouring positive experiences which was looked at. Explain that both the warm-up exercise and the ongoing exercise can help clients identify specific examples of things they enjoy doing, i.e. good things. This helps to avoid defensive thinking styles and aids clients who may have trouble finding something they enjoy. Noticing what they have actively contributed themselves to make the good thing happen increases clients’ sense of empowerment and a more internal locus of control. This can increase motivation and confidence, and help people get more active. Therapists should each talk about a good thing that has happened to them recently, using positive responding.

Therapist examples should be small and accessible, for example, “I started/finished to read a book last evening” or “I enjoyed having coffee with a friend at the weekend”.

Good Things Boxes and Good Things Cards

Introduce the Good Things Boxes and explain to clients that these are being given to them to keep as a place to put reminders of good things that happen to them. Invite the clients to pick a box that they want. Describe how the box can be used: clients can collect objects that represent a good thing that has happened (e.g. a picture from a paper to represent that they have enjoyed reading something, a sugar bag from a café to represent that they have enjoyed having a cup of tea there). They are free to personalise the boxes as they wish.
Introduce the Good Things Cards using Handout 5.

Explain that these can be used to make a short note of a good thing that has happened to you that day as an alternative to putting an object into the box. Make clear the rationale for using the Good Things Box – as a reminder of positive experiences so the boxes can be opened, prompting recall of past positive events which can lift mood and encourage hope and optimism. Also as a reminder of their own power to make good things happen. So it is important to also write down briefly what they did themselves to make the good thing happen. Remind clients that it is important to put a little note on collected items to remind about when, where and why they were chosen – this will help them remember the good thing later.

Give out copies of Handout 6 to each client for their Good Things Box.

Ask clients to try to think of at least one good thing that has happened to them in the past few days. Emphasise that good things can be small (such as going for a nice walk or enjoying a meal) as well as being bigger (such as enjoying a birthday gathering with some friends). Ask clients to fill out a Good Things Card for each good thing they come up and to put these in their Good Things Box. Explain the importance of also thinking about what clients have done to make these good things happen. For example, meeting a friend for a coffee would mean a client has likely made contact with the friend, agreed to go for coffee, been motivated enough to leave the house, arranged how to get to where they are meeting and have spent time with their friend. Emphasise how important it is that clients do not underestimate how much they have done to make each good thing happen and that they note this down on all Good Things Cards they complete, together with the date that good thing happened. Make it clear that any piece of paper can be used instead of a Good Things Card. They should also be encouraged to do the same for items they put into their Good Things Box, and can do this in their journal.

**Using Good Things Boxes and Good Things Cards going forward**

Discuss how clients can make the best use of their Good Things Box and Good Things Cards going forward. Explain that this is not something just to be continued during the therapy but the intention is that clients continue to use their Good Things Box going forward after completion of the therapy. Encourage clients to set some time during each day (maybe at the same time each day to make it a habit, e.g. just before bed) during which they can spend a few minutes reflecting on good things that have happened that day and either add an object to their Good Things Box or fill in a Good Things Card. Suggest that keeping the Good Things Box in a prominent place may make remembering to think about good things a bit easier, and
that for some people it may be beneficial to enlist the help of friends or family to remember good things and add to the Good Things Box.

Say that there will be a short discussion at the beginning of the next session where clients can share with the group some of the things they have put in their Good Things Box over the last week, and that some time at the beginning of each session will be spent seeing how people are getting on with their Good Things Box. Tell clients that they will also be invited to bring their Good Things Box to the last session to show the group some of the things they managed to add to their boxes.

Therapists should try to normalise the experience of having no good things on some days but invite people to continually look through their journal and in their Good Things Box to remind themselves of good experiences they have had. Explain that it is often difficult at the start to think about good things each day. People often have high expectations, but big things happen only rarely. The goal of this exercise also is to notice the small good things that make our every days better and more positive – such as using the savouring skills they learned last session. Encourage people to be creative in recording good things, especially for those who may find reading and writing challenging (e.g. using more objects, drawing and painting, cutting out pictures). Be sensitive to clients having difficult personal or home lives. Be aware that some clients may require more support than others to identify good things and that for some clients, remembering good things may also be depressing. This dialectic of positive and negative should be acknowledged and clients supported to embrace the positive side of an experience even though sadness or disappointment may also come with it.

6. END WITH MINDFUL SAVOURING 5 minutes

Case Studies

Sally

Sally found this a difficult session to engage with. A naturally shy person, she seemed to find the warm-up exercise daunting, especially at the beginning where she did not stand up very often in response to suggested examples of activities people may like doing. She appeared to find it helpful when one of the therapists explained during the course of the exercise that it was normal for people to not have participated in a lot of the activities before, and that people
should not feel bad if they had not stood or put their hands up very often. After this her demeanour changed to be a lot more positive. When the exercise moved on to clients suggesting their own examples of things they liked doing, it took a lot of encouragement for Sally to contribute her own examples. When the difficulties for clients thinking of their own examples were discussed, Sally said that she didn’t feel like there was anything she really enjoyed doing. After further support from the therapists, explaining that often these were very small things, rather than big events, and giving some examples, e.g. watching a favourite TV programme, Sally offered a few of her own examples and seemed pleased when other clients stood up and agreed that they found such activities enjoyable.

Sally was excited about the prospect of having a Good Things Box and chose her box happily. When one of the therapists asked everyone to think about a good thing that had happened over the last few days, Sally ventured that she couldn’t really think of anything. With some prompting and on listening to examples of other clients she wrote briefly about how much she enjoyed seeing a friend who came around for dinner. She struggled to make the link between the good thing and how she had made that happen. The therapist normalised this by saying often people under-emphasise the things they had done to make that good things happen. One of the therapists suggested that Sally had actually had to do many things to make this good thing happen: contacting a friend, buying the food and preparing the dinner, and not cancelling the meeting even when she didn’t feel like seeing her friend. Sally embraced these suggestions and agreed that she had taken steps that had made the good thing happen. Sally seemed happy to carry on the activity at home.

**William**

William approached the warm-up activity with enthusiasm. He stood up in response to a lot of examples, and was happy to offer appropriate examples himself when asked. He also followed the lead of the therapists and responded positively to many of the clients when they came up with their own examples.

He picked a Good Things Box and quickly completed four Good Things Cards in the session. When invited to share what good things he had chosen for his Good Things Cards, it became apparent that William was picking examples of what he had done or accomplished over the last few days (for example, making dinner or going shopping), rather than thinking specifically about something which was good or pleasurable. The therapists initiated a brief group discussion about the differences between activities which people simply get done and those ‘good things’ which enrich one’s life. The therapists acknowledged that accomplishing tasks and activities obviously may take an effort and getting things done warrants self-praise,
satisfaction and pride. However, ‘good things’ are those things which you can consciously think about as a positive experience and one which you enjoyed. These may be small things, but they may be larger things, such as a birthday party. The therapist probed as to which of William’s examples he had really enjoyed doing and could be something he could remember in the future to remind himself of a good thing that had happened. On reflection, William chose one activity – going to a painting class at his local day centre. He changed what he had done to make the good thing happen from “going to the class” to “checking the timetable for classes, getting organised to go, getting on the bus and arriving on time, being sociable with other people in the class.” William seemed pleased and even proud when he thought about what he had done in order to go to the painting class and said he would carry on the activity at home.
Session 5: Personal strengths

Rationale

Simply identifying your key strengths is said to be able to help an individual develop a more strengths-based, positive identity (White, 2002). This helps people to separate their sense of self from negative events in their life. Further, awareness of one’s strengths also helps people to develop goals congruent with their strengths – therefore doing what people naturally do best (Snyder, 2002).

Research shows that strengths enable us to act in ways that contribute to our wellbeing and the wellbeing of others. Character strengths (e.g., kindness, teamwork, zest) are distinguished from talents and abilities. Athleticism, photographic memory, perfect pitch manual dexterity and physical agility are example of talents and abilities. Strengths have moral features, whereas talents and abilities do not. Increasing awareness of strengths encourages people to more effectively apply themselves at work and at play by approaching tasks in a way that better uses their abilities. In turn, doing better at things can lead to an upward spiral of engagement and positive emotion. Positive emotion can encourage optimal functioning and enhanced social openness (Garland et al, 2010). Research suggests that initial positive emotional experiences predict future positive emotional experiences, by broadening cognition, positive coping repertoires and increasing interpersonal trust (Burns et al., 2008).

Using your strengths can put you in a ‘flow state’ – where you are absorbed and interested in the task at hand and it is appropriately challenging but not too difficult. Flow is characterised by intense concentration, loss of self-awareness, a feeling of being perfectly challenged (neither bored nor overwhelmed), and a sense “time is flying”. Flow is intrinsically rewarding; it can also assist in the achievement of goals (e.g., winning a game) or improving skills (e.g., becoming a better chess player). Anyone can experience flow, in different domains, such as play, creativity, and work. Flow is achieved when the challenge of the situation meets one's personal abilities and therefore using your strengths can put you in a slow state. This can encourage the feeling of achievement and satisfaction and help to give meaning in life.

However, over-using strengths can also be detrimental. It is important to see that some of the negative things in our life actually stem from overusing a strength. For example, overusing the strength of curiosity can turn into nosiness and provoke rejection from other people. Realising this and viewing critique in a more positive way (i.e. as an overuse of a strength) can make it less hurtful and easier to change (positive reframing). For example, there may be a way to more constructively use curiosity. Overusing strengths may also have negative consequences, for example kindness may lead to exploitation by other people. Viewing the feeling that others always take advantage of oneself as an expression of your strength rather than your
weakness can be empowering and make it easier for people to e.g. assert themselves better. This session will explain why it is important that clients know, realise, and practise their strengths but at the same time do not over-use their personal character strengths.

**Aims**

This session aims to:

(a) explore character strengths and why recognising them is beneficial  
(b) discuss how over-use of strengths can have a negative impact  
(c) help clients identify a personal character strength they possess and find a way to further develop it.

**Session summary**

- Mindful savouring  
- Recap of experiences with Good Things Box  
- Warm up: The Last Roll  
- Exercise: Personal Strengths  
- Ongoing Exercise: Identifying a personal character strength  
- Mindful savouring

**Materials needed**

- WELLFOCUS Music  
- Handout 7  
- Strengths pictures (shown in Appendix 3)  
- Rolls of toilet paper  
- Pen and pencils

**Session plan**

1. ENTER WITH MINDFUL SAVOURING  
   5 minutes

2. WELCOME AND RECAP  
   5 minutes

Discuss experiences of collecting good things in the Good Things Box and filling in the Good Things Cards.
3. WARM UP: THE LAST ROLL  

10 minutes

This is an exercise which encourages people to share things about what they think they are good at and for people to get to know each other better – there are likely to be some laughs as well!

Pass around the toilet paper roll and ask each person to tear off as many sheets as they normally use, then pass it to another member of the group and ask them to do the same. Don’t explain the purpose at this point – it just adds to the mystery! Continue until everyone in the group has torn off some paper.

Once the roll has been around to everyone, explain the next part. For each piece of paper torn off, everyone must reveal one thing they think they are good at. Clarify that the thing they are good at can be simple, e.g. being kind to people or being punctual. Therapists should start the exercise with their own examples. If some people have taken many pieces of paper and others few, invite people to share their collection of paper if they wish.

Therapists should try to link people’s examples with possible strengths and promote discussion.

4. EXERCISE: PERSONAL STRENGTHS  

15 minutes

This is an exercise which starts to link good things with personal strengths, and aims to help clients identify a personal character strength.

Discuss the rationale for including sessions on personal strengths in WELLFOCUS therapy and make the link from the last session when people were encouraged to think about good things that have happened. When a good thing happens, this can show people one of their strengths and often good things in life happen because of our strengths. Further, research shows that strengths enable people to act in ways that contribute to our wellbeing and the wellbeing of others. Distinguish character strengths (e.g. kindness, teamwork, zest) from talents and abilities (e.g. being able to run fast, having a photographic memory). Emphasise that strengths also have moral features, whereas talents and abilities do not. Explain that the session will help increase clients’ awareness of their strengths and promote positive emotions. However, highlight that this does not mean that problems are forgotten or not acknowledged: sometimes there will still be problems but that identifying and using strengths can be one method to cope with problems.
Ask clients to think about strengths that may be associated with some of the good things in their Good Things Box. Encourage discussion about specific strengths which each good thing could indicate and support clients in giving praise to each other. Try to foster an understanding that human strengths are as real as human weaknesses.

Therapists should also take part in this exercise and suggest strengths which are indicated by a good thing in their Good Things Box. Therapists should facilitate group interaction: therapists and clients should support one another to identify, articulate, and believe in strengths. Therapists should normalise strengths: “everyone has strengths”, “everyone is valued”. Therapists should also encourage positive responding by role-modelling. For example:

“I went out for a run yesterday despite the fact that it was drizzling”

“What made it so worthwhile for you?”

“Well, I didn’t like it when I started but I did it anyway because I knew I would really feel good about myself later. And actually, whilst I was running, I sort of enjoyed the slight cool rain in my face.”

“What did that show you about your character strengths?”

“I think it showed that I am persistent and also, though this may not be a character strength, that if you conquer your inner resistance there are always things you can enjoy, even a bit of rain.”

Overuse of strengths

Explain that sometimes over-using a strength can be a potential problem. For example, if someone’s strength is kindness, but they are so kind to people that they get taken advantage of, then this over-use of a strength can be problematic. Another example is the strength of curiosity – if this is over-used it may be perceived as someone being nosy rather than curious. Similar, a strength of bravery may be detrimental if over-used, if this leads to risk-taking and putting yourself in dangerous situations. Therapists should also seek to use this way of thinking in this session and future sessions if appropriate with respect to any examples or situations a client shares. For example, therapists can encourage clients to re-frame problems or negative experiences using the concept of over-use of strengths, and to help them find positive ways of approaching their problems.
6. ONGOING EXERCISE: IDENTIFYING A PERSONAL STRENGTH  30 minutes

Distribute the character strengths pictures around the room (e.g. on free chairs, noticeboards, the floor). Explain that these pictures may make the group think of certain character strengths. Suggest everyone walks around the pictures and think about which strength(s) may be associated with each one. Therapists should separate and speak to clients individually as they are walking around the pictures and encourage them to share which strength(s) they identified. Clients should be encouraged to try to identify with the pictures and strengths and explain why they identify with it. Further, clients should be asked to think about how the strength manifests in their lives.

Encourage each client to pick two pictures which represent their strengths, and return to sitting in the group. Therapists should then ask each client in turn to explain why they identify with their pictures, and to describe how the strength manifests in their lives. Feedback from the group using positive responding should again be encouraged. Therapists may find it helpful to start with their own examples.

After each client has had a chance to share their thoughts on the two pictures they have chosen, ask everyone to spend some time over the next week writing in their journal about each picture and the strengths they identified.

Therapists should empower and assist clients to identify strengths, recognising some clients will find this a challenging exercise.

An example of a client’s thoughts about a picture in relation to their strengths is as follows:

“I quite like the picture with the autumn leaves. For me personally this shows an appreciation of beauty as one of my strengths. Beautiful things and moments are something I value very much. I like flowers, and the park, and the ducks in the park, and beautiful pictures and so on. Probably I don’t give myself the opportunity to enjoy beauty enough. I think I will have to focus more on this in daily life.”

Therapists could also prompt clients to think about what friends or family would say the client’s strengths are.
Ask clients to notice how their chosen strength manifests itself in their life and to make notes of that in their journal.

Circulate Handout 7 as a reminder of the strengths pictures.

This activity can be started during the session if time allows. Encourage clients to discuss their strengths with their friends and family.

7. END WITH MINDFUL SAVOURING 5 minutes

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Case Studies

Sally

Sally shared that she had put a photo in her Good Things Box of her friend’s dog. This represented a day last week when she had taken a walk in the sun with her friend and her dog. She had really enjoyed catching up with her friend and throwing the ball for the dog in the park. Sally hadn’t made a note of the date this happened or what she felt she had done to make this happen. When prompted, Sally was unsure about what she had done in this respect. One of the therapists asked Sally if she had made the arrangement with her friend beforehand, and Sally replied that her friend had called her up the day before and asked if she wanted to join her walking her dog the next day. The therapist then suggested that perhaps Sally had to do quite a few things in order to make the event happen: set an alarm and get up in time, check bus times and be on time for the bus and meet her friend as arranged – thereby honouring a commitment. She also spent a couple of hours with her friend, not always talking or properly following what her friend said because of her voices in the background, but still keeping up a conversation, and she timed her return to catch a convenient bus. Sally said she hadn’t really thought about it like that, but began to appreciate that even seemingly small things do require quite a lot of effort.

Sally only took two pieces of toilet paper, and said that she thought she was good at listening to people. Other group members responded positively, saying that they agreed. Sally struggled for another example, but after some prompting said she thought she was quite good at baking cakes and it was something she enjoyed. The therapists modelled positive
responding, which was mirrored by other members of the group. Sally agreed to note these examples in her journal.

Sally chose a picture of the man running up the steps and the picture of one “happy” face among many “sad” faces. She gave an excellent account of the first picture: she thought the picture represented the strength of perseverance and she said she identified with it because she had been through so many difficult things in her life but had kept going and managed to overcome them. She said this strength had been of real use to her and that she will continue to use it in the future. Her good thing story also reflected this strength in several ways. When prompted to ask what over-use of this strength might look like, Sally suggested that if she really needed support but unrealistically hoped things would be fine without and she carried on, this may be ultimately detrimental to her health. She therefore said that she had to remember to keep this strength in balance and not to over-use it, i.e. also ask for help if needed or give herself a break if things got too tough. Sally identified with the second picture because she said she had a strength of often being happy whilst other people were sad. One of the group members suggested an alternative interpretation – that of optimism rather than happiness. Sally liked this idea and said she identified with this as well, in that she had learnt that optimism can help challenge negative through processes and keep on going.

**William**

William had not put any objects in his Good Things Box but had written eight Good Things Cards! He shared some of the good things he had noted, however it appeared that he had written down each activity he had done every day, rather than thinking about a good thing that had happened e.g. he went to the shops to buy some lunch. The therapists worked to help William understand this, and to discuss some of the activities he had done from the perspective of good things that happened to him. William suggested that a good thing that had happened was that his mother had come around and taken him for a coffee and to the cinema. William had really enjoyed catching up with his mother and also the film that he watched, and the therapists supported him in noting this on a Good Things Card. The therapists asked William to think about what he had done to make this good thing happen. He said he had got himself dressed and ready to leave on time when his mother came around and had really made an effort to have a conversation with her and ask her about what had been going on for her recently. The therapists reminded him to make a note of this on his Good Things Card.

William took four pieces of toilet paper. He said that he thought he was good at managing his anger now he had worked on it, playing with his children, chatting with friends and small home
repair projects. The therapists encouraged him to talk in more detail about one of his examples and what he think it showed about him. He said last week when he saw his children, he organised a day of activities and had saved money for them to go on their favourite rides at the fair. He was proud that they had really enjoyed their day and thanked him. The therapists suggested that this may show William has a strength of being a loving, caring and fun father. William smiled and agreed with this, and wrote down the examples in his journal.

William chose a picture of many ants together lifting a branch and one with colourfully dressed children jumping. He said he identified with the picture of the ants since he thought that one of his strengths was helping people. One of the therapists asked if he liked working with other people, since there were quite a few ants “working” together. William said he really enjoyed working with others and had been commended on this in a recent volunteer placement and decided that the picture reminded him of both of these strengths. He said that the children jumping reminded him of his strength of his attitude to life – that he was usually approached things with enthusiasm.
Session 6: Personal Strength Activity

Rationale

Once people have identified some of their own personal strengths, research has shown that putting these strengths into action can yield positive benefits. For example, Seligman et al (2005) in his experiment “signature strengths” found positive changes at six months post-intervention. They defined “signature strengths” as those strengths that are typical for a person and that truly represent the constitution of a person – and that they are strengths pursued as a result of inherent motivation. Clients were asked to use their top five strengths in a new way. Mitchell et al. (2009) conducted a similar study of signature strengths-interventions and found an increase in subjective well-being at three month follow-up, compared to a placebo control. They also used a variation of this intervention and asked their clients to choose their perceived top three strengths from a list. Clients were then instructed to share these strengths with a friend and to incorporate them in their daily lives. Emmons and McCullough (2003) found that a strengths based intervention showed positive effects on happiness and depressive symptoms compared to control group. Gander et al (2013) also found positive effects of activities involving using personal strengths.

Aims

The aim of this session is to plan and carry out a personal strength activity using the character strength identified in Session 5.

Session summary

- Mindful savouring
- Recap of identifying personal strengths
- Warm up: Playing to your strengths
- Exercise: Identify a personal strength activity
- Ongoing exercise: Plan and carry out a personal strength activity
- Mindful savouring

Materials needed

- WELLFOCUS Music
- Handout 8
- Flipchart
Pens and pencils

Session plan

1. ENTER WITH MINDFUL SAVOURING  5 minutes

2. WELCOME AND RECAP  10 minutes

Therapists start by going around the group and asking people if they can remember the strengths they identified in the last session. If anyone has difficulty in remembering, prompt them, along with the rest of the group to encourage them to remember. Therapists should use positive responding to understand how clients usually use their strengths in daily life to tune them in to possible activities. Also ask about one example of a good thing that has happened and if anybody wants to feedback on something they have actively savoured.

3. WARM UP: PLAYING TO YOUR STRENGTHS  10 minutes

Explain that the group will be split into two (assuming a minimum total group number of 4) and they will each be asked to spend five minutes thinking of a short poem which they will present to the group. Suggest that tasks which can be assigned could be: ideas for the poem, reading out to the group, writing out the poem on a flipchart. Separate the group, give them pens and paper and set a timer for five minutes. Encourage the groups to have each member say which bit they think they would be best at, and to share around the tasks in this way. Each therapist should work with a group and make sure they explicitly assign the tasks in this way. At the end of five minutes, ask the groups to come back into a circle and present the poem (using as many people to present as they want to, using the flipchart as well).

Conclude by explaining that this was a challenging exercise but that people identifying and using their strengths meant that in a short time, the groups were able to accomplish their aims. Encourage positive responding. Discuss how this made people feel, especially focussing on positive feelings.

4. EXERCISE: IDENTIFY A PERSONAL STRENGTH ACTIVITY  10 minutes

This is an exercise in which clients identify and plan an activity which uses one of their personal strengths.
Introduce the exercise by linking it with what was discussed last session: identifying personal character strengths. Reiterate that strengths usually serve us best when life is difficult. For example, when one is depressed, having and using strengths may enable strong family, and social support, or they may help to have positive emotions to work against negative feelings. Emphasise that everyone possesses strengths and they can be considered part of the “real me”. Explain that this session is designed to encourage the group to start to practise those strengths, to explore them, and to find out how good it can feel to do meaningful things that correspond both with one’s interests and strengths. Doing this will build on the personal strengths identified in the last session as well as on the savouring skills to maintain focus on the chosen activity.

Explain that in this session, everyone is going to think about an activity that corresponds to one of their personal strengths. Emphasise that it is often difficult to decide what we want to do at all, even though we know our strengths. Also note that often we do not always have the luxury to do what we really, really want as there are things outside of our control. Very often things we like doing naturally coincide with our strengths. That doesn’t mean that we are necessarily doing a lot of this activity. Initiate a discussion within the group about possible activities for each client, and therapists should also join in with their suggested activities. Guide the group to start the discussion by thinking of their personal strengths and then activities which may be associated with those strengths (e.g. a strength of sociability could link to an activity of meeting a friend at a day centre for a volunteer group). Encourage each client to explain how the activity links to one of their personal strengths.

*Example personal strength activities to guide therapists are included in Appendix 3.*

Therapists should emphasise choice as well as a meaning in the activities. Therapists can refer back to what clients have said in previous groups, and suggest they think about what is in their Good Things Box if they need some inspiration. Clients could also be asked if there is anything they did previously that they really enjoyed that they would like to get back into doing again.

Therapists should discuss potential barriers to identifying activities and be realistic about potential activities. Therapists should also be mindful that clients are not suggesting activities primarily because they enjoy doing them – and that they are thinking about their personal strengths and choosing an activity which uses such strengths.

Therapists may also suggest that clients complete an activity with a friend or family member, or another member of the group if appropriate. Other possibilities may be to involve a care-coordinator or support worker.
5. BREAK 10 minutes

6. ONGOING EXERCISE: PERSONAL STRENGTH ACTIVITY 20 minutes

This exercise builds on the personal strength activities suggested in the previous exercise, and helps clients to plan and carry out one of their activities over the coming week.

Explain to the clients that this next exercise involves planning and carrying out one of the personal strength activities that they each developed earlier in the session. Continue the discussion about personal strength activities from before the break until everybody has chosen a suitable activity. Encourage everyone to feedback their chosen activity to the group and say how it corresponds with their strength and why they have chosen it. Help clients find an alternative activity if the one they picked seems unsuitable, unrelated to strengths, or unrealistic to be achieved.

Emphasise that the reason for planning an activity ahead is to try to avoid the common situation where people have ideas of what they would like to do, but do not ever carry them out. For example, we often have good intentions, e.g. want to spend more time with loved-ones, self-care or creative pursuits, but our behaviour is not consistent with our good intentions. This may be the case if we spend more hours in front of the computer or television. Clarify that it is therefore important to consider, when planning an activity, to think about any potential barriers that may stop you doing what you want to do, and how these may be overcome. Clients should also be explicitly encouraged to choose an activity that they don’t usually do rather than something they are used to doing.

Ask clients to think about one of their personal strength activities and discuss the key areas which should be considered when planning this activity: including goal-setting, things needed, specific steps, expected difficulties, ways around difficulties and any other concerns. Encourage each client to share their idea for a personal strength activity and any thoughts they have about the key planning areas.

Therapists should take care to ensure that suggested activities are (i) relevant (reflect an identified personal strengths), (ii) realistic and possible, (iii) not an activity which the client usually does. Where it appears that a suggested activity does not meet one or more of the above, therapists should explore the potential problems more thoroughly and suggest other activities if appropriate.
Therapists distribute Handout 8 and ask clients to complete it as fully as possible, in light of what the group has just discussed.

Encourage clients to be open with any questions or problems they may have with planning or carrying out the exercise. Allow time to go through the worksheets together. Therapists move around and check what people are writing, discuss individually for some minutes while other group members are working on their own. Make sure at the end, everybody has a realistic plan. Ask clients to carry out their personal strength activity before the next session and to record their experiences in their journal.

Therapists should briefly discuss how clients can approach the activity if a barrier arises that has not been anticipated e.g. are there any ways around this problem? If there are not, can I change the activity slightly or consider a different activity? Therapists should also normalise feelings of anxiety when approaching the selected activity and recognise that in some instances, clients may not be able to complete the activities. In this case, in the next session, the group will help to think about how those clients can be helped to overcome these barriers.

8. END WITH MINDFUL SAVOURING 5 minutes

Case Studies

Sally

Sally remembered her strengths of perseverance and optimism which she identified in the last session. She also offered a good thing which she had put in her box: a ticket she kept from going to the cinema with a friend, which she said she had really enjoyed. When asked what she had done to make it happen, she said she had saved enough money, made a commitment and followed it through.

Sally was quiet in the warm-up exercise and was reluctant to speak up about which part of the task she could be good at. One of the therapists prompted her and another member of the group to suggest a part they thought they could do. Sally said this would probably be helping to generate ideas for the poem and writing it, as long as someone else did it too. Another member offered to do this with her, and the remaining members took the other tasks. Sally
worked well with her partner and produced a very comical short poem, which was very well-received by the group. Sally said it was quite challenging and she felt quite pressurised and anxious but it was a great feeling to have spoken up about what part she felt comfortable taking on and to have received such great feedback. She noted this in her journal.

Sally found identifying a personal strength activity quite difficult. She couldn't really find anything which she wanted to do which was related to her strengths. The therapists encouraged her to think about other strengths she might have as well. After some prompting, Sally said she would go to an arts and crafts class which was offered at her local community centre: it was something she always wanted to try but felt shy because she didn't think her art skills were good enough. So she said she would use her strength of perseverance to try out one session and see if it was something she enjoyed doing. Sally was happy to put down a day and a time to do this since the classes only run once a week. She identified a major barrier as being her anxiety on the morning of the class may make her feel negatively about going and make it more difficult for her to leave the house. The group helped Sally to think about ways to tackle this barrier in the event it was a problem: have a plan for the day, deep breathing and positive thoughts if anxiety levels increase, calling a friend before the class, and making her favourite sandwich to take with her. Sally was smiling at the end of planning her activity and seemed optimistic about the prospect of carrying it out.

William

William recalled one of the personal strengths he had identified in the last session, enthusiasm, but had to be prompted to recall his strengths of helping people and working with others. He gave a big smile when the group reminded him. He said he had savoured his tea every morning – he realised it was something he missed when he didn't have it, so really tried to take the time to sit down and think about its flavour, consistency and temperature.

William offered to read out the poem, saying that he quite liked amateur dramatics so if other people didn't mind, he could do that part of the task. He still helped other members with their parts of the task and was a good team-player. He read out the poem very well and was congratulated by the group. He said he felt really pleased he had done such a good job and that this would encourage him to put himself forward for more things in the future.

For William’s personal strength activity, he suggested that he went along to his community centre and helped people learn how to use the computers. This was something he had mentioned in earlier sessions which he did as a mentor to new joiners. For this reason, the therapists congratulated him on having the skills to do this, but encouraged him to try to think of another way of using one of his strengths that he hadn't done before. William said there had
been an opportunity to join a gardening club and meet as a group once a week to design a small plot and then work together with a small budget to build a garden. He said he was very interested in doing this but was worried he had no experience. The therapists suggested this may be a really good idea that was aligned with his strengths of working with others and enthusiasm. William seemed pleased with this idea, and wrote down that he would find out when the group was and sign to start up that week. William was encouraged to think about how we could overcome any potential barriers to going to the gardening club. He said not getting ready early enough to get the bus, but said he could set his alarm and make an effort to be there earlier to give himself some time for delays. He wrote this down on his handout and said he would complete the rest with the dates when he had found out when the club was on.
Session 7: At My Best

Rationale

This session addresses the need for repetition and rehearsal of what clients have learnt. Cognitive impairments in people with psychosis can mean that repeating material and giving time to practice what has been learnt are important, both in the session and at home. This is a key part of WELLFOCUS PPT – ensuring that gains are maintained by giving clients the chance to talk about their ongoing exercises, Good Things Box and savouring experiences, as well as including two sessions specifically intended to go over what clients have learnt to far and discuss how they can maintain these gains (this session and Session 12).

The session also introduces the second half of WELLFOCUS PPT which focuses on how negative experiences, disappointments or difficulties can be dealt with using the positive strategies learned during the earlier sessions of WELLFOCUS PPT. Our experiences showed that some clients find this transition difficult, so this sessions addresses the change: plans for the next sessions and discussions about clients’ concerns.

Aims

This session aims to:

(a) show clients how giving and receiving compliments can be enjoyable and beneficial
(b) give clients the opportunity to share what they have collected so far in their Good Things Box
(c) allow clients to think about and share another time at which they have been at their best
(d) discuss ways in which learning and progress made across the sessions can be maintained.

Session summary

- Mindful savouring
- Recap of experiences with personal strength activity
- Warm up: Compliments
- Recap of good things
- Exercise: When I’m at my best
- Ongoing exercise: Maintenance of gains
Introduction to next sessions
Mindful savouring

Materials needed
- WELLFOCUS Music
- Handout 9
- Pen and pencils

Session plan

1. ENTER WITH MINDFUL SAVOURING 5 minutes

2. WELCOME AND RECAP 10 minutes

Therapists should go around the group and ask clients to feedback their experiences of their personal strength activity. Encourage positive responding and acknowledge the things that each client had to do to make these activities happen. For those clients who were unable to complete their personal strength activity, respond encouragingly, appropriate to the circumstances e.g. highlight their strengths in choosing that activity and planning well, suggest changes which may enable the client to carry out the activity in the following week, or acknowledge sometimes things are hard to carry out but that doesn’t mean the client should get despondent.

Ensure clients are encouraged to develop further strengths other than the ones they picked and used in their personal strength activity.

3. WARM UP: COMPLIMENTS 10 minutes

This is an exercise which encourages people to see how it feels to receive and accept compliments and how to give them to someone else. It aims to enhance a positive view of the self and one’s role in the group, and practices the social skill of positive interaction with others.

Part 1

Circulate Handout 9 to each client.
Ask clients to write their names at the top of the piece of paper and place it on the floor in front of them. The therapists should do the same. Ask the group to get up and move one seat to the right and take the piece of paper and write something nice about the person who is named at the top. Provide some examples e.g. “friendly”, “nice smile”, “wears smart shoes”. Ask everyone to move to the next seat on their right and again, write something nice about the person who is named at the top. Carry on this activity until people return to their original seat, where each person should have a list of compliments under their name.

Part 2

Give clients a few minutes to read their compliments and reflect on them. Ask if anyone wants to share anything off their list. Therapists should also offer some compliments from their list. Encourage clients to think about how others perceive them. Explain that the way others see you is not always the way that you see yourself. Ask clients if there is anything on their lists which surprised them. Ask how it felt to receive the compliments and what they take away from the fact that they are seen in this way. Therapists should model positive responding and encourage clients to do the same.

Ask clients how it feels to accept compliments and to give them to someone else and discuss different ways in which clients had accept compliments. Explain how giving and receiving compliments can improve social skills, relationships and self-esteem. Finally, therapists should encourage clients to practice giving compliments and also consciously think about how they accept compliments from others.

Therapists should normalise difficulties in both giving and receiving compliments, especially when people have low self-esteem.

4. BREAK 10 minutes

5. RECAP OF GOOD THINGS 5 minutes

Therapists should say that there is some time to briefly think about some of the good things that people have put into their boxes or noted on Good Things Cards. Clients should be asked to share some of the things in their Good Things Box. Therapists should model and encourage positive responding.

6. EXERCISE: WHEN I’M AT MY BEST 15 minutes
This is an exercise where clients and therapists have the opportunity to think about a time when they have been “at their best”, and to share this with the group. It repeats and practices the exercise in Session 2. Clients should be encouraged to find a new example and not re-use the one they gave in Session 2.

Ask each client to think about a time when they feel they have been “at their best”. Explain that this may be a time when they have been proud of something they have done, e.g. supporting a friend going through a difficult time, completing a course, or a time when they have successfully come through a difficult situation. Therapists should provide a short example to model the exercise. Encourage clients to think about what strengths their example shows they have and whether they had realised they had this strength or wanted to develop it further. Therapists should give examples of how strengths have helped them to cope with a particular problem or difficult issue.

Invite feedback of the “at my best” story to the group. Reflect on how it feels to do this exercise for the second time – is it easier now? Can they identify strengths more easily? Is it easier to feed the example back to the group? Discuss how embracing positive stories about oneself can be beneficial for self-esteem and one’s relation to other people.

Therapists should normalise the experience that for some people it may still be difficult to talk about themselves positively.

7. ONGOING EXERCISE: MAINTENANCE OF GAINS 10 minutes

Ask clients to think about what they have learnt from the groups so far and invite them to share their thoughts with the group. Therapists should summarise the main things covered in the sessions so far: savouring, noticing good things, and noticing and using personal strengths, positive responding, embracing and praising positive aspects of oneself. Emphasis should be given to the progress made by the clients in these areas, and that each client should continue to practice each of these activities in order to ensure gains are maintained, both through and after the course. Invite clients to take some time over the coming week to write down in their journals what they have learnt and some ideas for how to continue these lessons.

Discuss ideas for maintenance strategies in the group. Invite everybody to write down strategies that appear suitable and useful to them (even though they may have been somebody else’s idea). At the end encourage clients to feedback what strategies they noted down and explain how and why these will be beneficial in the future and how they will make sure to actually remember to do them.
If a client has difficulty thinking of something, suggest people reflect on / repeat what others have suggested and try to think about a way how somebody else’s strategy could be adapted to be suitable for their life. Ask the group to help develop suitable strategies for other people using positive responding and compliments.

8. INTRODUCTION TO NEXT SESSIONS

Introduce the idea that all strengths and good things become really useful to remember when trying to overcome problems and obstacles. Explain that in the remaining sessions the group will focus on how we can use the positive things we have learnt (savouring, good things, personal strengths, positive responding, more positive view of oneself) to overcome some things we may find difficult, such as findings positives in negative situations, forgiving people and feeling gratitude.

9. END WITH MINDFUL SAVOURING

Case Studies

Sally

Sally enthusiastically told the group about her arts and crafts class she had been to. She said she had been anxious beforehand but remembered her strength of perseverance and attended the class. She was pleasantly surprised by her skills and was praised by the facilitator for her painting during the session. She was proud of herself for going and had already signed up to do more of the classes in the following week. The therapists congratulated her on this and reminded her that this was quite a big step she had taken – others in the group also said they had lots of respect for her for going to such a class.

Following the compliments exercise, Sally was quite shy in letting the group know how she felt about the compliments she had been given. After some encouragement from the therapists, she said she was both touched to read them and embarrassed to share them with the group since they were really nice and she wasn’t sure whether people had just been kind to her or whether they really meant it. The rest of the group then strongly reassured her they had each meant their comment genuinely. Sally said she was really surprised that people viewed her in
these ways – and gave examples such as “Sally is a warm and friendly person” and “Sally is a
great person to have in a group since she gives really good advice about how to view things in
a positive light”. The therapists said this linked very well with Sally’s strength of optimism, and
Sally should remember she has a further strength – of being a lovely person. The therapists
asked if these were things she could look at every day and remind herself of them when her
mood went down or things were difficult. Sally agreed it would be lovely thing to cherish and
she would put it in her Good Things Box.

Sally’s story of when she was at her best was when she had been asked to do a flower
arrangement by her sister for someone’s funeral, since they knew she was interested in arts
and crafts, especially flower-arranging. However, Sally explained that her sister had not been
very supportive of her over the last few years, and had not treated her well. She decided that
since she would enjoy making a flower arrangement, she would offer to do this but would not
allow herself to be exploited and would ask to be paid a reasonable amount for doing so. Sally
was really happy she had asserted herself, and the therapists praised her and reminded her
that wasn’t an easy thing to do. They also said given how shy and anxious Sally had been in
her first session, she had clearly made a lot of progress already and should be congratulated
for that. Sally said she had made the arrangement and had received lots of compliments about
it, including from others who were willing to pay her to do an arrangement for them. A group
member reminded Sally that this also showed her strength of perseverance – she wanted to
do something but had to assert herself in order to do it in a way in which she wasn’t taken for
granted, and that she should be proud of herself. Other group members responded in similar
positive ways. The therapists asked her how it felt to tell a positive story about herself for a
second time in the WELLFOCUS sessions. Sally said it was easier than last time, and she felt
spurred on by the compliments she had received in the earlier sessions.

When the group was asked to think about what progress they had made over the sessions,
Sally said she felt she had really made progress with savouring exercises. She said she also
used to rush through things and rarely consciously thought about her experiences. She said it
was a tool she used in several different ways, which really helped to reduce her anxiety and
appreciate the good things in her life. When asked how to maintain the gains she had made,
Sally suggested that she make a concerted effort to continue to use her Good Things Box
when the sessions had finished, especially to note down things she had savoured. She also
said she would continue to try to savour something every day. The therapists also suggested
that she write down in her journal her experiences of savouring, and as she thought about
different things she could savour, to write a list of these in her journal.

**William**
When asked about how he had got on with his personal strengths exercise, William said he had booked to go to the gardening club but when it came to it, he didn’t have the motivation to go, and was really quite low about it. He said most other people seemed to have been successful but he hadn’t managed his exercise. The therapists reassured him that sometimes these things happened, and asked him what particular barrier he thought had stopped him from going that day. William said it was a feeling that no-one would like him when he got there, and that he would feel awkward walking into a group where he didn’t know anyone. Another member of the group said William shouldn’t worry that people wouldn’t like him – he came across as very easy to talk to and amiable in the WELLFOCUS group, and others nodded in agreement. The therapists also asked him if he had felt awkward about coming to the first session of WELLFOCUS. William said he had done but had managed to go because his doctor said it looked like something that would be very useful for him. He said his anxiety dissipated once he was in the group, and the therapists suggested that he use this previous experience as a reassurance and motivation to attend the next gardening club, and that he wrote these things down in his journal to help him remember the potential benefits of going and what he could do to counter-balance his negative thoughts.

William really enjoyed the compliments exercise, seeming more encouraged after having spoken about his personal strengths exercise. His compliments included “William is always energetic and enthusiastic in the group” and “William clearly cares a lot for others”. William said that he was really surprised that the group had picked up on these things when he assumed they didn’t know him very well. When the therapists asked him if he thought the compliments reflected his strengths, he said they did because he enjoyed working with and helping others.

William’s story of a time when he had been at his best recently was when he had been working as a pizza delivery man and had just arrived at a flat to deliver an order. He said when the door opened the person looked over this shoulder, and William saw two guys running off with his bike which he had left parked at the end of the path. William entertained the group in explaining the rest of what had happened, which involved him chasing the two guys with his bike across the park next door, picking up his helmet on the way when they threw it on the ground, and bellowing at them to leave his bike alone otherwise he would “come to find them”. In the end they apparently left his bike at the entrance of the park and ran away. William said he was very glad he had done this because the bike belonged to the pizza company and not him and he did not want to be seen as irresponsible. The therapists asked him what strength he used in that situation. William said his strengths of honesty and bravery, which he realised he had after considering the event. The therapists commended him on these strengths, but
also asked the group if they could see how over-use of one of these strengths may have put William in a difficult position. One of the group said perhaps he had been too brave, and that perhaps he had put himself in danger by chasing the two men, when they may have hurt him. William agreed and said he hadn’t thought about that, and that it was really useful to hear other people’s perspectives on what he had done. The therapists said that nevertheless William should be pleased with himself but should bear in mind that he should think in the future about whether he was potentially over-using his strengths in certain situations. He noted this down in his journal and thanked everyone for their input.

When asked what progress he thought he had made over the course of the sessions, William said that positive responding and recalling good things had really been of benefit to him. He said that he realised that responding positively came quite naturally to him, but it was interesting to see the impact it could have on conversations – both to respond positively yourself but also to have someone respond positively to you. The therapists suggested he wrote this down in his journal to remind himself of it when the sessions had finished. The therapists asked how remembering good things and looking back at his Good Things Box had made William feel. He said it had really cheered him up and that he also remembered to think about what he had done to make those things happen. He said this made him feel more empowered and confident. Another member of the group suggested that maybe he could introduce a friend of his to the concept of the Good Things Box – something they had done which had been very well received and meant every week they could share something together. William liked this idea and wrote it down, saying he would think about which of his friends would most benefit from having a Good Things Box. The therapists asked him how he planned to maintain his progress so far. William said he would make a concerted effort to continue using his Good Things Box every day. He said he would spend more time thinking about how he could incorporate more savouring experiences into his everyday life, since he felt he really benefited from the context but often did not to remember to think about savouring between sessions.
Session 8: One Door Closes, Another Door Opens

Rationale

“When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us.”

Alexander Graham Bell

Happiness often sneaks in through a door you didn't know you left open.

John Barrymore

When one door is closed, don't you know, another is open.

Bob Marley

It is common for things to happen to people which are very hard to deal with and where it is very hard to see any positives in the situation. However, in most cases, life is not just black and white – especially the smaller things that upset or annoy us every day often have a positive side to them that we find hard to recognise. That contributes to us becoming grumpy, unmotivated, and getting into the pattern of not recognising the positives and expecting the negatives. This can be a self-fulfilling prophecy, strengthening the conclusion that things are negative. It can often be beneficial to remember that bigger things that go wrong also often lead to alternative developments that have a different positive outcome. Even traumatic experiences can lead to growth, positive developments and can give life meaning, sometimes in unexpected ways through post-traumatic growth. However, big things, or even traumas, are comparatively rare in comparison to the smaller, more daily annoyances of life. Whilst the exercises discussed and practised in this session can be applied to bigger things and traumas, we will explicitly try to start with practicing the concept to reframe smaller things. This is because the reframing of things in a more positive way – seeing the silver lining – can often be challenging if we are used to dwelling on the negatives (which most people are). Once we are used to seeing things not only black and white but also recognising the positives that come with negative events it will be easier – or even come naturally – to also find meaning and gain in bigger negative things.

Re-framing things to recognise the positive consequences can also be a powerful way to challenge any self-blaming tendencies, which can be a considerable barrier to change and recovery. By helping clients to see how they can benefit from negative situations, they will be helped to see how things are not necessarily their fault. The session should also build on the previous sessions by encouraging clients to remain optimistic in the face of difficult situations.
Aim

The aim of this session is to encourage more positive appraisals of past events in order to decrease self-blame and promote optimism.

Session summary

- Mindful savouring
- Recap of what clients have learnt over the sessions
- Warm up: Ball challenge
- Ongoing Exercise: One door closes, another door opens
- Mindful savouring

Materials needed

- WELLFOCUS Music
- Handout 10
- Two balls
- Two other items to throw around the group (e.g. cuddly toys)
- Pens and pencils

Session plan

1. ENTER WITH MINDFUL SAVOURING 5 minutes

2. WELCOME AND RECAP 10 minutes

Ask clients to share that they wrote down in their journals regarding what they feel they have learnt from the sessions so far. Also probe for clients to share their ideas about how they might maintain some of these gains and continue the lessons. Ask about one good thing in somebody’s box since last week.

3. WARM UP: BALL CHALLENGE 15 minutes

This is an exercise where clients begin to see that despite sometimes being difficult, experiences can be enjoyable – and that good things can come out of challenging situations. Perhaps also that you could view a challenge in a fun/humorous way?
Therapists should explain that the group is going to play a game called the “ball challenge”. This will involve throwing a ball around the circle, choosing any member of the group, not just the people to either side. Each person should say the name of the person they are throwing it to as they throw it. The therapists should start this off. Once this is going smoothly, the therapists should introduce a second ball and carry on. Therapists can introduce a more playful aspect to the game, but suggesting that when a person calls someone's name and throws the ball to them, they do this looking in the opposite direction! A third object (that is not a ball, e.g. a cuddly toy) is thrown in, which is harder to throw and catch, and finally a fourth object is thrown in, and people are likely to be starting to drop things.

Therapists should briefly discuss the meaning of the exercise and what lessons the group can take from it. It should be explained that as the exercise became more and more difficult, the group was still able to have lots of fun playing it together. This shows us that we can still see good things in what was otherwise a challenging situation. Clients should be asked to share any reflections they have on the exercise.

*Care should be taken to ensure that clients are given the opportunity to roll the ball or pass hand-to-hand if preferred or appropriate. Therapists should ensure the number of objects included in the game is appropriate to the size of the group, for example, using a maximum of 3 objects for a group of 6 people. Emphasis should be placed on people enjoying themselves and therapists should try to ensure clients are not left frustrated.*

4. BREAK 10 minutes

5. ONGOING EXERCISE: One Door Closes, Another Door Opens 35 minutes

This is an exercise in which clients are encouraged to try to find positive aspects of a difficult situation.

**Part 1**

Therapists should introduce the exercise by acknowledging that when things happen that are very hard to deal with, it is often difficult to see any positives in the situation. However, in most cases, life is not just black and white – the smaller things that upset or annoy us often have a positive side to them that we find hard to recognise. If we do not identify the positive aspects, we can become grumpy and unmotivated, and getting in the pattern of not recognising the positives and expecting the negatives - a self-fulfilling prophecy - strengthens the conclusion that things are negative. Further, research shows that optimists are less likely to blame
themselves for negative events and less likely to believe that they are likely to re-occur. So this exercise wants to counter this tendency and to encourage positive appraisals of past events in order to decrease self-blame and promote optimism.

Therapists should provide some examples of finding positive things in negative situations. It should also be emphasised that it is also not necessary to be able to find positives in everything, for example, a bad accident happening to someone close to them.

Therapists may find the following examples useful:

- My bus broke down on the way to the library and by the time I got there the library was shut. However, the library had kept a set of second-hand books outside that were free for the public, so I managed to pick up a great book to read and can now lend it to my sister when I’ve finished with it.
- I had made a special effort to cook dinner for my mum, but we got so carried away talking I forgot to take the dinner out of the oven and by the time I remembered the food was too burnt to eat! In the end we grabbed a sandwich and some fruit and sat out in the garden since it was a lovely evening and had a really good catch up.

Part 2

Ask the group if they have ever helped a friend or family member to see the positive in a difficult situation. Discuss one or two examples of these in the group. Explain that it is often much more difficult to apply this principle and compassion to yourself, so that’s something the group is going to look at in this exercise.

Circulate Handout 10.

Explain that this is a worksheet where clients can write down times when they have identified positives (sun) out of negative situations (cloud). Ask each client to think of a time where they have managed to find a positive aspect of a negative situation, or when they have come across a difficult situation but have found identifying a positive aspect difficult. Ask clients to share their examples, and ask the group to help find a positive where people are having difficulties. Therapists should ask clients to populate Handout 10 with their examples.

Therapists should conclude by asking clients try to remember to identify a positive aspect of any difficult situation they encounter over the next week, or try to help someone else identify a positive if they are complaining / finding something is getting them down. Clients should be asked to write down their examples in their journals, and how they were able to see the problem in terms of the opportunities it presents.
Therapists may find the following prompts useful when exploring clients’ examples:

- Did you see the positive immediately or did it take a while?
- Did your disappointment or sadness resulting from difficult situation affect your ability to find a positive?
- Are there things you can do in the future to find the positive more readily?

Therapists should be realistic: normalise negativity in experience, encourage beginning with small examples and focus on recent disappointments (avoid major trauma). Therapists should consider asking for “lessons learnt” and how to implement them in the future.

END WITH MINDFUL SAVOURING

5 minutes

Case Studies

Sally

Sally was enthusiastic at the recap and said she had added a new savouring experience to her list following the last session – she had gone to the park with a picnic, and spent some time lying on her picnic mat with her eyes closed, listening to the sounds of the park: the birds, the wind through the trees, the dogs. She had written about this in her journal. The therapists congratulated her on taking the time to think about another experience and also for writing about it so eloquently. One of the other members said that they would really like to try going to the park and doing the same, and was encouraged to write this down in their journal. When asked if Sally had thought about anything that might help her progress in the future, Sally said she had come up with some more savouring ideas she wanted to try – going for a bike ride down the river and learning how to use the computer, and had noted these in her journal. She was once again praised for her progress.

Sally found the Ball Challenge quite difficult – she managed with one ball but when others were added she seemed uncomfortable in trying to catch them. It was only after one of the therapists emphasised that it wasn’t about people being able to complete the task, more about having a try and having fun, that Sally really got stuck into the exercise and was quite animated! In her feedback she said it had taken her a while to realise the point of the exercise
and it showed her that she only really approached things that she thought she could be successful at. She said she now saw she could have a go at difficult things with a sense of humour, and still enjoy it even if it was challenging. The therapists pointed out that this was really impressive and insightful and it was great Sally felt that way.

When the group discussed seeing positives in negative situations, Sally seemed to concentrate on big events, such as her father’s death, and found it difficult to think about smaller examples. The therapists helped by giving their own examples, and after hearing these and some from other members of the group, Sally tentatively suggested that perhaps an example would be her making a dinner dish for a friend last week, and finding that she was missing a vital ingredient. Instead of letting this make her annoyed, she looked up a different recipe that she hadn’t tried before which would use the ingredients she had. It actually turned out really well. The therapists asked her how this had made her feel. She said she felt proud and also quite empowered that she had solved a problem on her own, without it affecting her mood greatly. She made a note of this example on her handout.

William

During the recap, William shared that he’d had a bad week and hadn’t managed to progress with anything. The therapists normalised this and said this was likely to happen from time to time, and other members spoke up and said they had felt like this in other weeks as well. William did recall what he planned to do – share the idea of the Good Things Box with a friend. He said he did know who he wanted to share it with, but had found it difficult to leave the house to put it into action. The therapists asked how he could be supported to help make this happen, but William was quite withdrawn: he looked down and said he didn’t know. The therapists said he should be proud of himself for thinking about who he would share the idea with, and that he should be proud that he made it to the WELLFOCUS session. They suggested that perhaps he wrote down who he planned to share the idea with, and how he might get in touch with them to arrange a time. William said sometimes they were at the community centre together, so he could have a coffee with his friend and explain then. He was encouraged to make a note of this and reassured that it was fine that he hadn’t managed it last week, he could just make a plan and do his best to follow it next week.

William joined in the Ball Challenge, but with less enthusiasm than usual. He apologised and said it was difficult for him at the moment to enjoy things. The therapists reassured him that was no problem, it was a great achievement for him to attend and join in so he should remember that. They commented that William had very good co-ordination and it was
impressive how he could catch so many things being thrown so quickly. This brought a little smile to William’s face.

When asked to think about a negative experience from which he may be able to find a positive, William said that a few weeks ago, he had locked himself out, but had managed to crawl in through a window he had left open! He was commended for his ingenuity, and asked to identify the negative experience and the positive points of this event. William said it was a horrible experience to have locked himself out, but he was lucky that the window had been left open. The therapists realised that William had missed the point slightly, and picked an example where he felt he had good luck but not necessarily finding a positive in a negative. They explained this to him and asked if he could find a positive thing that had arisen from him solving the problem of how to get into his flat. He said that it had taught him that he must remember to close all windows, since whilst it was useful for him to get in on such occasions, it was ultimately unsafe to leave the house with windows open. So he said the positive was that he had been reminded about the importance of safety. The therapists said they were impressed with this insight and that William should note this down since it was a very useful illustration.
Session 9: Forgiveness (1)

Rationale

Research shows that forgiveness increases positive emotions about the past and increases self-control, whilst the bitterness we may feel when someone has let us down causes rumination and resentment. Forgiveness can help us to learn how to change and become more open to our mistakes. Negative responses to being harmed, such as seeking revenge, are likely to have negative physical, mental and relational consequences (Witvliet et al., 2001). However, it has been shown that more positive responses, such as forgiving the person who has caused the harm, often have positive physical (Worthington & Scherer, 2004), mental (Karremans et al., 2003), and relational (Fincham, 2000) consequences. Further, Thoresen and colleagues (2000) suggest that forgiveness may lead to increased optimistic thinking and decreased hopelessness, increased self-efficacy and higher levels of perceived social and emotional support.

Specific forgiveness therapies have been established in recent years (e.g. compassion-focussed therapy; Gilbert and Proctor, 2006). And forgiveness is a complex topic that may be dealt with over an extended period of time. The two sessions devoted to forgiveness in WELLFOCUS PPT aim to provide a first taste and insight into the potential positive effects of forgiveness but will most likely not suffice to help people come to terms with major traumatic events or injustices they had to endure. Also, forgiveness may need several attempts before it one is ready to let go. Clients may be prompted to discuss forgiveness also in their individual therapies (if they have such) and it should be offered that the topic of forgiveness is addressed again in the booster sessions (if planned) after the therapy has finished. This will give clients enough time to digest and try forgiveness anew.

This session and the following session is to introduce the idea of forgiving another person who has let us down, thereby transforming feelings of anger and bitterness into feelings of neutrality or positive emotions. The session will also cover difficulties associated with forgiveness, for example that it does not mean being submissive, ‘letting one’s guard down’ or necessarily liking the other or having to be close to them.

Aims

This session aims to:

(a) focus on feeling disappointed or let down by others and forgiveness; and
(b) explore the possibility of letting go of a grudge.
Session summary

- Mindful savouring
- Recap of experiences with maintaining a positive outlook in a difficult situation
- Warm up: Celebrity forgiveness
- Exercise: What is forgiveness?
- Exercise: Feeling disappointed or let down by others
- Ongoing exercise: Sea of forgiveness
- Mindful savouring

Materials needed

- WELLFOCUS Music
- Handouts 11 and 12
- Flipchart
- Pens and pencils

Session plan

1. ENTER WITH MINDFUL SAVOURING 5 minutes

2. WELCOME AND RECAP 5 minutes

Ask clients how they found the experience of maintaining a positive attitude when faced with a difficult situation. Clients should be encouraged to share the stories they noted in their journals with the group. Ask a few clients to briefly share with the group one good thing in their Good Things Box and ask for a few volunteers to describe a successful savouring experience over the past week.

3. WARM UP: CELEBRITY FORGIVENESS 10 minutes

This is an exercise where the idea of forgiveness is introduced to the group in an informal way, giving clients the chance to think about for what types of things people are forgiven and whether all forgiveness is the same.

Ask if anyone can think of celebrities who have done something for which they may need to be forgiven? Prompts: Wayne Rooney, Lindsay Lohan, Lance Armstrong, Tiger Woods,
politicians. What have they done? What do they need to be forgiven for? Have they asked for forgiveness? Can we identify types of forgiveness? There seem to be both big and small things to forgive. Let’s focus on the small things because it is important to first forgive the small things.

Some clients may relate the examples back to themselves so emphasise that “We are talking about famous people at the moment”. Acknowledge that not everything can and should be forgiven. Try to avoid discussion about sensitive topics which client may find difficult emotionally, e.g. celebrities in abuse cases.

4. WHAT IS FORGIVENESS? 15 minutes

Therapists should lead a discussion on what forgiveness is and it means to clients. If possible, therapists should use a flipchart or whiteboard and populate it with the thoughts and ideas discussed. Therapists should initiate discussion on the following areas.

(a) What is forgiveness?
   E.g. a process of reducing negative feelings, letting go of grudges
(b) What is forgiveness not?
   E.g. excusing a past event, necessarily reconciliation
(c) Why is forgiveness important?
   E.g. increases self-efficacy, decreases hopelessness

At the end of the discussion, therapists should circulate Handout 11, and explain that much of what has just been discussed is included on the worksheet to aid clients in remembering the key points.

5. BREAK 10 minutes

6. EXERCISE: FEELING DISAPPOINTED OR LET DOWN BY OTHERS 15 minutes

This is an exercise in which looks at how clients can feel disappointed when they are let down by others.

Part 1
Explain that the group is going to consider occasions when they felt disappointed or let down by someone and how it felt to forgive them. Briefly explain the rationale for the session: thinking about how forgiveness can be beneficial. They should then start the exercise by each giving an example of when they have felt let down by someone and how it felt. Therapists should role-play these examples.

Invite clients to suggest reasons for why people forgive. These may include “lifting a burden”, “making peace”, “putting anger/bitterness behind you”, “moving on”, becoming a “better, stronger person”.

Therapists should encourage clients to consider when they felt “let down by someone” rather than discussing traumatic life experiences. Some clients may automatically choose big examples where it may be difficult, or impossible, to forgive. In this case, guide clients to start with small things that can be forgiven before going onto bigger things. Therapists should also discuss the idea that that forgiveness is personal and a process that takes time. It is also important that therapists acknowledge that forgiveness can be difficult. Discussion should also include the fact that some situations do not need, or are not suitable, to be forgiven.

Be aware of religious/spiritual connotations of forgiveness and recognise participants’ personal ideas about spirituality or religious duties in relation to forgiveness. Forgiveness may indeed be very different depending on religious background.

Part 2

Invite clients to think about when they have felt let down by someone, and how it felt, or may feel, to forgive that person. Ask clients to share their examples and talk about how forgiving a person may feel. Explore the different reasons that there may be to forgive a person in each case.

Therapists may find the following questions helpful:

“Think of a time when someone has let you down and you have forgiven them”

“What did you think when you forgave the person?”

“How did you feel when you forgave the person?”

“What has happened as a result of forgiving?”

7. ONGOING EXERCISE: A SEA OF FORGIVENESS

15 minutes
This is an exercise where each member of the group thinks about a grudge they are holding against a person, and encourages members to think about the positive things about the other person as well as the grudge.

Circulate Handout 12.

Explain to clients that the exercise involves thinking about a grudge they are holding against a particular person and that the aim of the exercise is to see a difficult situation in its entirety and recall the positive things as well. Tell clients that the grudge is represented by the red circle, and ask clients to write the name of the person and a few words describing the grudge in the bubble. Therapists should then invite clients to think about as many positive things about this person as they can, and to write these down in the circles around the grudge. It should be explained that this exercise aims to loosen the grudge and allow the process of forgiveness to proceed. Clients should be encouraged to start this during the session and complete it during the week before the next session.

*Therapists need to anticipate that if you try to find something positive, this will bring up the negatives as well. So say this is normal and will happen as part of the exercise, but we need to focus on finding the positives. Balance this out by saying it's not taking away the hurt, but its learning to see some positives about the person. Encourage clients to consider that people are often not only ‘bad guys’.*

*Therapists should emphasise that forgiveness is about seeing the benefits for the client, and not the other person.*

*Depending upon the examples chosen, this may be a good time for therapists to emphasise that sometimes it may not be possible, or people may not want, to forgive someone.*

*When discussing examples, therapists should probe how it felt for the person to feel let down and to forgive, or at least consider forgiving. Therapists should also be aware of religious views of forgiveness: if a client's religion requires that someone should always forgive, don’t question this or try to get them to change.*

8. END WITH MINDFUL SAVOURING 5 minutes

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Case Studies
Sally

Sally approached the therapists at the beginning of the session and said that she was hearing voices again and was finding things quite hard, and apologised if she didn’t have a lot to contribute this session. She was reassured that it wasn’t necessary for her to say anything at all and it was something that may happen from time to time, and she should be proud of the fact that she came to the group that week. Sally didn’t offer to share anything she had put in her Good Things Box or a savouring experience and the therapists did not push her for these.

Sally couldn’t think of any examples of celebrities who had done something for which they should be forgiven. She did however join in the conversation about celebrities who were suggested by other members of the group, and interestingly started a discussion around whether celebrities, as role-models, should be “assessed” against different ideas for what could be forgiven by members of the public.

Sally suggested that what came to mind for her, about forgiveness, was regaining a relationship with the person being forgiven. The therapists asked what other members thought, and whilst the majority agreed with Sally, a few said that for them, forgiving someone didn’t mean necessarily repairing the relationship. The therapists then led a brief discussion about how it may be possible to forgive someone, but not to continue in the relationship. The therapists emphasised that this was not always the case, but since the focus was on forgiveness being beneficial to the person doing the forgiveness, it may not be necessary to go back to the relationship. This may particularly be the case in an abusive relationship or one where the person being forgiven had taken advantage of the other person. Sally acknowledged this and said it was useful to remember.

Sally’s example of when she had been let down was when her mother had offered to bake her a cake to take to a friend’s child’s christening, since her mother was good at making cakes. The morning of the christening, Sally’s mother called to say she hadn’t remembered to buy all the ingredients so wouldn’t be able to make the cake. Sally was very disappointed and felt she had let down her friend. In the end, Sally went out and bought a lovely cake, and people were very grateful for her bringing a cake to the christening for everyone. The therapists asked Sally how she felt about the situation now. Sally said she still hadn’t really forgiven her mother for letting her down, but had tried to forget about it instead. The therapists asked Sally what she thought the benefits to her of forgiving her mother would be. Sally said she would feel less “eaten up” by the idea her mother had let her down and wouldn’t have to play the situation around in her head every few days as she did at the moment.
Sally’s example for the Sea of Forgiveness was a teacher at school, who she had hadn’t treated her very well at all and had made her quite unhappy. She said she saw the lady again a few months ago, and she was very nice, likeable and interested in what Sally had been up to since she left school. Sally decided that there were these good things about the lady, and that time could change people. She said she could therefore retrospectively forgive the teacher for the unhappiness she caused. Sally was congratulated by the therapists for providing an excellent example for the rest of the group.

William

William arrived early for the session and the therapists congratulated him for making such an effort to be on time. William said he hadn’t had any new savouring experiences over the last week but he had added a button to his Good Things Box – he said this represented a new cardigan he had bought which he really liked, and had written a note to accompany the button to remind himself of this. The group agreed this was a lovely thing to add to the box.

William was quick to put forward some celebrities who may be perceived as having done something which could be forgiven, and came up with Tiger Woods and a political figure who had claimed some fraudulent expenses. William suggested that maybe there was a scale of things that could be forgiven and those that can’t, and perhaps infidelity was something that couldn’t be forgiven and fraudulent expense claims were less “serious” and could be forgiven. This prompted an interesting discussion within in the group. The therapists brought up the idea of what forgiveness actually means, and what benefit the person forgiving can get from the process. This led into the next discussion about the concept of forgiveness, which William seemed to find quite interesting. He felt strongly that not all things should be forgiven – to which the therapists replied that he could be right, and that the session was not about encouraging people to forgive big things, but to start to think about the concept in relation to smaller things and see the benefits of forgiveness for the person forgiving.

William shared that he had been let down by a friend who he was due to meet for a coffee. Whilst he was waiting for her in a local café, his friend called him to apologise and say she couldn’t make it. William said he was quite frustrated about this, but remembered the session and tried to think of a positive. He said he popped next door to buy a paper, and had a nice hour in the café reading the paper and having a hot chocolate. Other members of the group said they thought this was an excellent example and he had done well to think of this at the time. William said he had forgiven his friend because he was usually very reliable, but may not forgive so easily if the same thing happened again. The therapists said this highlighted a very important point – that forgiveness wasn’t a blanket rule that should be applied to every
situation or to forgive constant wrongs of a person, but that the benefits of forgiveness and the fact that it isn’t about excusing the behaviour were important to think about.

William’s initial example for the Sea of Forgiveness was an incident where his cousin had been violent towards his mother. The therapists suggested this was quite a big example to use as a way of thinking more about the process of forgiveness, and that perhaps William could start off with a smaller example which might be easier to think about, before moving onto the larger examples. William said another example was when his sister broke a picture whilst she was very angry at William’s house a few months ago. William was encouraged to think about good things about his sister, and managed to come up with quite a few and include them on the worksheet, for example she was a great mother to her children, and a very good support for her father. He did say he found it hard to link these good qualities about her to being able to forgive her but after some discussion, acknowledged that it was beneficial to him to forgive her, since it took away the anger he sometimes felt towards her and the energy it took him to deal with this. He said he felt she was very sorry and would not do it again. The therapists suggested he spent the next week thinking about the situation in light of some of things the group had discussed about what forgiveness was and what it was not, and to see whether he could relate any of this to his example.
Session 10: Forgiveness (2)

Rationale

This is a session which continues with the theme of forgiveness, this time focussing on what letting go of a grudge feels like, as well as giving clients the opportunity to express their forgiveness in the form of a letter. The Tug-of-War exercise is based on the embodied mind thesis, which holds that the nature of the human mind is significantly determined by the form of the human body. It is argued that all aspects of cognition (e.g. higher level mental constructs such as categories, and cognitive task performance such as reasoning) are influenced by aspects of the body (e.g. the motor and perceptual systems). This exercise extends current clinical practice where interventions use the body as a medium for encouraging therapeutic change (e.g. drama therapy, body psychotherapy). The Tug-of-War exercise helps clients to experience the bodily relief of pressure when letting go of a grudge and forgiving. Through this, clients can start to realise their own emotional feelings around forgiveness.

The forgiveness letter helps clients to process difficult feelings, and provides a way to get a release and feel a sense of freedom from them. Such letters are used as part of other therapeutic approaches (e.g. compassion-focussed therapy and cognitive therapy). Clients can use the letter to express their feelings and needs about a situation in which they feel it would be beneficial to forgive. The aim is not for letters to be sent (although clients may decide to do so), but to engender a feeling of empowerment. Moving on from the Tug-of-War exercise, the writing of a forgiveness letter is a further physical way for strong emotions to be externalised and dealt with.

Aims

This session aims to:

(a) further explore forgiveness and how it feels to let go of a grudge
(b) give clients the experience of expressing their forgiveness in a letter.

Session summary

- Mindful savouring
- Recap of experiences with sea of forgiveness exercise and progress with Good Things Box
- Warm up: Tug-of-war
- Ongoing exercise: Forgiveness letter
- Mindful savouring
Materials needed

- WELLFOCUS Music
- Rope
- Paper
- Pens and pencils

Session plan

1. ENTER WITH MINDFUL SAVOURING 5 minutes

2. WELCOME AND RECAP 10 minutes

Therapists should discuss the experience of seeing the grudge in a sea of forgiveness and completing the exercise. This is a difficult exercise and some clients may not have been able to complete it. Prompt clients to look at their worksheets again and feedback what they have written and how they feel about letting go of the grudge, and discuss. If clients have not completed the exercise, normalise this and briefly prompt for some elements which clients can complete in this session or before the next session. If time allows, therapists should ask clients if anyone wants to share anything they added to their Good Things Box over the last week and any successful savouring experiences. Therapists should take the opportunity to remind clients to try to add things to their Good Things Box and to write in their journal any thoughts about the exercises, the topics covered or other positive things which they think may help them.

Therapists should be mindful that this may have been a challenging exercise for some clients and may have brought up difficult emotions. Emphasis should be given to the benefits of forgiveness for the person forgiving, and if relevant, a brief reminder of what forgiveness is, and is not, should be given.

3. WARM UP: TUG-OF-WAR 35 minutes

This is an exercise in which clients have the opportunity to feel how letting go of a grudge and forgiveness feels from a bodily perspective.

Part 1
Therapists should begin by explaining that the exercise is going to encourage the group to think about forgiveness in a different way. Explain the rationale for this exercise by providing a brief explanation of the idea of embodiment: that just as our mind can influence bodily actions, our motor system, for example bodily movements, can have an impact on cognition and the way we think. The exercise will help show clients how thoughts can be experienced physically, as well as in the mind.

Therapists may find the following example useful when helping clients understand the basics of the embodiment theory. Research has shown that when people hold a pencil in their teeth engaging the muscles of a smile, they comprehend pleasant sentences faster than unpleasant ones, while holding a pencil between their nose and upper lip to engage the muscles of a frown has the reverse effect.

Part 2

Ask clients to think about an incident where they felt let down by someone, and suggest that this is something meaningful and memorable, but nothing too major. Therapists should ask for two volunteers to share their examples and take part in the game. Encourage all clients to give an example and choose the two clients who they think are willing to let go of their grudge and have appropriate examples.

Therapists should discuss clients’ examples to ensure they are appropriate for the exercise, i.e. not something too traumatic or likely to be very difficult to forgive. Therapists can suggest that clients’ examples may be one from the worksheet if that is most appropriate to them.

Therapists should bring out the rope and explain that there is now going to be a game of tug-of-war. One volunteer should be asked to hold one end of the rope, and to let it represent the occasion when they have felt let down, and how it feels. One of the therapists should then take the other end of the rope, and explain that they are going to represent the person that let the client down. The volunteer should be asked to pull the rope gently, feeling the tension in the rope as it gets tauter. Ask the client to continue to think about the grudge, and envisage how it felt to be let down, imaging that the rope represents the anguish of feeling let down. Let the client do this for about 30 seconds, and prompt to ask how the client is feeling. The client should then be asked to drop the rope and take a step back. Therapists should ask the client how it felt to drop the rope, and therefore, in some ways, to “let go” of the grudge. Ask if the client still feels annoyed, or if they still feel the other person has power over them. Explain to
the rest of the group that the exercise shows how people can take control over forgiveness and also the relief of tension that forgiveness may bring.

This should be repeated with another volunteer. Therapists should ask for reflections on the exercise from the group.

4. BREAK  10 minutes

5. ONGOING EXERCISE: FORGIVENESS LETTER  15 minutes

This is an exercise in which clients think about a person they would like to forgive, and writes a letter to them, expressing their forgiveness. This letter does not need to be sent to the addressee.

Therapists should explain that in this exercise, the group is going to look further at forgiveness and also at its beneficial consequences, which were touched on briefly last session. It should be explained that the remainder of the session will be spent writing a forgiveness letter to someone who has let you down, where you explain that you have forgiven them. Clients should be asked to think about an example they have used before, or they can pick a new one if they want to. Therapists should go around the group and briefly ask clients who they picked, why they picked that person and why it may be beneficial to forgive that person.

Therapists should give clients the opportunity to write a greeting card or draw a picture to express their forgiveness if they don’t want to write a letter. Other alternatives which therapists may suggest are painting, making something, or writing a poem or song. Therapists should make it clear that the letter is just for the client – it is not intended that they send their letters. This is because the focus in this session is on how forgiveness feels for the client, not for the person being forgiven. Ask clients to start the letter (or equivalent) in the session and try to finish over the next week. Remind clients that they can reflect on writing their letter in their journals.

Emphasise that not everyone needs to be forgiven, and that just because they may choose to forgive someone, does not mean they need to stay friends with that person.

Therapists should steer clients towards appropriate examples – i.e. a person and a situation that the client genuinely wants to try to forgive. Therapists should acknowledge that it may be quite a difficult exercise for some clients, and that’s why starting it in the group is important, so clients can ask questions and seek support from
the therapists. As clients start the exercise, ask them to share if they are finding it difficult and how they can be helped to write the letter.

6. END WITH MINDFUL SAVOURING

5 minutes

Case Studies

Sally

Sally did not attend this session. In her subsequent between-session call she said she had started some new medication and had just not managed to get up early enough. The therapist said this was fine and that the group had been thinking of her. The therapist asked if she wanted to talk about the Sea of Forgiveness from the last session she had been to, and also what she had missed. Sally was quite quiet and reluctant to do so – so the therapist suggested maybe she came ten minutes early to the next session and they could sit down and go through what she had missed, and that she shouldn’t be worried about it at all. Sally was really grateful for this and said she would see the therapists a little earlier the next week.

William

William shared that he had completed the Sea of Forgiveness with some more positive attributes about his sister, which made forgiving her a lot easier. He said it had been a useful exercise and that he would remember it in the future.

William offered to take part in the Tug-of-War exercise. He said he had wanted to meet his friend David to play tennis, but David didn’t turn up and hadn’t given any warning. This was apparently not the first time David had let William down in this way. William said he was initially quite angry, especially as he had expected that this might happen anyway. The therapists asked William what options he felt he had. William said he could end his friendship with David (but he didn’t want to since there were lots of good things about their friendship). He said he could tell David how angry he was, but that this may make David upset and may not change his behaviour in the future. The therapists suggested that perhaps David could concentrate on letting go of his anger about the situation which may encourage forgiveness. William took part in the exercise, and shutting his eyes, really gave some thought to tugging the rope and letting go. His body visibly relaxed after letting go of the rope. When asked how
the exercise had affected him, William said he was surprised at how much physical energy the grudge had been taking up, and that by symbolising the rope as letting go of the grudge, William felt a great release and a lot less angry about the situation. He said that this didn’t mean he would forgive David if he did it again, but could see the benefits to himself from forgiving David for this incident. Other members commented that they had learnt a lot from seeing William taking part in the exercise and hearing how it had affected him.

William decided to write the forgiveness letter to his sister in relation to the incident where she broke the picture. He started writing it in the session and planned to finish it over the next week.
Session 11: Gratitude

**Rationale**

Gratitude has a very strong correlation with mental health and life satisfaction, even more so than optimism, hope or compassion. It has been shown that people who feel grateful experience higher levels of positive emotions, such as joy, enthusiasm, love, happiness and optimism (Emmons and Stern, 2013). Further, it has been suggested that gratitude can also have a protective function – protecting us from negative feelings of envy, resentment and greed. People who experience gratitude are better able to deal with stress, recover more quickly from illness, and show increased resilience when faced with traumatic situations (Emmons, 2008). This research suggests that gratitude is therefore incompatible with negative emotions and that it may even offer protection against psychiatric disorders.

Research has shown that gratitude is linked with positive emotions including contentment, happiness, pride and hope (Emmons and McCullough, 2003). The same study found that clients who were randomly assigned to keep gratitude journals on a weekly basis exercised more regularly, reported fewer physical symptoms, felt better about their lives as a whole, and were more optimistic about the upcoming week compared with those who recorded hassles or neutral life events.

**Aims**

This session aims to:

(a) focus on the feeling of gratitude;
(b) discuss the benefits of feeling grateful and expressing gratitude; and
(c) introduce the gratitude letter.

**Session summary**

- Mindful savouring
- Recap of experiences with forgiveness letters
- Warm up: Desert island ball
- Exercise: Feeling grateful
- Exercise: Gratitude timeline
- Ongoing exercise: Gratitude letter

**Materials needed**

- WELLFOCUS Music
- Handout 13
Session plan

1. ENTER WITH MINDFUL SAVOURING  
   5 minutes

2. WELCOME AND RECAP  
   5 minutes

Ask clients to share their experiences about writing their forgiveness letters. Therapists should probe how clients felt in writing the letter and any difficulties that may have arisen. Ask a few clients to share an item they have added to their Good Things Box and a successful savouring experience.

3. WARM UP: DESERT ISLAND BALL  
   15 minutes

This is a game which gives clients the opportunity to think about those things in their life which they find valuable and for which they are grateful.

Therapists should introduce the exercise by explaining that it is designed to help clients identify and focus on those things in their lives which are particularly valuable to them. Encourage clients to form a circle, and explain the game is about throwing a ball around the circle, and when someone passes the ball, they should say something that they would like to take with them if they went to a desert island. Therapists should start the first round by saying that people should name physical objects they would want to take with them (examples might be: favourite music, chocolate, comfortable shoes, sunscreen). The second round should move onto choosing other people or qualities or characteristics that people really value and don’t want to miss that you would like to take with you (examples might be: my sister, my neighbour’s kindness, my mum’s cooking, my friend’s sense of humour).

Therapists should ensure that it is emphasised that examples of objects can be as valuable as people, and that things do not need to be the “necessities” of life, but more things that each client values as important to them.

Therapists should conclude by asking everyone to take a seat and briefly reflect on the task and what they had chosen to take with them.
4. EXERCISE: FEELING GRATEFUL 15 minutes

This is an exercise where clients learn to appreciate the benefits of feeling grateful and to discuss how feeling grateful feels.

Therapists remind clients that in the last session the group looked at forgiveness and thinking about how forgiving someone can sometimes be beneficial for the person doing the forgiving. They should explain that this session will continue by looking at our gratitude for positive outcomes and events. Therapists should inform the group that research has shown that gratitude is linked with positive emotions including contentment, happiness, pride and hope. The rationale for the session should be explained: to express gratitude towards another person, thus shifting attention away from bitter aspects of relationships towards embracing positive aspects.

Therapists should each provide a small, accessible, personal example of an occasion when they felt grateful and how being grateful felt. The therapists should then encourage discussion by the group of other examples where people have felt grateful for people, being careful to probe how being grateful felt for each client. Therapists may also want to ask clients if they expressed their gratitude to the person concerned, and if so, how this was received.

Explain that you don’t have to be thankful for every miniscule thing others do for you – and that doing so may even elicit a feeling of powerlessness (“I am always the one who is helped”). Touch upon the fact that gratefulness can sometimes be a bittersweet feeling – but it’s still beneficial to remember what we are thankful for.

Examples of occasions where people may feel grateful which may be useful:

- I forgot my purse when I went to the post office to buy a stamp, and luckily I bumped into a friend there who generously lent me the money for a stamp. Her kindness really made me fortunate and cared for, and feeling grateful was a really warm feeling. I told my friend I really appreciated her kindness and she smiled and said I was welcome.
- I was running down the road in the rain to catch the bus, which had pulled into my stop a few hundred metres in front of me. A very nice lady asked the bus driver to hold the bus for me and kept the doors open until I reached it. I really appreciated her thoughtfulness – there are only two buses an hour and it really made a difference to catch this bus and not wait in the rain for the next one. I thanked the lady for being so kind and she accepted my thanks warmly.

5. BREAK 10 minutes
6. EXERCISE: GRATITUDE TIMELINE 15 minutes

This is an exercise where clients get to think about people in their lives to whom they are grateful.

Therapists should explain that in this exercise, the group is going to think about people in their lives that deserve recognition, and identify which of their actions in particular deserve recognition. Explain that the group is also going to think about how being grateful feels.

Circulate Handout 13.

Therapists should briefly discuss the timeline and how it should be used i.e. going through each time period and writing down people in our lives to whom we’re grateful, including a short note of what they have done that the client is grateful for. Therapists should each provide an example from their own timeline. When clients have completed the handout with some examples, ask for volunteers to briefly share their gratitude experiences.

Therapists should be aware that this may be a difficult exercise for some clients – who may have had traumatic experiences and so may find the need to recall their lives, challenging. Normalise these difficulties, and reassure clients that it’s not necessary to give more than one example if they don’t come to mind. It may also be the case that one person was especially important throughout a client’s life (e.g. my mother did many things for which I am grateful).

7. ONGOING EXERCISE: GRATITUDE LETTER 10 minutes

This is an exercise where clients have the opportunity to think about a person to whom they are grateful, and experience and express their feelings of gratitude in a letter.

Therapists should explain that the ongoing exercise is writing a letter to someone to whom you are grateful. Like the forgiveness letter, this can be in the form of a painting, picture, poem or whatever a client chooses as most practical for them. What is the rationale about why this should help? Ask each client to think about a person to whom they feel especially grateful – this may be someone they mentioned on their gratitude timeline or a different person (potentially from a more recent single event for which they are grateful). Ask each client to briefly share with the group the person they are going to write to. Therapist should ensure the example is appropriate (i.e. realistic, suggesting of a situation where the client may feel
genuinely thankful etc.). Where examples are not appropriate, therapists should gently try to get the client to suggest alternatives.

When clients are happy with their examples, ask everyone to start writing a letter to the person, describing their gratitude and suggest that clients finish the letter over the next week. Therapists should discuss the boundaries of the exercise: the feelings of the letter recipients, if the letter is to be sent, if and when to send the letter etc.

Therapists should remember that this may be a very difficult exercise for some clients, and this should be acknowledged and support provided accordingly. Therapists should empower clients to consider appropriate level of gratitude. The reciprocal (“give and take”) nature of many interactions should be emphasised to contextualise the concept of gratitude.

Therapists should remind clients to bring their Good Things Box to the next session.

7. END WITH MINDFUL SAVOURING

Case Studies

Sally

As arranged, Sally arrived ten minutes early for the session and ran through what he had missed with one of the therapists. Whist Sally couldn’t practice the Tug-of-War exercise at home, she said she understood the concept of the exercise and would give it some thought in relation to people she felt had let her down. The therapists said they would go over some of the exercises again in the between-session call if that would help Sally, and Sally agreed and thanked the therapists for this.

Sally said she would take her cat and her favourite CDs with her to a desert island. When they moved onto the second part of the exercise, Sally said she would take her best friend’s wit and her mother’s kindness, since these were so important to her and she would miss them if she didn’t take them with her. She said that it was interesting for her to think about what she was grateful for her in her life, and that she thought she would continue to make a note of these and add it to her Good Things Box. Other group members said this was a great idea and they would try to do it too.
Sally’s example of feeling grateful was when the librarian gave her a lift home from the library when it was pouring with rain. Sally had waited half an hour until she hoped the rain had stopped, but at closing time it was still very heavy. One of the librarians offered to give Sally a lift home, for which Sally was very grateful, especially as she didn’t know the librarian well. When asked how this made her feel, she said it made her feel like there were some really caring people in the world who did do lovely things, and that she was fortunate to meet one of them. She also said that person offering the lift must also have gained some benefit in terms of caring for another and providing a favour, to which the therapists agreed this was another view of the situation and one which showed there are benefits to both feeling and grateful and doing something for which someone else is grateful.

Sally really enjoyed completing the Gratitude Timeline, and said it was really useful for her to think about how grateful she had been to people throughout her life. She said she had never really taken the time to remember this, but may use the timeline alongside the Good Things Box to remember good things in her life.

For her gratitude letter, Sally decided she would write it to her mother, who had looked after her so well after the death of her father when she was a child. She said her mother had sacrificed so much to give her a good life, and that she was still her best friend. She said whilst she said thank you to her for individual things, she didn’t feel she had really got across to her mother how grateful she was for everything she had done. She said she understood she didn’t need to give the letter to her, but said she would consider it once it was written.

William

William said he found it quite difficult to write a forgiveness letter to his sister. It took him some time to think through the reasons he was going to forgive her, but looked through the notes from the last session and reminded himself what forgiveness was, and what it wasn’t, and he found it a lot easier. He did not plan to send the letter but was glad he did it because it really made him think about the topic. The therapists congratulated him for his insight into forgiveness – they said it was very mature and he had clearly taken the time to try to understand it.

William started suggesting a lot of things he would take to a desert island, including his favourite foods, friends, clothes, music etc. The therapists suggested maybe he thought about those things which he would miss the most, rather than everything he liked in his life. William then said he would probably take his favourite CDs and a pair of shoes he always felt comfortable in. When it came to thinking about people or feelings he would take with him – he
said he would take his best friend, who was always supportive to him and made him laugh when he was feeling low. He said it was useful to think about the things in his life that were really important to him, and wrote these things down in his journal.

William’s example of feeling grateful was when he had forgotten his keys, and had called his neighbour who had a spare pair. Despite his neighbour being in the local supermarket, he quickly came back and gave William his keys so he didn’t have to wait long. William said he was so thankful to his neighbour and said he was really grateful. He said that feeling grateful was a nice feeling, and that he realised his example was something quite big, but that he would continue to think about things for which he was grateful, and would note them down.

William found the gratitude timeline quite difficult to complete, since he could think of people from his childhood (his parents) and currently (his friends), but that his life had been difficult in the middle and he was struggling to think of someone to whom he was grateful. The therapists said this didn’t need to be anything big, just someone who may have done or said something small that William may have recalled. William said that when he had first attended his local day centre, his mentor had been really helpful in terms of training him to use a computer, and spending time teaching him, giving him skills that he still used today. The group agreed this was an excellent example and William noted this down.

William said he was going to write his gratitude letter to one of his primary school teachers, who had believed in him and helped him get some qualifications despite the fact that sometimes he was badly behaved and not that popular with the other children. He said it will always be something that he remembered, and that the teacher’s support had really helped shape his character and given him the determination and belief that he could overcome difficult times. He said he would consider giving it to this teacher, who still lived locally, but would think about it over the coming week.
Session 12: Looking Back, Moving Forward

Rationale

This session encourages clients to think about the progress they have made over the sessions and to think about ways in which they can maintain gains that they have made – a session with a similar aim to Session 7. It also provides therapists with a chance to explain the importance of continuing work carried out in the sessions, after the therapy has finished. Research has shown that often gains made during a course of therapy are not maintained after the end of the therapy, and it has been suggested that this is in part down to the belief of clients that work carried out in the sessions is not something to be continued when the group ends. Further, literature shows that continuing exercises which have been carried out in therapy can help to maintain such gains, and therefore the emphasis on such maintenance is introduced in this session.

Aims

This session aims to:

(a) give clients the opportunity to share with the group what they have put in their Good Things Box
(b) help clients think about positive experiences in their lives when they have been at their best
(c) encourage discussion about how to maintain progress and continue using what has been learnt across the sessions.

Session summary

- Mindful savouring
- Recap of experiences with writing gratitude letters
- Exercise: Good Things Box
- Exercise: When I’m at my best
- Ongoing Exercise: Maintenance – how to continue using what we have learnt
- Mindful savouring

Materials needed

- WELLFOCUS Music
- Handout 14
- Pens and pencils
**Session plan**

1. **ENTER WITH MINDFUL SAVOURING**  
   5 minutes

2. **WELCOME AND RECAP**  
   10 minutes

   Therapists should explore with clients their experiences of writing their gratitude letters. Clients should be invited to share their letters with the group if they want to. Therapists should take this opportunity to remind the group about positive responding and model this in relation to people's stories and experiences of gratitude. Ask for volunteers to share one successful savouring experience they have had over the last week.

3. **EXERCISE: GOOD THINGS BOX**  
   15 minutes

   This is an exercise in which the group gets to share some of the good things that they have put into their Good Things Box.

   Therapists should explain that this is a good opportunity to remind themselves of some of the good things they have put into their Good Things Box, and to share some of these with the group. Therapists should share some of the things in their own Good Things Box first, and ensure that they emphasise what they had to do to make those good things happen.

   *Therapists should ensure they use accessible examples of good things, and share a mixture of examples, such as objects and Good Things Cards, reminders of small things that meant a lot and bigger events etc. Positive responding should be modelled and encouraged by the therapists.*

   Each client should then be asked to share a few items in their Good Things Box, and explain what those items or notes on Good Things Cards mean to them. Therapists should probe to ensure clients have made a note of the dates on which these good things happened. Once this has been completed, therapists should encourage a short discussion on the meaning of these good things, and how their Good Things Box can be used going forward. For example, clients can continue to collect things and add them to the boxes, can get copies, or make their own copies of, additional good things cards, and should go back to the Good Things Box when they are finding things difficult, to remind themselves of good things that have happened.
4. EXERCISE: WHEN I’M AT MY BEST  15 minutes

This is a repeat of the “When I’m at my best” exercise in Sessions 2 and 7, and gives the clients an opportunity to think of another occasion when they have been “at their best” and reflect on it with the group.

Therapists should remind clients about the same exercise which they did in Sessions 2 and 7 and explain that the group is going to consider this exercise again, and share another story of when people were at their best. Therapists should emphasise that clients may well look at situations in different ways following some of the sessions, and should be encouraged to come up with a different, and more recent example. More recent examples should be provided by the therapists, together with a brief explanation of what they thought they learnt from such an experience. Clients should then be encouraged to share their own stories, together with that they have learnt from them.

Positive responding should again be modelled and encouraged by the therapists. Some clients may find this difficult – it may be useful for therapists to have considered their post-session notes on clients’ progress through the sessions, in order to be able to provide some relevant prompts from examples clients have given in previous sessions.

5. BREAK  10 minutes

6. EXERCISE: WHEN I’M AT MY BEST (CONTINUED)  10 minutes

The exercise should be continued to allow all clients the opportunity to provide a story of when they have been at their best. Reflect on how thinking about and telling these stories now feels different to how it felt like the first time around. Elicit and reinforce feedback on gains in self-esteem and positive self-images.

7. ONGOING EXERCISE: MAINTENANCE – USING WHAT WE HAVE LEARNT  15 minutes

This is an exercise where therapists discuss with clients how they can continue using what they have learnt and how to maintain the progress and gains they have made.

Therapists should explain to clients that it is important not only to recognise what each of them has learnt over the sessions, but also to think about how they can continue to use what they have learnt, and maintain the progress and gains they have made.
Therapists should remind clients about the key learning topics from WELLFOCUS PPT – savouring, good things, personal strengths, gratitude, forgiveness, and one door closes another door opens, positive responding, positive self-image. Circulate Handout 14

Ask clients to remember the work they have done, and look over their handouts (especially Handout 9). If clients have not brought handouts with them, encourage them to think about what they had included on it. Discuss whether clients have practised the skills they developed in sessions in the rest of their life. If they have practiced these, encourage clients to think about ways to improve their strategy. If clients have not managed to practice, reflect on why they didn’t manage to do this and what clients could do differently which may be more helpful. Following this, ask clients to note these strategies down on Handout 12. Clients can start noting methods they think about during the session in their journals, and continue to do this over the next week.

Therapists should then ask clients to suggest ways in which they can keep each of these things going after the sessions. Approached might include practising the exercises again, continuing to use the journal to note down experiences, using their Good Things Box, remembering the benefits of forgiveness and gratitude, trying to savour something different each week etc. Be specific. Encourage clients to think about when and how they going to practice each of these things (e.g. think about a positive thing that happened every evening when brushing their teeth or remembering to savour one bite of breakfast every morning).

8. END WITH MINDFUL SAVOURING  5 minutes

Case Studies

Sally

Sally’s mood seemed to have improved a little over the last week. She said she had finished her gratitude letter to her mother, and it had been quite an emotional process for her and had made her remember everything she had done for her and how it had made her feel. She said she planned to give it to her but only after giving herself some time to full appreciate the emotions which had been generated. The therapists reminded her that the intention was not
for the letter to be sent, and that it was optional, but if she wished to send it then of course she could.

Sally shared some of the things in her Good Things Box. She had put in a few pictures of her and her best friend having a picnic, and had written on the back the date, and the steps involved in her making the picnic happen. She was congratulated for remembering to do this. She also had a Good Things Card on which she had written about a trip to the cinema she had made with her father to see a film she had really enjoyed, and again she had remembered to put down the date and what she had done (booking the tickets and checking the bus times). She said she would continue to use the Good Things Box as she really identified with the purpose and it was good to boost her mood.

Sally’s example of when she had been at her best was when she had confronted her anxiety and attended a church event where she had offered to run a stall making fun balloon figures for children all day. It had been a long day (and her fingers had hurt from the balloon modelling by the end!), but she was really pleased she had achieved the goal, interacted with people and received a lot of praise for her efforts. She said this taught her to challenge her fears and that once she got there, she felt a lot better. Sally hadn’t written this down yet, so the therapist suggested she made a note of this in her journal and came back to it later to remind herself of her achievements.

When asked how she had got on with her plans for maintaining her progress which she completed in Session 7, Sally said she felt she had done quite well. She had planned to continue to make good use of her Good Things Box, and felt she had done this, with which the rest of the group agreed. She wanted to make a note of more savouring experiences, which she had done, and tried putting these into action. Sally showed the group a list of savouring experiences she had compiled in her journal. Next to each one she had completed she had written briefly about the experience and how it made her feel. Several members of the group said they would try this too since it sounded like a useful method. Amongst Sally’s favourite savouring activities was baking bread. She had started making different breads and experimenting with different recipes. She said at the weekend she really enjoyed listening to classical music and baking bread, and enjoying the smell as it baked, and the taste when she had some of the bread for lunch. One client said she had really described the experience very well, and it was interesting that Sally used all five senses in this experience. This client was commended for such an insight, and there was a brief discussion after this about using different senses in savouring experiences.
Sally said she wanted to extend her savouring experiences to include activities with others, since she acknowledged her activities did not involve anyone else. The therapists praised her for challenging herself even more, and asked her to write this down in her journal.

**William**

William brought his gratitude letter written to his teacher to the session, and read part of it out. He said he had written it over a few days to give himself sufficient time to remember everything his teacher had done for him. The group responded positively to him, especially with regard to how well he had written down his feelings of gratitude. He said he was not going to send it but would keep it in his journal and look back at it.

William shared a few things from his Good Things Box, including a pen. He said this was the pen he had used when he passed a test in basic electrics at his day centre, and reminded him of how proud he was of this achievement. The group congratulated him on this achievement and liked the way in which he had chosen to remember this. William hadn’t written any notes about this event, so was encouraged to also complete a Good Things Card noting down the event, the date and what he had done to make it happen.

William’s story about when he had been at his best over the past few weeks was how he had refused to let an acquaintance sleep on his sofa. He said the man was always wanted to stay, and he ended up taking advantage, eating all William’s food and taking some of his things. William was proud he had stood up to him, because he had been scared about the man’s response. He said this had actually just been accepted and he hadn’t heard anything about it since. William said he thought about the work he had done on forgiveness and thinking about overusing strengths. He said his strength was kindness but he had been over-using that and had been taken advantage of. He said he had forgiven the man but this didn’t mean he excused his behaviour or would be maintaining the relationship. The therapists were really pleased – William had used many of the things he had learnt and really showed a mature way of thinking. The rest of the group were really impressed with William’s account, and said it was a good example for them.

William said he felt he had really continued making progress, and that he had also succeeded in his goal from Session 7 – to think more about savouring experiences. He said he tried to savour a few new things every week and make a note of these. One example he gave was enjoying watching the Saturday afternoon football games at his friend’s house – they would have a good catch up about the week and he would enjoy the match. He hadn’t written a note about this but said he would. He said he had also shared some of the things in his Good
Things Box with one of his friends, as he had planned to do. He was worried his friend wouldn’t understand, but actually his friend thought it was a great idea and went and got a box for himself! To continue maintaining his progress, William thought he needed to move his Good Things Box to the side of his bed, so he remembered it before going to bed every night. He also said he wanted to write more about each savouring experience, as Sally had been doing, since he thought this would be very useful for him. The therapists praised him for taking such responsibility for his progress and for his determination.
Session 13: Celebration

**Rationale**
This celebration session provides an opportunity for clients to think about what they have learned and enjoyed throughout the sessions, and to cement key learning by reviewing and discussing main learning points. This will build clients’ confidence in how far they have come. Clients are also given WELLFOCUS certificates to congratulate them on their completion of WELLFOCUS PPT. This will reinforce positive self-image, self-esteem and belief in their abilities. In advance of the session, therapists write letters to each client, highlighting their progress across the sessions. The session notes taken on each client following each session can serve as a basis for writing these the letters. These letters provide lasting mementoes of each client’s contribution to, and learning from, the sessions.

**Aims**
The aims of this session are to:

(a) revisit positive experiences throughout the sessions  
(b) celebrate achievements with a certificate ceremony.

**Session summary**

- Mindful savouring  
- Recap of maintaining gains  
- Learning experiences  
- Certificate and letter ceremony  
- Mindful savouring

**Materials needed**

- WELLFOCUS Music  
- Completed and signed WELLFOCUS certificates (shown in Appendix 3)  
- Personalised end-of- session letters  
- Celebratory food and drink  
- Pen and pencils

**Therapist preparation**
Therapists should prepare two documents for each client before the session:
Certificates

An example certificate is included in Appendix 3. This should be completed for each client and signed by both therapists.

End of session letters

Therapists should try to write these letters together, referring to the post-session notes they made for each client. These letters should be a couple of short paragraphs, mentioning specific, personalised examples of all the praised aspects referred to in the letters. Language should be kept simple and easy to understand.

Session plan

1. ENTER WITH MINDFUL SAVOURING 5 minutes

2. WELCOME AND RECAP 10 minutes

Discuss clients’ experiences of noting ways to maintain gains and progress which they should have noted in their journals over the last week. Also ask for volunteers for one good thing they noted in their Good Things Box and one new successful savouring exercise they undertook.

3. EXERCISE: LEARNING EXPERIENCES 15 minutes

Go around the group and ask clients what they feel they have learned across the sessions and exercises, and what they have particularly enjoyed. Specifically encourage discussion on target areas of WELLFOCUS PPT and how clients feel these areas have benefited them throughout the sessions. Prompt clients with key session topics where necessary. Suggest clients make a brief note of these things in their journals, and continue this after the session.

4. BREAK 10 minutes

If possible, a special selection of cakes (or similar) should be provided. Clients should be invited to think about savouring their cakes or drinks and reflecting on how this feels for them, especially in the context of the celebratory nature of the food.

5. CERTIFICATE AND LETTER CEREMONY 40 minutes
Music should be playing in the background throughout the second half of the session, and refreshments can continue to be served. The room can be decorated too if the therapists wish! Explain that the last half of the session will be spent recognising and celebrating the achievements of everyone in the group across the sessions. Further explain that each client will be receiving a WELLFOCUS PPT Certificate, as a record of their achievements over the WELLFOCUS course, and also a personal letter to the client setting out their achievements and strengths. Clients should also be given the choice as to whether to read out their letter to the group, have one of the therapists read the letter to the group, or for the client to read to himself.

For each client in turn, therapists should present them with a WELLFOCUS PPT Certificate and letter. Give clients some time to read the letter silently for themselves. Then give them the option to have either the clients themselves or therapist, if wanted, read out the letter to the group. Therapists should encourage positive responding from other members of the group. Ask each client what they think about the letter, how they feel about it, what they would add. Ask the group for more feedback and for things they would add to the letter.

For some clients, reading out their letters may be very challenging and/or daunting. Therapists should therefore try to gauge the group before the exercise to see what process may be more appropriate.

8. END WITH MINDFUL SAVOURING 5 minutes

Since it is the last session, therapists should ask if any of the group wants to lead the last mindful savouring exercise. Emphasise that it doesn’t need to be perfect it would just be a nice opportunity for someone to have a go if they want to. If more than one person volunteers, let them take responsibility for savouring different parts (i.e. first half) of the music.

If booster sessions are being offered, remind clients of the invitation to optional booster sessions and briefly explain again what these would consist of. Invite clients to note down their contact details to receive a booster session reminder in the future.

Case Studies

Sally
Sally seemed to really enjoy this session. She said she had written down her new plans for maintaining the progress she had made. When discussing the things that each of the group had learnt, Sally felt she had really benefited from thinking about her strengths – she said it was difficult to start with, since she had never really thought there was anything she was good at. However, through the sessions, she began to see she had a number of strengths and that by using these, she could increase her confidence and discover new areas of interest. She said the other main things she had learnt were savouring, which helped to relax and appreciate small things in her life, and gratitude – for her this was a really strong emotion and she felt it was useful to her to think about all she had to be thankful for.

Sally was proud to receive her certificate and seemed really pleasantly surprised when she read out her letter. She said she had no idea that she had been perceived in so many positive ways, and that the therapists thought her progress had been excellent. She said she was more inclined to believe this following her recounting her stories of when she had been at her best. She planned to keep the letter and put it in her Good Things Box. She thanked the therapists for such a lovely letter, and the rest of the members said it had been great to have Sally in the group, and she had taught them a lot.

Sally joined in the last mindful savouring session with enthusiasm, and said she planned to attend the booster sessions since it would be useful to see how she had continued her progress and get some more support.

**William**

William felt he had noted down his key progress points over the week, and intended to go to the booster session to try to ensure his progress continued. He felt his key learning experiences from the sessions were learning how to savour activities, using the Good Things Box and learning about the concept of forgiveness, especially the benefits to the person forgiving and also what forgiveness means and doesn't mean. He said he had been holding a lot of negative emotions about people who had let him down, and that by using what he had learnt in the sessions, he had let go of many of these things, sometimes choosing to maintain the friendship and other times deciding he would be better off not continuing the relationship. The therapists said they were really impressed by his progress over the sessions and how much he had learnt. This was reflected in William’s end-of-session letter – which he managed to read out despite not finding reading easy and getting quite emotional when going through it. The letter included many references to William’s progress and William was amazed that the therapists had remembered these things. The group congratulated William and said his sense
of humour and caring nature had made him a real asset to the group. William seemed touched by all of this, and sat down smiling.

William offered to lead the mindful savouring of music – and did a very good job! He had clearly progressed from the first session where he found it quite difficult to concentrate. He had listened intently to the therapists in the previous sessions and guided the exercise impressively. The rest of the group and the therapists thanked him afterwards for doing this so well.
References


This is your WELLFOCUS Journal
Please remember to bring it to every session
What will we be doing in this session?

- Pass the Ball warm-up exercise
- Introduction to WELLFOCUS PPT
- Expectations
- Introduction to the WELLFOCUS Journal
- Ongoing exercises – what are they?
- Exercise: Pass the ball

WHAT IS THIS SESSION ABOUT?

You will be introduced to WELLFOCUS PPT and you will also be given your WELLFOCUS Journal.
WHAT IS THIS SESSION ABOUT?

You will be introduced to positive responding and also have the opportunity to share with the group a time when you feel you have been ‘at your best’.

What will we be doing in this session?

- One thing about you warm-up exercise
- Introducing positive responding
- Exercise: At my best
- Ongoing exercises – continued
- Exercise: Pass the ball

ONGOING EXERCISE

Note down your positive story ‘at my best’ in your WELLFOCUS Journal.
Savouring
Session 3

WHAT IS THIS SESSION ABOUT?
We practise slowing down and consciously enjoying experiences

What will we be doing in this session?

- Learning about the process of savouring
- Exercise: Mindful eating – enjoying the taste, texture,

ONGOING EXERCISE
Think of some experiences to savour in your own time. Record some of these experiences in your WELLFOCUS journal.
WHAT IS THIS SESSION ABOUT?

We concentrate on good things that happen and how recording this experiences can be good for your wellbeing

What will we be doing in this session?

- Stand up who ... warm up
- Good Things Think of good things that have happened today
- Consider what you did to make this good thing happen

ONGOING EXERCISE

Add mementoes of good things that have happened to you every day or write about them on a Good Things Card and put them in your Good Things Box.
WHAT IS THIS SESSION ABOUT?
We focus on our personal strengths and how recognising these can be helpful in maintaining mood and mental health.

What will we be doing in this session?
- The Last Roll - warm up
- Exercise: Personal Strengths
- Exercise: Identifying a personal character strength

ONGOING EXERCISE
Reflect on your personal character strength and write about it in your WELLFOCUS journal.
WHAT IS THIS SESSION ABOUT?

We consider how we can put our strengths into practice by planning a personal strength activity.

What will we be doing in this session?

• Recap of identifying personal strengths
• Playing to your strengths – warm-up
• Exercise: Identify and plan a personal strength activity

ONGOING EXERCISE

Carry out your personal strength activity and record your experiences in your WELLFOCUS journal.
At my best
Session 7

WHAT IS THIS SESSION ABOUT?
We focus on the strengths you share with other people.

What will we be doing in this session?

- Compliments – warm up
- Recap of Good Things
- Exercise: When I’m at my best
- Introduction to next sessions

ONGOING EXERCISE

- Exploring ways to maintain gains in progress, noting these down and plans of how to put these into action
One Door Closes, Another Door Opens  
Session 8

WHAT IS THIS SESSION ABOUT?
We look at difficult experiences from which we can see a positive outcome

What will be doing in this session?
- *Ball Challenge* warm up
- *Exercise*: Think about times when negative events in your past had positive outcomes.

ONGOING EXERCISE
Try and identify more situations where you can see positive aspects of negative experiences and record these experiences in your Good Things Box or WELLFOCUS journal
WHAT IS THIS SESSION ABOUT?
We focus on forgiveness as a way of changing bitter feelings into neutral or positive ones.

What will we be doing in this session?

- **Celebrity Forgiveness** warm up
- Exercise: What is forgiveness?
- Exercise: Feeling disappointed or let down by others
- Exercise: *Grudge Surrounded by a Sea of Forgiveness* - identify a grudge you hold against someone and consider their positive characteristics.

ONGOING EXERCISE
Continue with and complete the Sea of Forgiveness exercise
WHAT IS THIS SESSION ABOUT?
We continue to think about the importance of forgiveness

What will we be doing in this session?

• *Tug of War* - warm up.

• Exercise: *Forgiveness Letter* - write to someone who has let you down and express your forgiveness.

ONGOING EXERCISE
Complete your forgiveness letter and reflect on it in your WELLFOCUS journal.
Gratitude  
Session 11

WHAT IS THIS SESSION ABOUT?
We focus on gratitude and its link with positive emotions

What will we be doing in this session?

• *Desert Island Ball* - warm up
• Exercise: Feeling grateful
• Exercise: Gratitude timeline

ONGOING EXERCISE
Write a gratitude letter to someone to whom you are grateful and reflect on it in your WELLFOCUS journal.
Looking back, moving forward  
Session 12

WHAT IS THIS SESSION ABOUT?

Sharing with the group some of the things in the Good Things Boxes, a further time recently where people have been ‘at their best’ and discussion about maintaining progress.

What will we be doing in this session?

- **Gratitude Letter** Reflect on your gratitude letter and share your experiences.
- **Good Things Box** Have a look and see what you have collected over the past weeks
- **Exercise: When I’m at my best**

ONGOING EXERCISE

Thinking about maintenance – how to continue using what you have learnt
Celebration
Session 13

WHAT IS THIS SESSION ABOUT?
We look back at what we have achieved!

What will we be doing in this session?
- Exercise: learning experiences
- Certificate and letter ceremony

ONGOING EXERCISE
Keep up the good work. Remember, you can use the exercises and your WELLFOCUS journal at any time!
Appendix 2  Handouts

Handout 1  WELLFOCUS PPT overview
Handout 2  Positive responding
Handout 3  Savouring
Handout 4  Things I plan to savour this week
Handout 5  Good Things Cards
Handout 6  Good Things Cards (blank)
Handout 7  Identifying Personal Strengths
Handout 8  Personal Strength Activity
Handout 9  Compliments
Handout 10  One Door Closes, Another Door Opens
Handout 11  Forgiveness
Handout 12  Sea of Forgiveness
Handout 13  Gratitude Timeline
Handout 14  How can I maintain my progress?
WELLFOCUS PPT Overview

Handout 1

What is WELLFOCUS PPT?
WELLFOCUS PPT aims to increase wellbeing. This is done by helping you to identify and use your strengths, meaning and positive relationships.

What do we do in each session?
Each session lasts for 90 minutes including a 10 minute break. You will be given a WELLFOCUS journal to record your personal experiences.

Sessions:

- Session 1: Welcome to WELLFOCUS PPT
- Session 2: Positive experiences
- Session 3: Savouring
- Session 4: Good Things
- Session 5: Personal Strengths
- Session 6: Personal Strength Activity
- Session 7: At my best
- Session 8: Once Door Closes, Another Door Opens
- Session 9: Forgiveness (1)
- Session 10: Forgiveness (2)
- Session 11: Gratitude
- Session 12: Looking back, moving forward
- Session 13: Celebration

Group guidelines:
- Try to arrive on time
- Switch off mobile phones
- Stories, personal details and experiences shared in this group stay in the room
- Listen to others when they are speaking
- Be considerate towards other group members

This handout is used in session 1
A friend tells you he/she has managed to get a part-time voluntary job. How do you respond?

<table>
<thead>
<tr>
<th>Response</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>“That is wonderful! I am so happy for you. You will be an excellent volunteer! What will the work involve?”</td>
<td>Responding enthusiastically; maintaining eye contact, smiling, displaying positive emotions; showing interest</td>
</tr>
<tr>
<td>“But if you start volunteering, I won’t be able to see you as much.”</td>
<td>Pointing out the downside; displaying negative feelings</td>
</tr>
<tr>
<td>“That’s nice, that you are volunteering”</td>
<td>Happy but lacking enthusiasm; little to no active emotional expression</td>
</tr>
<tr>
<td>“Oh. Remind me again when we are going to the cinema next week”</td>
<td>Lacking interest; displaying little to no eye contact; turning away or leaving the room</td>
</tr>
</tbody>
</table>
Savouring
Handout 3

Savouring Guidance

Give yourself breaks for savouring every day. In order to savour you need to set aside some time. Try to slow things down. Even a few seconds can bring about a positive feeling. Here are some guidelines you can follow:

1. Savouring needs time
2. Let yourself savour
3. Everyone is different – know what you like and what you want to savour!
4. Savouring is something you can do every day
5. Take time to find out which of your senses (sight, hearing, taste, smell and touch) you want to use to savour.

Savouring Suggestions

Going for a walk in the park
Listening to music
Having a bubble bath
Talking to friends
Eating a meal you’ve cooked yourself

Here are some examples of everyday experiences that you could savour...

This Handout is used in Session 3
Things I plan to savour this week

Handout 4

Date:

.................................................................

Date:

.................................................................

This handout is used in session 3
Good Things Cards

Handout 5

It is common for people to worry about things that went wrong that day and what might go wrong in the future. The aim of this session is to counteract this natural tendency to focus on negatives. This exercise wants to encourage you to look at the positives.

Think of at least one good thing(s) that have happened to you and fill out some **Good Things Cards** (see example below)

- Place the cards in your personal **Good Things Box**
- Instead of filling out a card you may consider putting a small object into your box (e.g. newspaper clippings if you enjoyed reading an article, a sachet of sugar from a café where you enjoyed having a drink)
- By the end of the group you should have collected a number of things, which remind you of positive experiences. You may even find it useful to refer back to your **Good Things Box** when you are feeling low.

Example of a completed **Good Things Card**

<table>
<thead>
<tr>
<th>Good Things Card</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong> day/month/year</td>
</tr>
<tr>
<td><strong>Good thing that happened today:</strong></td>
</tr>
<tr>
<td><em>I met my friend and we went to a café for a cup of coffee. We had a really good time catching up...</em></td>
</tr>
<tr>
<td><strong>How I helped this happen:</strong></td>
</tr>
<tr>
<td><em>called my friend and arranged the meeting</em></td>
</tr>
<tr>
<td><em>got myself ready to leave the house</em></td>
</tr>
<tr>
<td><em>got on a bus in order to get to a café</em></td>
</tr>
</tbody>
</table>

This is used in session 4
<table>
<thead>
<tr>
<th><strong>Good Things Card</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Good thing that happened today:</strong></td>
</tr>
<tr>
<td><strong>How I helped this happen:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Good Things Card</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Good thing that happened today:</strong></td>
</tr>
<tr>
<td><strong>How I helped this happen:</strong></td>
</tr>
</tbody>
</table>
Identifying Personal Strengths  
Handout 7

Do you identify with any of the strengths below?

<table>
<thead>
<tr>
<th>Appreciation of beauty</th>
<th>Enthusiasm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bravery</td>
<td>Fairness</td>
</tr>
<tr>
<td>Capacity to love and be loved</td>
<td>Forgiveness</td>
</tr>
<tr>
<td>Caution</td>
<td>Gratitude</td>
</tr>
<tr>
<td>Creativity</td>
<td>Honesty</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Humour</td>
</tr>
</tbody>
</table>

This is used in session 5.
Kindness  
Leadership  
Love of learning  
Modesty  
Perserverance  
Open-mindedness  
Optimism  
Self-control  
Spirituality  
Social Skills  
Teamwork  
Wisdom  

This is used in session 5.
My chosen activity for next week is: _______________________________

Where? _______________________________________________________

When? (Day, time) _______________________________________________

What I will need in order to do this?
(This could be money, transport, information, materials, help from other people etc.)

• ____________________________________________________________

• ____________________________________________________________

• ____________________________________________________________

What personal strengths can I use to achieve this?

• ____________________________________________________________

• ____________________________________________________________

• ____________________________________________________________
Compliments

Name: ..............................................................................................................

Here are your compliments:

................................................................................................................................
................................................................................................................................
................................................................................................................................
................................................................................................................................
................................................................................................................................
................................................................................................................................
One Door Closes, Another Door Opens

Write about a time in your life when you lost out on something important or when a big plan collapsed. Then consider what doors opened after other doors closed.

Here is an example:

When something bad happened:

My bus broke down on the way to the library and by the time I got there the library was shut.

What good thing(s) came out of it:

However, the library had kept a set of second-hand books outside that were free for the public, so I managed to pick up a great book to read and can now lend it to my sister when I’ve finished with it.
Forgiveness

Handout 11

What is forgiveness?

Forgiveness increases positive emotions about the past and self-control whilst bitterness causes rumination and resentment. Forgiving another person can help to transform feelings of anger and bitterness into feelings of neutrality or positive emotions.

Forgiveness is ...

✓ a process of change
✓ being understanding and generous to someone who has let you down
✓ a process of reducing negative feelings
✓ letting go of grudges
✓ about releasing the hold that the person has over you
✓ ........................................................................................................................................
✓ ........................................................................................................................................

Forgiveness is NOT...

× an event
× mindlessly replacing feelings
× overlooking or ignoring a wrongdoing
× giving permission for hurtful behaviour to continue
× excusing a past event
× necessarily reconciliation
× ........................................................................................................................................
× ........................................................................................................................................
Sea of Forgiveness

Handout 12

The red circle represents a grudge that you are holding. While you are holding this grudge in mind, write something positive about the person in each bubble.
As you look at the sea of forgiveness, how are you able to see the situation differently? In what way do you feel differently about the person?

Do you feel more ready or willing to work towards forgiveness (remember, forgiveness is for you, not the person who wronged you)? What will you do?

Do you feel as though you would like to restore your relationship that person?
Think of one or more important people that played a positive role in your life. To help you remember, use the timeline below.
How can I maintain my progress?

Handout 14

What have I found useful in these sessions?

Positive responding

Savouring

Good Things Box

Good Things Cards

Personal strengths

Gratitude

Forgiveness

One door closes, another door opens

What will I do to keep these going in the future?

* e.g. practising the exercises, using the journal, using the Good Things Box, remembering the benefits of forgiveness and gratitude, trying to savour something different every day, etc.

How will I remember?

* e.g. think about a positive thing that happened every evening when brushing my teeth, savour one bite of breakfast every morning
Appendix 3   Additional Resources

WELLFOCUS PPT Equipment Checklist
   Example Music List
   Personal Strengths Cards
   WELLFOCUS PPT Certificate
WELLFOCUS PPT Equipment Checklist

All sessions
WELLFOCUS Music
Pencils
Felt-tip pens
Refill pad
Refreshments
Plastic cups
Napkins

Session 1  Welcome to WELLFOCUS PPT
WELLFOCUS Journals containing all pages in Appendix 1
Ball
Handout 1

Session 2  Positive experiences
Flipchart
Scissors
Blu-tack
Handout 2

Session 3  Savouring
Food (chocolate, grapes, popcorn)
Music for savouring
Handouts 3 and 4

Session 4  Good Things
Good Things Boxes
Handouts 5 (x1) and 6 (x2)

Session 5  Identifying a Personal Strength
Toilet paper rolls
Strengths pictures (shown in Appendix 3)
Handout 7
Session 6  Personal Strengths
Flipchart
Handout 8

Session 7  At my best
Handout 9

Session 8  One Door Closes, Another Door Opens
Two balls
Two other items which can be thrown
Handout 10

Session 9  Forgiveness (1)
Flipchart
Handouts 11 and 12

Session 10  Forgiveness (2)
Rope

Session 11  Gratitude
Ball
Handout 13

Session 12  Looking back, moving forward
Handout 14

Session 13  Celebration
Personalised end-of-session letters
Ball
Completed and signed WELLFOCUS Certificates (shown in Appendix 3)
Celebratory food and drink
Example Music List

- Joseph Haydn, *Opus 20* ("the Sun Quartets"), *String Quartet No.1 in C Major*, *Moderato*
- Blank & Jones, *Desire (Ambient Mix)*
- Georg Friedrich Händel, *Concerti grossi in B-flat Major*, *Allegro ma non troppo*
- Nacho Sotomayor, *Café del Mar*
- Single Cell Orchestra, *Transmit Liberation*
- D’Note, *D’Votion*
- Joseph Haydn, *Opus 20* ("the Sun Quartets"), *String Quartet No.6 in A Major*, *Adagio*
- Nova Nova, *Tones*
- dZihan & Kamien, *Homebase*
- Wolfgang Amadeus Mozart, *Piano Concerto No. 9*, 1st movement
- Ludwig van Beethoven, *Opus 68, Symphony No.6 in F Major* ("Pastoral Symphony"), 1st movement, *Allegro ma non troppo*
Bravery

Creativity
Curiosity

Fairness
Forgiveness

Gratitude
Optimism

Humour
Kindness

Leadership
Capacity to love / be loved

Love of learning
Modesty

Open-mindedness
Perseverance

Wisdom
Self-control

Social skills
Teamwork

Enthusiasm / Energy
WELLFOCUS PPT CERTIFICATE

This certificate is awarded to

[Recipient's Name]

for

your achievements in the WELLFOCUS PPT group

[Signature]
[Date]