



# Live Wise, Age Well Programme

**PARTICIPANTS MANUAL**  
A six week programme  
to help strengthen  
coping strategies and  
improve well-being





**Welcome**

**Welcome to the Live Wise, Age Well resilience programme. It is a six week course that will involve learning tools and techniques that you will hopefully find useful to help create a happy and healthy lifestyle. The course will consist of a mix of group discussions and learning. It is based on the principles of Cognitive Behavioural Therapy (CBT).**

CBT focuses on how your thoughts, beliefs and attitudes affect your feelings and behaviour, and teaches you coping skills for dealing with different problems. It combines cognitive therapy (to change unhelpful ways of thinking in difficult situations) with behaviour therapy (to change unhelpful ways of responding in difficult situations). CBT is based on the idea that the way we think about situations can affect the way we feel and behave (taken from [www.mind.org.uk](http://www.mind.org.uk)).

Resilience is defined as ‘an individual’s ability to properly adapt to stress and adversity. Stress and adversity can come in the shape of family or relationship problems, health problems, or workplace and financial stressors, among others’ (American Psychological Association 2014, The Road to Resilience).

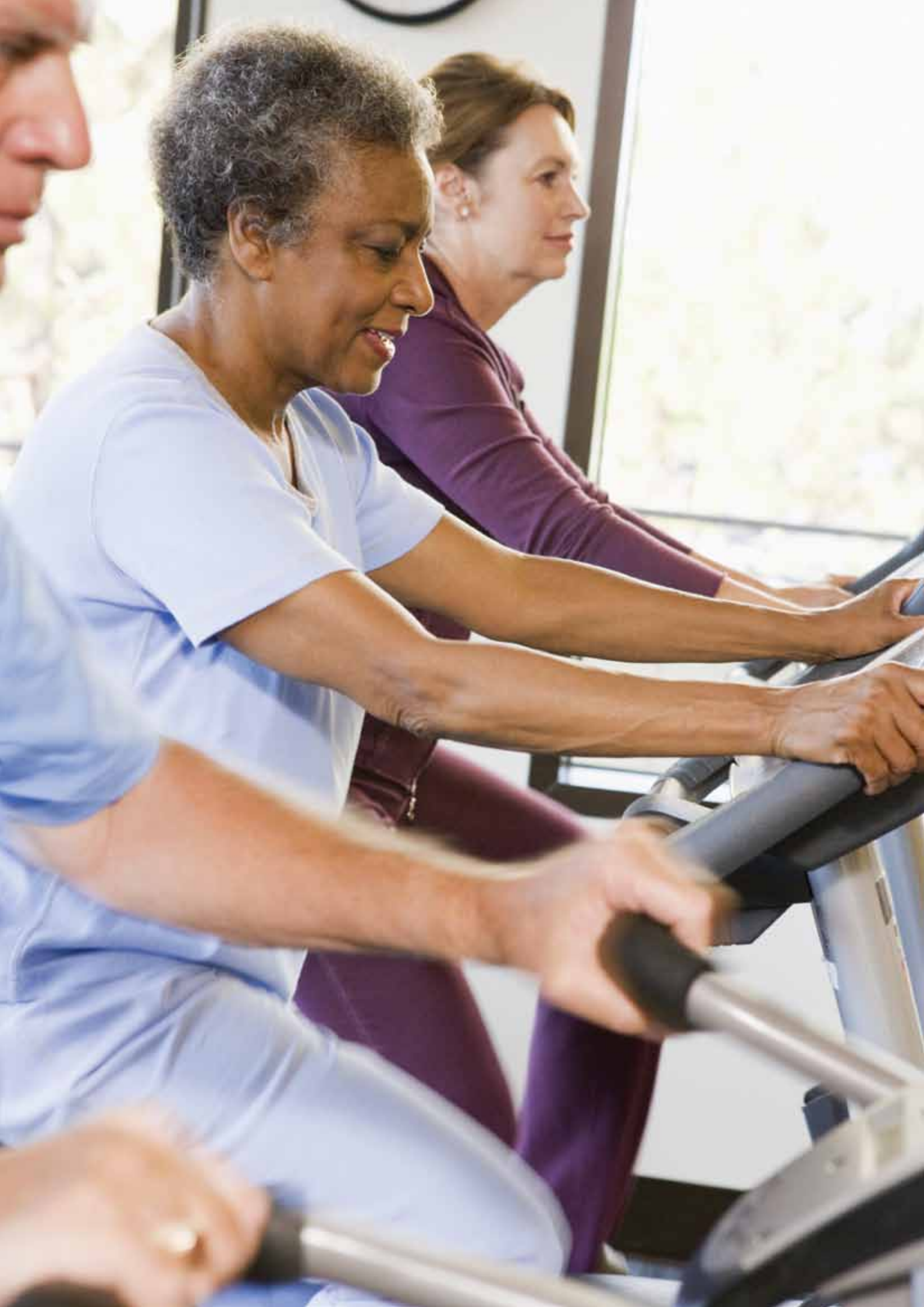
The aim of this programme is that through changing your thinking and behaviours, you will develop stronger resilience to cope with changes and challenging situations.

Many people feel anxious before attending a group, as they are concerned about speaking in front of people. If you feel this way, please still come along, as there is no pressure to speak or share your story if you don’t want to. You still have the opportunity of gaining something new.

This booklet is to be used for you to write down things that are helpful, as well as giving you information to take home and read at a later date. There are six sessions in this booklet, each with a specific topic.

Tasks will be set at the end of each session. They will be based on what has been covered that week. They will be set by yourself, for you to think about and change over the week. We want the tasks to be set by you, as we know a lot of people did not have positive experiences of school and homework! You will be invited to share this in the following session, but only if you want to, there will be no pressure!

At the end of each session, we will be asking for your feedback, and we would love for you to tell us what you have enjoyed and what you would like to change.



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# Session 1

**AGE WELL:**  
Adjusting to changes  
as we age

The goal of this session is to identify different challenges you have faced in your life so far and to reflect on how you have coped with these

“Whether you think you can, or think you can't, you are right  
Henry Ford



## **GROUP DISCUSSION: GROUND RULES FOR THE GROUP**

As a group it is important we develop a set of ground rules so everyone feels comfortable, safe and an equal contributor.



## **GROUP DISCUSSION: EXPERIENCE OF AGEING**

Think about and list some negative aspects of ageing and then positive aspects of ageing.

## E. ERIKSON'S 8 LIFE STAGES (1956)

The psychologist E Erikson (1956) suggested that we move through different periods as we age, reflecting different developmental stages.

The first five stages cover childhood years and the main developmental tasks centre on whether we are able to put trust in parents / caregivers to meet our needs and then able to develop a range of skills to cope in different situations including school.

From 18 years there is a focus on exploring relationships and giving, often through being a parent or in work or through participating in other activities.

And the final stage is about moving into old age, looking back on life and reflecting on our experience.

Some people will navigate these stages easily and will have good experiences; other people will face difficulties at different times. But change will be a constant process and resilience helps us adjust to the changes we face.

E. ERIKSON'S 8 LIFE STAGES (1956)		
APPROX AGE	STAGE	POSITIVE CHARACTERISTICS GAINED AND TYPICAL ACTIVITIES
Birth to 1	Trust versus mistrust	HOPE: trust in primary caregiver and in one's own ability to make things happen (secure attachment to caregiver is key)
1 to 3	Autonomy versus shame & doubt	WILL: new physical skills lead to demand for more choices, most often seen as saying "no" to caregivers; child learns self-care skills such as toileting
3 to 6	Initiative versus guilt	PURPOSE: ability to organise activities around some goal; more assertiveness and aggressiveness (harsh parental criticism may lead to guilt)
6 to 12	Industry versus inferiority	COMPETENCE: cultural skills and norms, including school skills and tool use (failure to master these leads to sense of inferiority)
12 to 18	Identity versus role confusion	FIDELITY: a unified and consistent sense of self that integrates pubertal changes into a mature sexual identity, assumes adult social and occupational roles and establishes personal values and attitudes



APPROX AGE	STAGE	POSITIVE CHARACTERISTICS GAINED AND TYPICAL ACTIVITIES
18 to 30	Intimacy versus isolation	LOVE: person develops intimate relationships beyond adolescent love; many become parents
30 to old age	Generativity versus stagnation	CARE: people rear children, focus on occupational achievement or creativity and train the next generation; turn outward from the self towards others
Old age	Integrity versus despair	WISDOM: person conducts a life review, integrates earlier stages and comes to terms with basic identity; develops self-acceptance

**DO YOU FEEL THESE STAGES REFLECT YOUR LIFE?**

**KEY POINT:** 28% of the over 65s are 'very satisfied' with their day-to-day activities; higher than any other age group except 16-24 year olds. (DEFRA, 2011 & Age UK, 2014)



**GROUP DISCUSSION: WHAT IS RESILIENCE?**

## COGNITIVE BEHAVIOURAL THERAPY (CBT) AND RESILIENCE

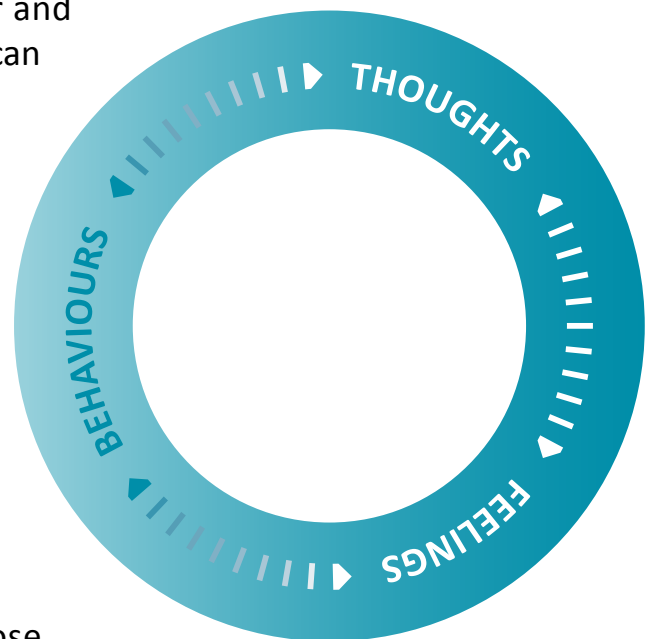
### CBT FOCUSES ON FIVE AREAS

1	The situation you are in
2	How you think (thoughts / cognitions)
3	What you do (behaviours)
4	Your bodily response
5	Your emotions / feelings

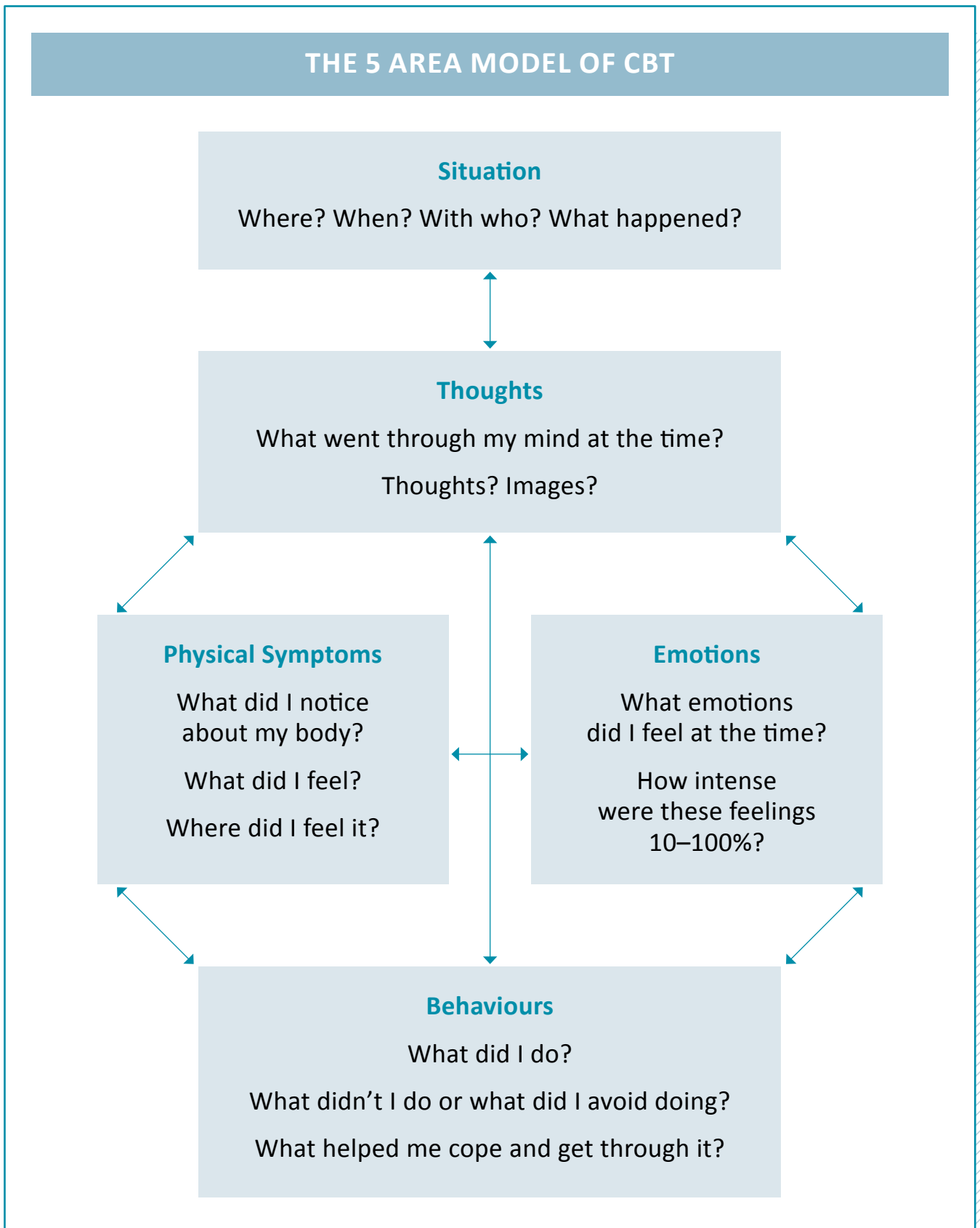
**In any situation you face, you will always have thoughts about it. This makes us feel a certain way, and then it affects how we behave.**

Often with feelings, especially anxiety, anger and low mood, there is also a bodily reaction. We can have thoughts about our bodily reaction and our behaviours e.g. worrying that you are going to have a panic attack, which makes you breathe faster and lose control of your breath, which makes you behave agitated and snappy.

An important factor that contributes to our resilience is how we think about a situation and then what we do in that situation. E.g. What is the worst thing that will happen if I have a panic attack? How can I control my breathing? Consequently how you then choose to behave will again impact on how you feel and think about the situation. The five areas above can be put together in a model to show how they interact together.

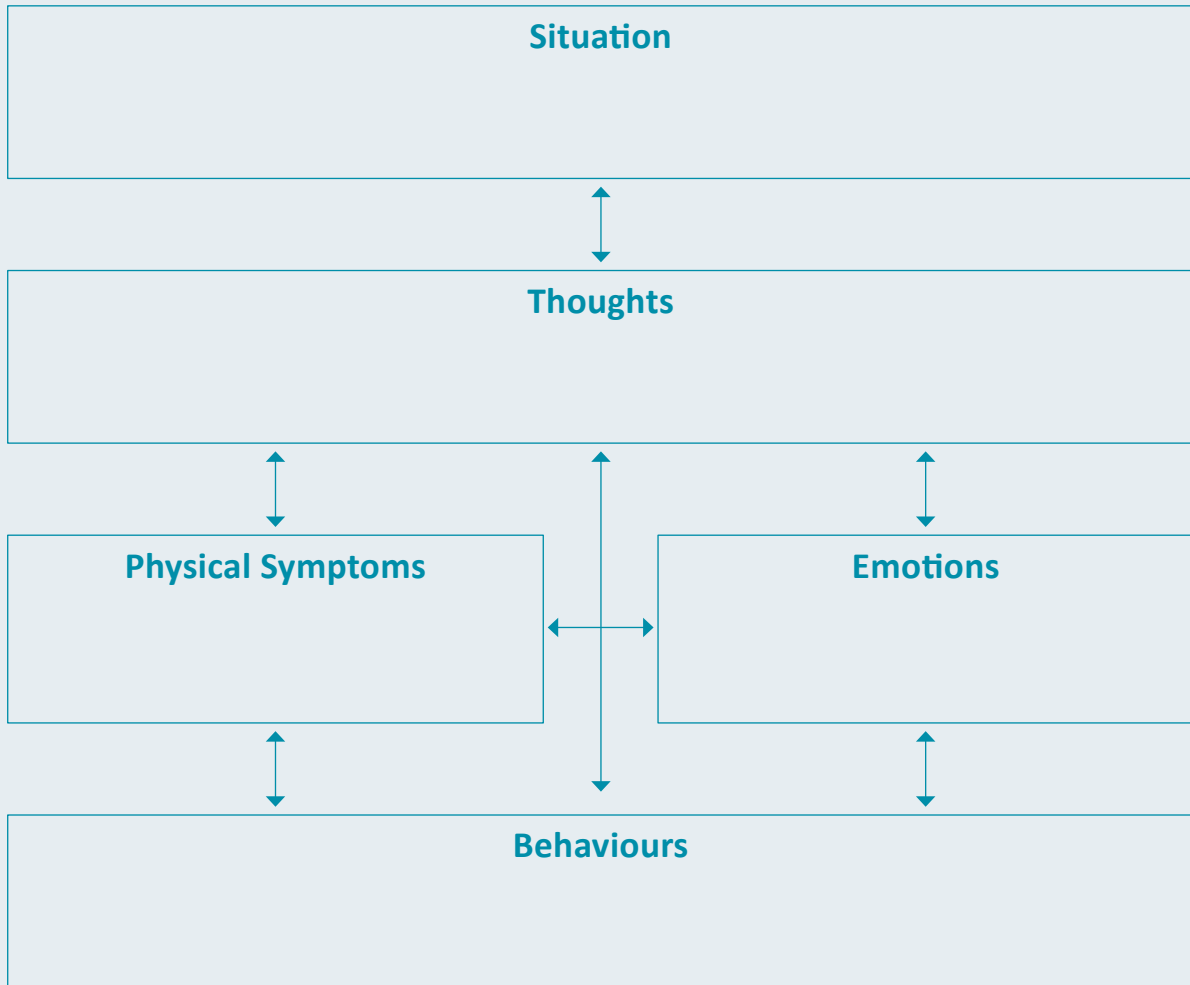


## THE 5 AREA MODEL OF CBT





## GROUP EXERCISE: BLANK 5 ASPECT MODEL



## TASK TO COMPLETE FOR NEXT SESSION

<b>NEXT SESSION</b>	date	time	venue
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## Session 2

FEEL WELL:  
Maintaining  
a healthier you

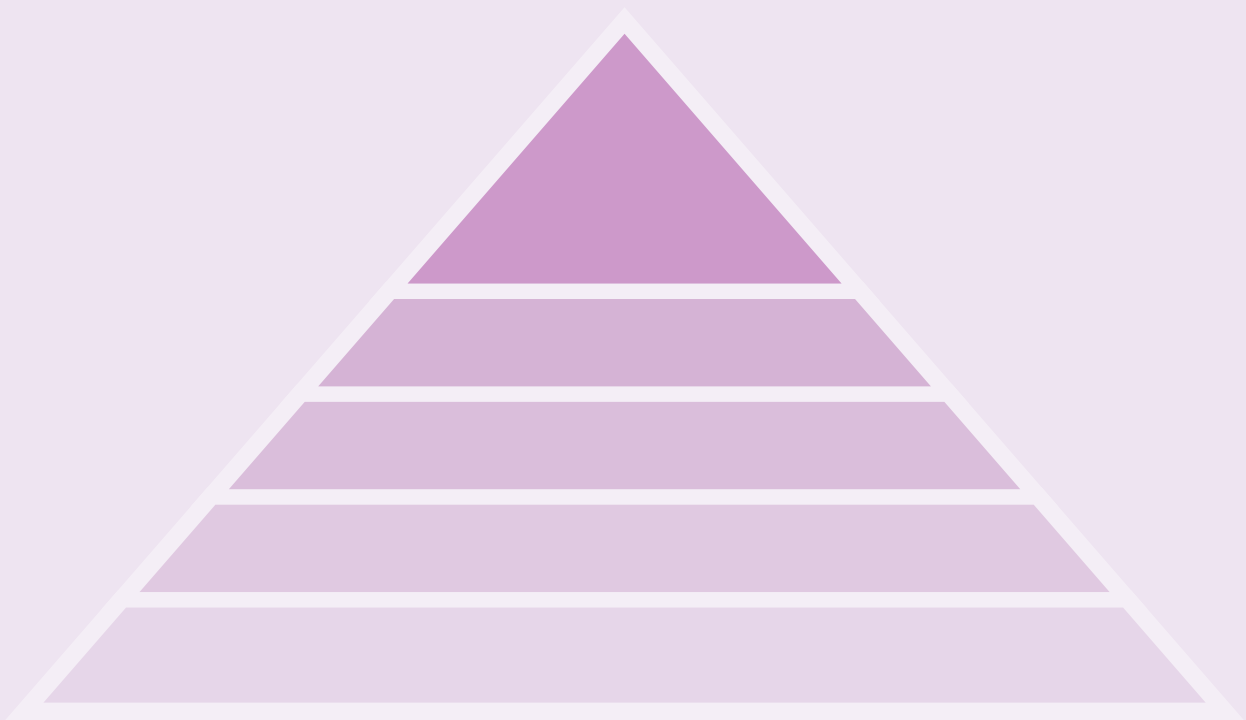
The goal of this session  
is to think about the different ways  
we can keep our body healthy

“ In order to succeed, we must first believe that we can  
Nikos Kazantzakis

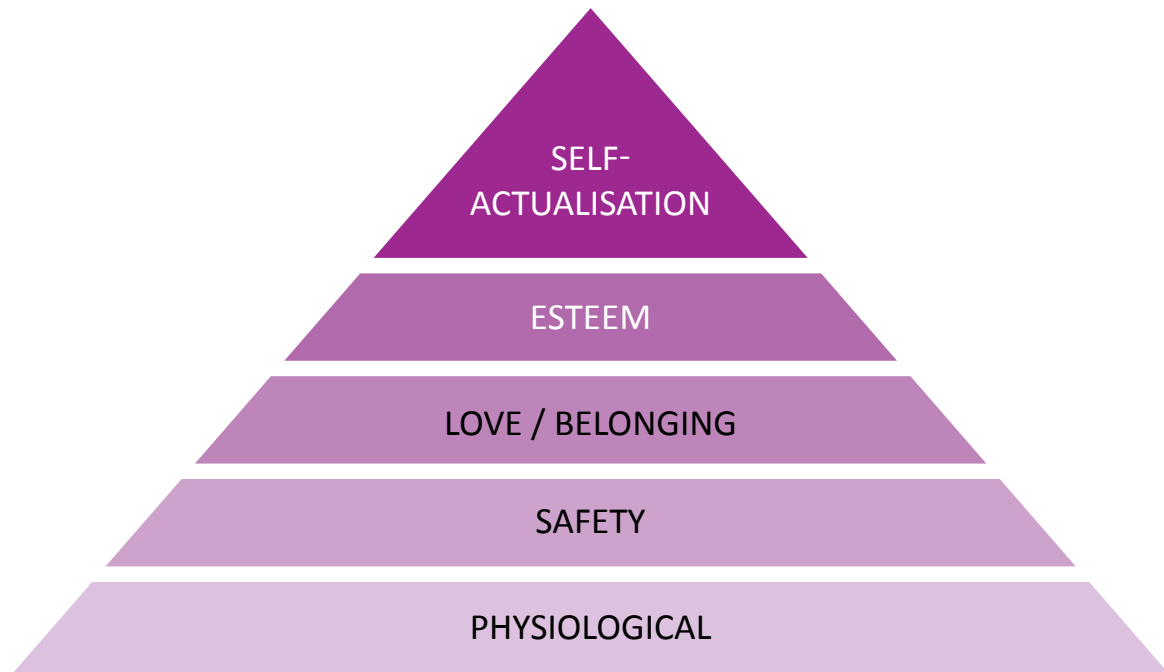


### GROUP DISCUSSION:

Starting from the most basic needs at the bottom, and work  
your way up to show what your body and mind needs to survive.



## MASLOW'S HIERARCHY OF NEEDS, ABRAHAM MASLOW (1943)



Maslow's Hierarchy of needs, above, shows the basic and priority needs we have as humans at the bottom of the triangle – physiological (air, food, warmth).

Without these we would not survive.

The highest and most exclusive need that we have is self-actualisation.

Self-actualisation is where we are completely satisfied with our self and our world, and are at full peace within ourselves.

**TIP:** It is important as we get older that we look after our overall health. Many check-ups are available and free. Ask the facilitator for more information on what is available in your area.

## LIFESTYLE TOPICS



### GROUP TASK: LIFESTYLE TOPICS

Please pick one of the four topics to go through as a group:

**DIET**

**SLEEP**

**FINANCES**

**MEDICATION**



### GROUP TOPIC ONE: DIET

## WHAT TO CONSIDER FOR IMPROVED MOOD WITH FOOD

**HOW  
REGULARLY  
DO YOU EAT?**

If your blood sugar drops you might feel tired, irritable and depressed. You need to eat regularly to keep your sugar level steady, and choose foods that release energy slowly.

**DO YOU GET  
YOUR 5 A DAY?**

Vegetables and fruit contain a lot of the minerals, vitamins and fibre we need to keep us physically and mentally healthy.

**DO YOU KEEP  
YOURSELF  
HYDRATED?**

If you don't drink enough water, you may find it difficult to concentrate or think clearly. You might also start to feel constipated.

**ARE YOU  
EATING THE  
RIGHT FATS?**

Your brain needs fatty oils (such as omega-3 and -6) to keep it working well. So rather than avoiding all fats, it's important to eat the right ones.

**ARE YOU  
HAVING  
TOO MUCH  
CAFFEINE?**

Caffeine is a stimulant. Having too much can make you feel anxious and depressed, disturb your sleep (especially if you have it last thing at night), or give you withdrawal symptoms if you stop suddenly. (taken from Mind.org.uk)

**ARE YOU  
DRINKING TOO  
MUCH ALCOHOL?**

Alcohol not only affects the lining of the stomach and can also suppress appetite; it can affect the absorption of key minerals and vitamins. Alcohol is also a depressant so will affect mood.

## LIST SOME KEY FOODS THAT YOU THINK IMPROVE MOOD

For more information on food and mood go to:

[www.getselfhelp.co.uk/docs/feedingminds\\_nutrients.pdf](http://www.getselfhelp.co.uk/docs/feedingminds_nutrients.pdf) (Source: www.get.gg)



## GROUP TOPIC TWO: SLEEP

### WHAT HAPPENS DURING SLEEP?

Sleep allows our bodies and minds to rest, repair and restore. Sleep is not like a light bulb which is either on or off, but has different stages, varying from light to deep sleep. At least five different types or stages of sleep have been identified. Broadly, sleep is divided into what is called REM (Rapid Eye Movement) and non-REM sleep. REM sleep occurs several times during the night and is where most dreaming is thought to take place. Non-REM sleep is divided into four stages, each stage being a bit deeper, almost like a staircase of sleep.

**Stage 1\*** Very light sleep, muscle activity slows down and the body begins to relax. People can be easily awakened at this stage.

**Stage 2\*** Light sleep, breathing pattern and heart rate slows down. There is a slight decrease in body temperature.

**Stage 3\*** Deep sleep begins, heart rate, blood pressure and body temperature continues to fall. It becomes difficult to awaken someone at this stage.

**Stage 4\*** Very deep sleep, rhythmic breathing & limited muscle activity.

**Stage 5**  
(REM) REM sleep (Rapid Eye Movement). Muscles relax, heart rate increases, breathing is rapid and shallow. We may experience dreams during REM sleep.

\*Stages 1–4  
are Non-REM

It is estimated that we go through the 5 stages of sleep 4–5 times a night and that each sleep cycle lasts for roughly 90 minutes. People who suffer from sleep problems spend less of their sleep cycle in Stage 4 and the REM stage of sleep, meaning that they are not getting the deepest levels of sleep needed to rest, repair and restore our body.



## WHAT CAUSES SLEEP PROBLEMS?

As we get older most of us will need less sleep and sleep less deeply, but for some there maybe additional problems.

### MEDICAL / PHYSICAL HEALTH REASONS

#### MORE LOO TRIPS

The need to go to the toilet during the night occurs more in later life. Getting out of bed at night isn't always a great problem, but can be frustrating if it is difficult to get back to sleep.

#### PHYSICAL PAIN

This can be common in older age with joint pains such as arthritis. Other health problems can also affect sleep, for example diabetes, high blood pressure and breathing difficulties.

### EMOTIONAL AND MENTAL WELL-BEING

#### STRESS, ANXIETY AND WORRY

Sleep is easily affected by how someone is feeling. If someone is worrying about something or suffering from stress, very often they will find it hard to get off to sleep. If you have recently had a stressful life event, for example, losing a loved one, the end of a relationship or moving home, your sleep may be disturbed. Generally your sleep will go back to normal once the stress has reduced, but some people will continue to have difficulty sleeping.

#### DEPRESSION AND LOW MOOD

When someone is feeling depressed, disturbed sleep is common. It is quite usual for a person who is depressed to wake up early in the morning and find it hard to get back to sleep, or alternatively to have difficulty getting off to sleep.

#### SURROUNDINGS & BEDTIME ROUTINE

Poor bedtime routine can also cause sleep problems. If you nap during the day, it is very likely that you will not sleep well at night. Going to bed too early may result in you lying in bed awake for a long time before falling asleep or waking up early and feeling tired later in the day. Environmental factors can also cause sleep problems, for example, if you live on a noisy street, have an uncomfortable bed, or curtains that let light in.

#### DISRUPTED SLEEP ROUTINE

Working shifts which change frequently or frequently flying across time zones can affect your sleeping pattern.

#### UNHEALTHY LIFESTYLE

A poor diet or unhealthy lifestyle can lead to sleep problems. Drinking sugary or caffeinated drinks or eating a large meal before bed can stop you from falling asleep. While it has been shown that exercise can help you sleep, working out before bed will stop you from falling asleep due to the adrenaline moving around your body.

#### ALCOHOL

Even a couple of drinks can interfere with the normal sleep process. Drinking alcohol before bed will decrease the amount of REM sleep; REM sleeping is important in the repairing and restoring our bodies during sleep. A lack of REM sleep will also impact your body over the next day. Depending on the amount of alcohol you drink you can cause further fragmentation of your sleep cycles, which can have daytime symptoms of decreased concentration, fatigue and dizziness. Excessive drinking can also cause a 'hangover', leading to other physical symptoms as well as irritability and low mood.

When you drink more than usual, you may have to get up in the night to go to the toilet. Alcohol is a diuretic, which means it encourages the body to lose extra fluid (on top of what alcohol you have been drinking) through sweat and urine too, making you dehydrated and feeling worse the next day. Drinking can also make you snore loudly as it relaxes the muscles in your body. This means the tissue in your throat, mouth and nose can stop air flowing smoothly, and can create the snoring noise through vibration.

## WHAT ARE THE DIFFERENT TYPES OF SLEEP PROBLEMS?

Trouble getting to sleep

Sleeping lightly

Waking repeatedly through the night

Sleeping too much

Waking up early

Sleeping in the day

## HOW CAN I IMPROVE THE QUALITY OF MY SLEEP?

### AVOID CAFFEINE AND NICOTINE

It is best to avoid consuming any caffeine (tea, coffee, sweets, fizzy drinks, some medications) or nicotine (cigarettes) for at least 4-6 hours before bed. These substances are stimulants and interfere with your ability to sleep.

### AVOID ALCOHOL

It is best to avoid alcohol for at least 4-6 hours before going to bed.

### EAT RIGHT

A healthy balanced diet will help you to sleep well, but timing is important. Some people find an empty stomach at bedtime very distracting, but a heavy meal before bed time can also interrupt sleep.

### BED IS FOR SLEEPING

Try not to use your bed for anything other than sleeping and sex, so that your body comes to associate bed with sleep. Avoid all technology in your rooms e.g. phones, laptops and TVs!!

### NO NAPS

It's best to avoid taking naps during the day to make sure that you are tired at bed time. If you can't make it throughout the day without a nap, make sure it's for no longer than 1 hour and before 3pm.

### EXERCISE

Regular exercise is a good idea to help with good sleep, but try not to do strenuous exercise in the 4 hours before bedtime.

### THE RIGHT SPACE

It is important that your bed and bedroom are comfortable for sleeping. A cooler room with blankets to stay warm is best, and make sure you have good curtains to block out any early morning light.

### ESTABLISH A ROUTINE

Try to go to bed and get up at the same time every day (even weekends and days off!) to help your body establish a routine. You can develop your own rituals / routines to remind your body that it is time to sleep. Some people find doing relaxing stretches or breathing exercises helpful for 15 minutes each night.

### USE A SLEEP DIARY

A sleep diary can be a useful way of making sure you have the facts right about your sleep, rather than making assumptions about the amount of sleep that is best for you.



### GROUP EXERCISE: SLEEP DIARY

As a group discuss some tips to help improve sleep patterns and have a healthier night's sleep. Below is a sleep diary that you may want to complete over the next week.

SLEEP DIARY							
NIGHT	1	2	3	4	5	6	7
When did you try to go to sleep?							
How long did it take you to fall asleep?							
How often did you wake during the night?							
How long did it take to get to sleep each time?							
When did you wake?							
When did you get up?							
How was your sleep last night?							



### MONEY MANAGEMENT QUIZ

TICK THE ANSWER YOU THINK IS CORRECT

1	How much might you save over a year if you switch energy supplier?	£50	£100	£200
2	You have to pay for debt advice	True	False	Not sure
3	What age have children formed their money habits by?	5 years	7 years	11 years
4	How do you know if a website is safe for you to spend money on?	Address starts https	Padlock icon in corner	Both
5	You can save money on your bills by paying by Direct Debit.	True	False	Not sure
6	What is Universal Credit?	A type of credit card	A benefit system	A discount voucher
7	If you save £3 a day, how much would you have at the end of a year?	£400	£800	£1000
8	On average, how much interest would you pay on a £100 payday loan, assuming the loan is paid within 28 days?	£5	£25	£75

(taken from the Money Advice Service website)

Here is a budget planner for you to take away and do later.  
It may help you think about how you manage your finances.

<b>BUDGET PLANNER – WEEKLY</b>			
<b>COST AREA</b>	<b>INCOME</b> What currently comes in each week	<b>EXPENDITURE</b> Your current expenditure	<b>REVIEW</b> Spending that you could change and readjust the new balance
Benefits / salary			
Rent			
Household bills			
Travel			
Debt repayment			
Social activities (including alcohol)			
Food			
Rainy day			
	<b>BALANCE</b>		

For further advice go to:  
[www.debtadvicefoundation.org](http://www.debtadvicefoundation.org)  
[www.moneyadviceservice.org.uk](http://www.moneyadviceservice.org.uk)  
[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)



## GROUP TOPIC FOUR: MEDICATION

When we get older it is more likely that we will be prescribed medication for a number of reasons. In fact adults aged over 65 take an average of 7-10 medications each day. People can be prescribed medication for all different reasons e.g. for high blood pressure, water retention, high cholesterol.

Medication is a common treatment for physical health concerns. It is also used to treat anxiety and depression, as well as other mental health concerns. There are a variety of different types of antidepressant and anti-anxiety medications, and different ones work for different people. It has been shown that using medication in addition to other therapies, such as CBT, may help to treat anxiety and depression successfully, and reduce the likelihood that symptoms will return.

For further information about medication, please discuss this with your GP. You can also find out more at the Royal College of Psychiatry - [www.rcpsych.ac.uk](http://www.rcpsych.ac.uk)

As we age our metabolism and the ability of our liver to process medications can slow down so it is very important that we carefully monitor the medications we take, and ensure we take the correct dose at the correct time. It is possible to become more forgetful so things like medication dosette boxes and a medication checklist can be helpful.

It is important to consider how alcohol can affect some medications. List what you think the risk of mixing alcohol and medications are below.

### WHAT DO YOU THINK THE RISKS OF MIXING ALCOHOL & MEDICATIONS ARE?


The table below lists some common types of medicines and explains some of the possible risks of mixing them with alcohol. The interaction of alcohol and medicines can be unpredictable.

ALCOHOL AND MEDICATION	
TYPES OF MEDICINE	ADVICE / POSSIBLE RISKS
Painkillers e.g. paracetamol	Paracetamol and alcohol are both broken down by the liver, therefore your liver has to work harder if you take them together. Never take more than the recommended dose of paracetamol.
Anti-inflammatory drugs e.g. ibuprofen, aspirin	These medicines can irritate the stomach, the same as alcohol and people who drink on a regular basis are more likely to suffer from heartburn and stomach ulcers. These drugs can also thin the blood therefore increasing the risk of bleeding.
Blood thinning medicines e.g. warfarin	Pay particular attention to your daily units. It is dangerous to drink over the recommended limits or get drunk while taking warfarin. Doing this may increase the risk of bleeding.
Stomach healing medicines e.g. omeprazole, lansoprazole, ranitidine	People who drink regularly are more likely to suffer from heartburn and stomach ulcers. As alcohol irritates the stomach lining, drinking it will reduce the effectiveness of these medicines.

(Source: Alcohol and Later Life – NHS GG&C)

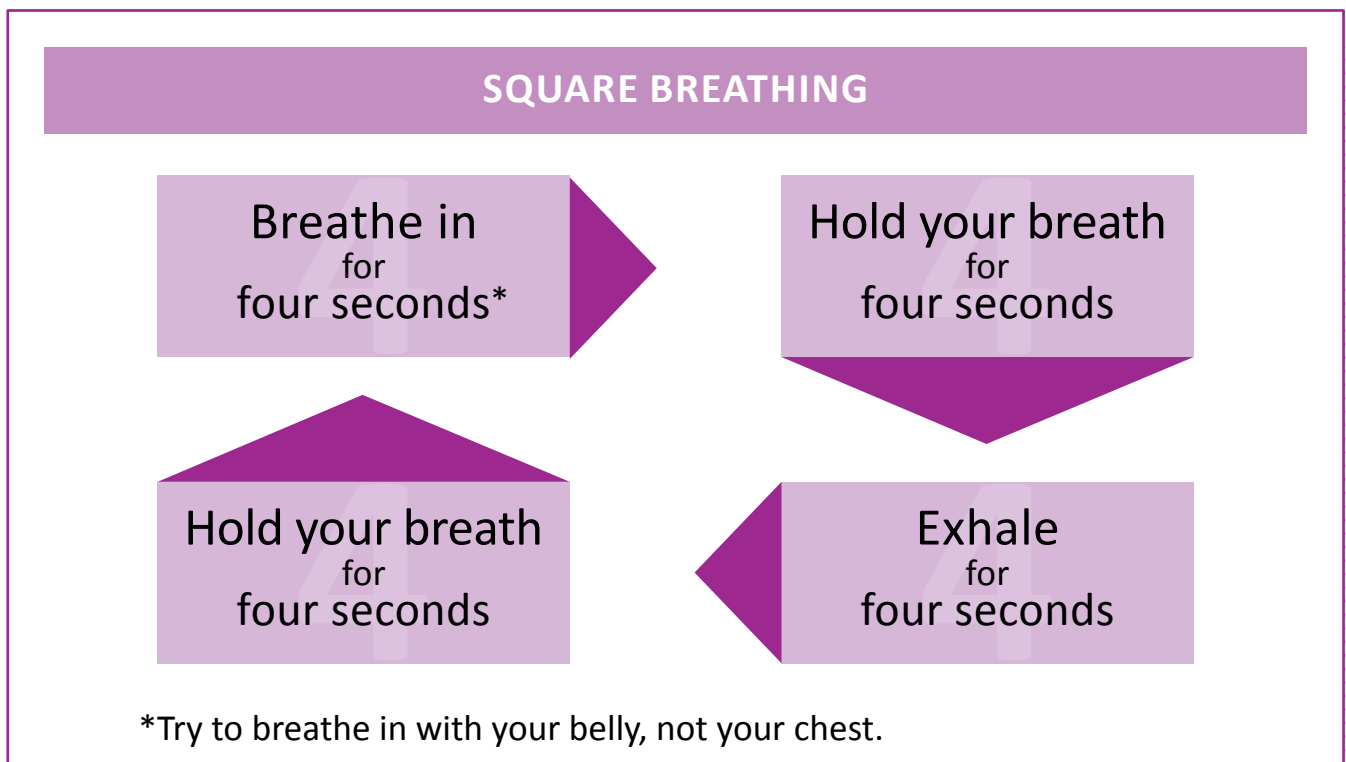
## INTRODUCING RELAXATION

Another valuable skill that can be developed is relaxation. There are several ways to practice relaxation, including using imagery, breathing exercises, yoga, mindfulness and meditation. It is important to practice a skill like relaxation regularly so that it can be used easily in times of stress.

## BREATHING

When we are anxious or worried, the way that we breathe can change, and we tend to “over breathe” (and sometimes this can lead to hyperventilation). This means that we tend to breathe more, and take on more oxygen than we need, but the depth of breathing tends to decrease. We often identify these differences as being either chest or stomach breathing. Chest breathing is what we tend to do when we are anxious, taking frequent shallow breaths, which may also be irregular. Stomach (or diaphragmatic) breathing is when oxygen is taken into the chest by the diaphragm pulling down and opening out the chest cavity, and is better for using oxygen to produce energy, and expelling carbon dioxide. This is the type of breathing we do whilst we are asleep.

There are many kinds of breathing exercises available and different people find different exercises helpful. Below is an exercise called Square Breathing which is a simple and easy to remember exercise to control your breathing. It is good to practice your breathing exercises regularly, try to practice for 3-5 minutes, 2-3 times a day. A good website for further relaxation techniques is: [www.mentalhealth.org.uk/help-information/podcasts](http://www.mentalhealth.org.uk/help-information/podcasts)





## GUIDED IMAGERY

Guided imagery is also a very good way to help you relax.

We are going to practice an exercise in the session.

At home you can use websites such as:

[www.helpmetosleep.org/relaxation/guided-imagery-for-relaxation](http://www.helpmetosleep.org/relaxation/guided-imagery-for-relaxation)

Progressive Muscle Relaxation (PMR) is a relaxation technique used to release stress. It can relax the muscles and lower blood pressure, heart rate, and respiration. Progressive Muscle Relaxation is the tensing and then relaxing each muscle group of the body, one group at a time. For more information on practicing PMR go to:

[www.stress-relief-exercises.com/progressive\\_muscle\\_relaxation.html](http://www.stress-relief-exercises.com/progressive_muscle_relaxation.html)

[www.guidetopsychology.com/pmr.htm](http://www.guidetopsychology.com/pmr.htm)



## THINGS TO THINK ABOUT FOR NEXT SESSION

**NEXT  
SESSION**

date

time

venue



## Session 3

THINK WELL:  
Maintaining a  
healthier mind

The goal of this session is to investigate the way we think and to develop ways to create more balanced thinking styles

“Get comfortable being uncomfortable”  
Jillian Michaels

### THOUGHTS

#### CAN OUR THOUGHTS STOP US FROM LIVING A BETTER LIFE?

It can be difficult making changes, especially when we have to think about doing something new that we have never done before, or something that we have not done for a long time. Sometimes even though we want to make the changes, for some reason it seems difficult. Often we can have negative thoughts that stop us, for example, ‘what’s the point?’, ‘It won’t work’. We can also worry about what would happen if we did make the changes and imagine difficult consequences.

#### WHAT ARE UNHELPFUL THOUGHTS?

A thought is something that we think that helps us to interpret the world around us. Thoughts can take the form of a sentence, as if we are writing it, or they could be an image that we can see in our minds eye. Each of us has hundreds of thoughts everyday. The way we think about things impacts on how we feel emotionally, how we feel physically in our body, and how we behave. If we have negative, self-critical or hopeless thoughts this will make us feel sad or anxious. Thoughts can influence our behaviour: We may decide to stop doing things, or we may avoid people. These behaviours in turn influence our thoughts.

**Remember:** In Chapter One the 5 aspect model showed the relationship between Thoughts, Emotions, Behaviour and the Body

Overall thoughts have a very powerful influence on how we feel and how we behave. BUT not all thoughts are helpful, balanced, reliable, accurate or factual. Before we allow thoughts to influence us in this way it is helpful to check them out.

**It is important to understand ‘A thought is not a fact; a belief is not a truth’.**



### GROUP EXERCISE: FACT OR OPINION

The facilitator will call out a number of statements and you must decide whether this is fact or opinion. In real life we often take something to be a fact, a 'given' where as it is only opinion and therefore subjective. It is important we learn to understand the difference.



## UNHELPFUL THINKING STYLES

### SOMETIMES WE KNOW WHAT WE ARE THINKING, AND SOMETIMES WE DON'T

When we do not know what we are thinking, it is because we are not consciously aware of doing it.

For example, we are not always aware of switching on a light switch at home or driving a car. Often our thoughts are automatic, which means that they pop into our head without any effort on our part.

AUTOMATIC THOUGHTS CAN BE:	
NEUTRAL	"There is a cat on the mat"
POSITIVE	"I had a really good day today"
NEGATIVE	"I can never remember how to do this, I must be really stupid"

### WE CAN ALSO THINK OF THOUGHTS AS BEING HELPFUL OR UNHELPFUL

The 5 aspect model showed how thinking affects our emotions, what we do and our body reactions. Some thoughts help us to achieve our goals and to do the things we want to do. Other times our thoughts can stop us from doing things. Unhelpful automatic thoughts often reflect people's worries or concerns.

When people are low, anxious or angry they tend to have more unhelpful thoughts about themselves, the future and the world around them.

This can lead to negative cycles.

There is often a pattern to our unhelpful thoughts, and these are usually referred to as "unhelpful thinking styles". There are many different types of unhelpful thinking styles, but some examples are listed in the table opposite.

**TIP:** Once you become aware of your unhelpful thinking styles, you can start to distance yourself from them and they will have less of an influence on what you do.

<p><b>MENTAL FILTER</b> When we notice only what the filter allows or wants us to notice, and we dismiss anything that doesn't 'fit'. Like looking through dark blinkers or 'gloomy specs', whilst anything more positive or realistic is dismissed.</p>	<p>Am I only noticing the bad stuff? Am I filtering out the positives? Am I wearing those 'gloomy specs'? What would be more realistic?</p> 
<p><b>EMOTIONAL REASONING</b> I feel so bad so it must be bad! I feel anxious, so I must be in danger.</p> 	<p>Just because it feels bad, doesn't necessarily mean it is bad. My feelings are just a reaction to my thoughts and thoughts are just automatic brain reflexes.</p>
<p><b>FORTUNE TELLING</b> Believing we know what's going to happen in the future and predicting outcomes (usually we focus on negative outcomes).</p> 	<p>Am I thinking that I can predict the future? How likely is it that that might really happen?</p>
<p><b>MOUNTAINS AND MOLEHILLS</b> Exaggerating the risk of danger, or the negatives. Minimising the odds of how things are most likely to turn out, or minimising positives.</p>	<p>Am I exaggerating the bad stuff? How would someone else see it? What's the bigger picture?</p> 
<p><b>MIND READING</b> Assuming we know what others are thinking (usually about us).</p> 	<p>Am I assuming I know what others are thinking? What's the evidence? Those are my own thoughts, not theirs. Is there another, more balanced way of looking at it?</p>
<p><b>CATASTROPHISING</b> Imagining and believing that the worst possible thing will happen.</p> 	<p>OK, thinking that the worst possible thing will definitely happen isn't really helpful right now. What's most likely to happen?</p>
<p><b>CRITICAL SELF</b> Putting ourselves down, self-criticism, blaming ourselves for events or situations that are not (totally) our responsibility.</p> 	<p>There I go, that internal bully's at it again. Would most people who really know me say that about me? Is this something that I am totally responsible for?</p>
<p><b>BLACK AND WHITE THINKING</b> Believing that something or someone can be only good or bad, right or wrong, rather than anything in-between or 'shades of grey'.</p> 	<p>Things aren't either totally white or totally black – there are shades of grey. Where is this on the spectrum?</p>
<p><b>SHOULD'S AND MUST'S</b> Thinking or saying 'I should' (or shouldn't) and 'I must' puts pressure on ourselves, and sets up unrealistic expectations.</p> 	<p>Am I putting more pressure on myself, setting up expectations of myself that are almost impossible? What would be more realistic?</p>
<p><b>MEMORIES</b> Current situations and events can trigger upsetting memories, leading us to believe that the danger is here and now, rather than in the past, causing us distress right now.</p> 	<p>This is just a reminder of the past. That was then, and this is now. Even though this memory makes me feel upset, it's not actually happening again right now.</p>



## GROUP EXERCISE: UNHELPFUL THINKING STYLES QUIZ

Next to each situation and thought select an unhelpful thinking style from the previous page.

SITUATION	THOUGHT	UNHELPFUL THINKING STYLE
Bill has a nice day visiting his daughter. On the way home the bus breaks down.	Today has been awful.	
Sally feels anxious when the lights get turned down when she is in the cinema.	I feel anxious, that must mean something bad is going to happen / I'm in danger.	
David had been invited to a Resilience Group.	I bet I won't like it. It's going to be boring and pointless.	
Molly meets up with her friends to have a cup of tea. She accidentally spills some milk when serving.	This is a complete disaster. The whole outing has been ruined.	
John goes to his GP to ask for help about his swollen finger after he got it caught in a door.	They will think I'm stupid.	
Joan forgets to put her rubbish out.	I'm going to get overrun with rats and then be evicted from my home.	
Steve drops a jar of chutney when he is trying to open it.	I'm useless, I'm rubbish, I can't even do the basic things.	
Bob has started a basic computer class at the local library.	I'm the worst in the class, everyone is better than me.	
Jan has hurt her back and can no longer vacuum without it causing her pain.	I should be able to do this. I could do it when I was younger.	
Edith is concerned about joining the local resilience group.	I was never good at school / sees an image of her cross teacher.	

## LETTING GO OF UNHELPFUL THOUGHTS

When we recognise that the thoughts we have are automatic, habitual and not necessarily TRUE, we can decide whether we want the thoughts to direct what we do, or if not then we can let them go.

Sometimes in order to let go of our thoughts we need to challenge them first. Books that can help you challenge your thoughts are listed on Page 58.



### GROUP DISCUSSION: WHAT THOUGHTS CAN YOU LET GO OF?

You may not want to share this and if you prefer, just write down what the thought is, the unhelpful thinking style that goes with it and consider if you can 'let it go'.



## MINDFULNESS

Mindfulness is a practice that can help a person change the relationship that they have with their thoughts and focuses a persons awareness to enhance our ability to cope with challenging circumstances and psychological tensions.

The leading teacher of Mindfulness Jon Kabat-Zinn, describes it as “a simple Buddhist practice, which involves paying attention in a particular way: on purpose, in the present moment, and non-judgementally”. This practice can increase awareness, clarity and acceptance of our present-moment reality. It can also be helpful to develop a kinder and wiser understanding of challenging situations

To learn more about Mindfulness go to [www.bemindful.co.uk](http://www.bemindful.co.uk)





## MINDFULNESS EXERCISE 1: MINDFULNESS APPRECIATION

Think about three things – events, situations or objects, in your day that usually go unnoticed and unappreciated. These could be things you hear, smell, feel or see.

For example, you might see the walls of your front room, hear the birds in the tree outside in the morning, feel your clothes on your skin as you walk to work, or smell the flowers in the park, but are you truly aware of these things and the connections they have with the world?

When you have thought of three, think of two more.

When thinking of these five things, ask

- Are you aware of how these things really benefit your life and the lives of others?
- Do you really know what these look and sound like?
- Have you ever noticed their finer, more intricate details?
- Have you thought about what life might be without these things?
- Have you thought about how amazing these things are?

Let your creative mind explore the wonder, impact and possibilities these usually unnoticed things have on your life. Allow yourself to fall awake into the world and fully experience the environment.

By becoming mindful of who we are, where we are, what we are doing and the purpose, if any at all, and how everything else in our environment interacts with our being, we cultivate a truer awareness of being.

This helps us learn to identify and reduce stress and anxiety and difficult, painful and perhaps frightening thoughts, feelings and sensations.

### REFLECTION ON MINDFULNESS EXERCISE

What five things did you think about?

What did you feel?

Did you look at them differently?



## MINDFULNESS EXERCISE 2: THE RAISIN EXERCISE

**HOLDING** First, take a raisin and hold it in the palm of your hand or between your finger and thumb. Focusing on it, imagine that you've just dropped in from Mars and have never seen an object like this before in your life.

**SEEING** Take time to really see it; gaze at the raisin with care and full attention. Let your eyes explore every part of it, examining the highlights where the light shines, the darker hollows, the folds and ridges, and any asymmetries or unique features.

**TOUCHING** Turn the raisin over between your fingers, exploring its texture, maybe with your eyes closed if that enhances your sense of touch.

**SMELLING** Holding the raisin beneath your nose, with each inhalation drink in any smell, aroma, or fragrance that may arise, noticing as you do this anything interesting that may be happening in your mouth or stomach.

**PLACING** Now slowly bring the raisin up to your lips, noticing how your hand and arm know exactly how and where to position it. Gently place the object in the mouth, without chewing, noticing how it gets into the mouth in the first place. Spend a few moments exploring the sensations of having it in your mouth, exploring it with your tongue.

**TASTING** When you are ready, prepare to chew the raisin, noticing how and where it needs to be for chewing. Then, very consciously, take one or two bites into it and notice what happens in the aftermath, experiencing any waves of taste that emanate from it as you continue chewing. Without swallowing yet, notice the bare sensations of taste and texture in the mouth and how these may change over time, moment by moment, as well as any changes in the object itself.

**SWALLOWING** When you feel ready to swallow the raisin, see if you can first detect the intention to swallow as it comes up, so that even this is experienced consciously before you actually swallow the raisin.

**FOLLOWING** Finally, see if you can feel what is left of the raisin moving down into your stomach, and sense how the body as a whole is feeling after completing this exercise in mindful eating.

(Reference: Mark Williams, John Teasdale, Zindel Segal, and Jon Kabat-Zinn (2007). The Mindful Way through Depression: Freeing Yourself from Chronic Unhappiness. New York: Guilford Press.)



## THINGS TO THINK ABOUT FOR NEXT SESSION

**NEXT  
SESSION**

date

time

venue



## Session 4

**PLAN WELL:**  
Having goals  
and keeping active

The goal of this session is to think about the different ways we can keep ourselves active

“Champions aren’t made in gyms. Champions are made from something deep inside of them: a desire, a dream, a vision

Muhammad Ali

### LIVING WITH MEANING

So far we have considered our body’s needs, and developing a healthy mind.

Keeping active can take many forms and is a practical way of thinking about keeping a healthy body and a healthy mind.

As we age, the opportunities that are available to us to keep active can change. The key to keeping active is to adapt to what we can do. The first thing to consider is what you want to do. It is important to think about our values and what is important to us.

### VALUES

- 1 Values are what we find meaningful and consider to be important
- 2 Each of us have different values and values can change over time
- 3 Values are different from goals whereas goals have specific end results that are usually achievable our values act more like a compass that influence our goals and bigger life decisions
- 4 Use the Values Compass on the opposite page to think about what gives you meaning in life



## GROUP EXERCISE: MAINTAINING A SENSE OF PURPOSE

Use the Values Compass to think about what gives you meaning in life. Draw out your own compass on the next page.

### THE VALUES COMPASS

#### Family relations

What kind of relationships do you want with your family?  
What kind of mother/father/brother/sister/uncle/aunt do you want to be?

#### Physical wellbeing

What kind of values do you have regarding your physical wellbeing?  
How do you want to look after yourself?

#### Marriage / couple / intimate relations

What kind of husband / wife / partner do you want to be? What quality of relationship do you want to be part of?

#### Citizenship / community

What kind of environment do you want to be a part of? How do you want to contribute to your community?

#### Parenting

What sort of parent do you want to be? What qualities do you want your children to see in you?

#### Spirituality

What kind of relationship do you want with God / nature / the earth?



#### Recreation

How would you like to enjoy yourself? What relaxes you? When are you most playful?

#### Friendship / social relationships

What sort of friend do you want to be?  
What friendships is it important to cultivate? How would you like to act towards your friends?

#### Employment

What kind of work is valuable to you? What qualities do you want to bring as an employer? What kind of work relationships would you like to build?

#### Education / training / personal growth

How would you like to grow?  
What kind of skills would you like to develop?  
What would you like to know more about?



**GROUP EXERCISE: MAINTAINING A SENSE OF PURPOSE**  
Blank compass for you to complete.

**YOUR VALUES COMPASS**



## GOAL SETTING

Setting goals is an important part of your well-being, as it can help you to focus on what you need, or would like to work towards. It also helps to give you a sense of achievement when you accomplish what you have been working towards. Before you set your goals, it is helpful to think about your lifestyle and what changes you would like to make to help you make the most of your life, or overcome your problems.

### SMART GOALS

Setting yourself SMART goals will make it easier for you to complete them, and therefore gain a sense of achievement. Goals that are not clearly defined can be difficult to track and therefore unhelpful.

For example:

“I am going to exercise more”,  
“I want to eat less junk food”.

Alternative more helpful examples might be:

“To go swimming for 30 minutes around midday on Monday, Wednesday & Friday this week”,  
“To cook myself an evening meal at 6pm five nights this week”.

- S** = **SPECIFIC**  
What do you want to do?
- M** = **MEASURABLE**  
How will you know you've done it?
- A** = **ACHIEVABLE**  
Can you expect to achieve it?
- R** = **REALISTIC & RELEVANT**  
Is it realistic for you to do this & relevant to your problem?
- T** = **TIME-LIMITED**  
When would you have liked to achieve it by?

Have a go at writing out some SMART goals for yourself, using a separate page if necessary, and try thinking about the area of your life the goal relates to (work, social, pleasure, exercise).





### SMART GOALS: TO GET YOU STARTED

Set yourself three goals of what you would like to achieve by the end of the course (short term), in the medium term and in the longer term.

SHORT TERM	
GOAL AREA	
SMART	
MEDIUM TERM	
GOAL AREA	
SMART	
LONG TERM	
GOAL AREA	
SMART	

## PLANNING AN ACTIVITY

**STEP 1**

What activities could you do?

**STEP 2**

Which one are you going to do?

**STEP 3**

How are you going to do it? What do you need to do it?

**STEP 4**

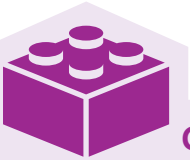
Carry out the activity

**STEP 5**

How did it go?

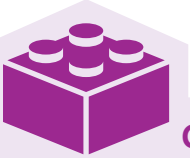
## KEEPING ACTIVE / ESTABLISHING A ROUTINE

As we explored in the first chapter, feelings, thoughts, behaviour and the body are all linked. When we are faced with a change in our lives e.g. due to retirement or a change in our physical health, this can affect our mood, and can cause a loss of energy or feeling low.



### GROUP EXERCISE:

What are your suggestions for Diane / Bob / Joyce to increase their activities and remain active.



### GROUP EXERCISE:

What things can you do to keep active?

## EXERCISE

We often talk about the mind and body as though they are completely separate, but they aren't. The mind can't function unless your body is working properly, but it also works the other way. The state of your mind affects your body; if you feel low or anxious, you may do less and become less active and this can make you feel worse. This can lead to an unhelpful cycle:

### LOSS OF ENERGY

Loss of energy is one of the most common ways people feel when depressed and is closely linked to tiredness and fatigue.

**THE LESS WE DO = THE LESS WE WANT TO DO = THE LESS WE DO**

Don't wait until you feel better or have more energy to start doing more!

**START TODAY!**

As well as helping us to avoid this cycle, exercise can have a positive impact upon the body itself. Exercise releases endorphins, and other positive chemicals in the body, such as dopamine and serotonin, which have been shown to have a positive affect on mood and anxiety.

Current guidelines for exercise recommends a moderate level of aerobic exercise, which is roughly equivalent to walking fast, but being able to talk to someone at the same time. It is recommended that you try to do about 30 minutes of moderate physical exercise on at least 5 days of every week. This can be done in one 30 minute session or broken up into shorter 10 or 15 minute sessions.

Remember, don't start suddenly – build more physical activity into your life gradually, in small steps. This has been shown to not only lower the risk of heart disease, diabetes and cancer, but also seems to help depression, so you get a double benefit!

## AEROBIC EXERCISES CAN INCLUDE:

Walking (fast)	Housework
Swimming	Gym workouts
Roller blading	Skate boarding
Running / jogging	Team sports (such as tennis)
Aerobics / dancing	Gardening

There are many local and national programmes aimed to help people get involved in exercise, here are a few listed below:

Walking for Health [www.walkingforhealth.org.uk](http://www.walkingforhealth.org.uk)  
NHS Change 4 Life [www.nhs.uk/Change4Life/Pages/change-for-life.aspx](http://www.nhs.uk/Change4Life/Pages/change-for-life.aspx)

## TYPES OF ACTIVITIES

We can think about the activities we do in different ways. Some of the things we do are regular, **routine activities** such as cleaning the house, washing up, cooking a meal, etc.

With changes, our routines can become disrupted. We change the time we go to bed or get up, when we eat and how we cook and care for ourselves. Although we can moan about our daily routines they can make us comfortable in our surroundings.

Other activities are the things we do for **pleasure**. These can include seeing friends, enjoying a day out with our families, reading or doing whatever interests we have. These are the things that in normal circumstances we find pleasurable. They are the necessary breaks from our routines.

The third type of activity we can find difficult are the **necessary** things such as paying bills or booking a GP appointment. Although we might not enjoy doing these tasks, it can give us a sense of achievement when we get them done.

Behavioural activation is a technique where we focus on re-establishing our daily routines, increase our pleasurable activities and do the things that are necessary for us.

### ACTIVITY TASK 1

#### LIST SOME ROUTINE ACTIVITIES

e.g. washing up, cleaning etc.

#### LIST SOME PLEASURABLE ACTIVITIES

e.g. going out with friends & family etc.

#### LIST SOME NECESSARY ACTIVITIES

e.g. paying bills etc.

### ACTIVITY TASK 2

#### NOW PLACE YOUR ACTIVITIES INTO ORDER OF DIFFICULTY

The hardest

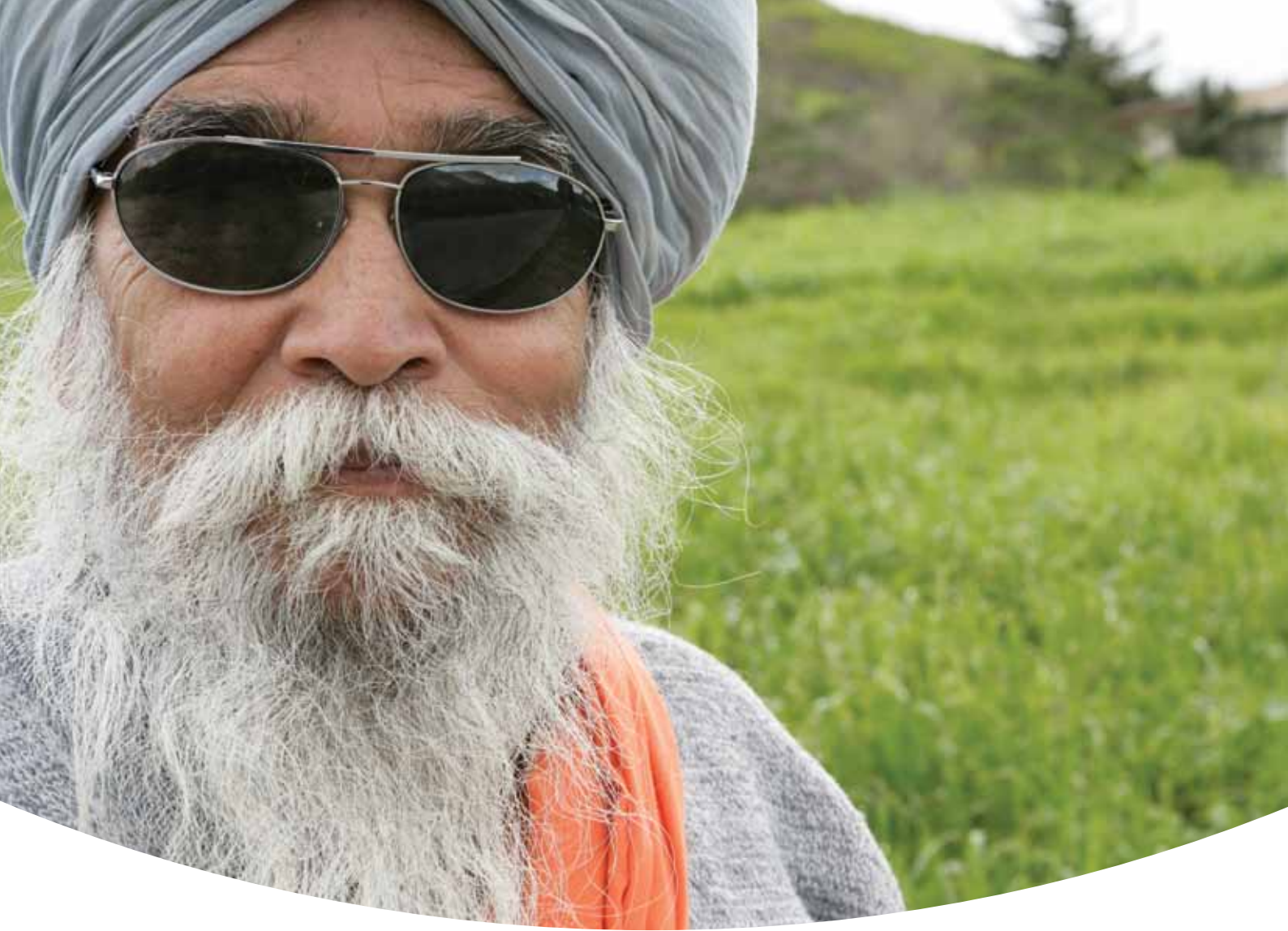
Medium difficulty

The easiest

### ACTIVITY TASK 3

WRITE YOUR ACTIVITIES IN THE DIARY BELOW

		MORNING	AFTERNOON	EVENING
MONDAY	What			
	When			
	Where			
	Who			
TUESDAY	What			
	When			
	Where			
	Who			
WEDNESDAY	What			
	When			
	Where			
	Who			
THURSDAY	What			
	When			
	Where			
	Who			
FRIDAY	What			
	When			
	Where			
	Who			
SATURDAY	What			
	When			
	Where			
	Who			
SUNDAY	What			
	When			
	Where			
	Who			



## TASK SETTING FOR NEXT SESSION

**NEXT  
SESSION**

date

time

venue



## Session 5

### CONNECT WELL: Healthier relationships and the circle of support

The goal of this session is to consider the importance of support networks within resilience. It will also look at what helps us communicate better in our relationships

“**Social support is everything**  
Jordan Knight

### SOCIAL SUPPORT

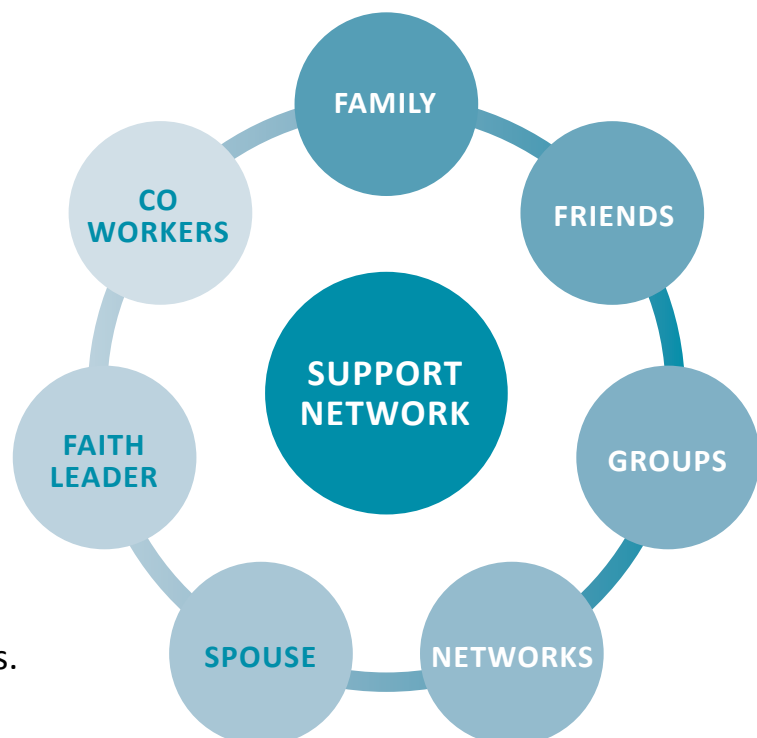
All of us need a good support network and our lives benefit from having people to encourage us and help us out when we need it. You are likely to call on family, friends, colleagues, neighbours or acquaintances, depending on what it is you need. You probably already have a support network without ever having planned it or even realising that you have one.

#### SOCIAL SUPPORT

The circle of support (support network) is a way of thinking about the relationships in a person's life.

Building and developing relationships in different areas of a person's life can help build resilience.

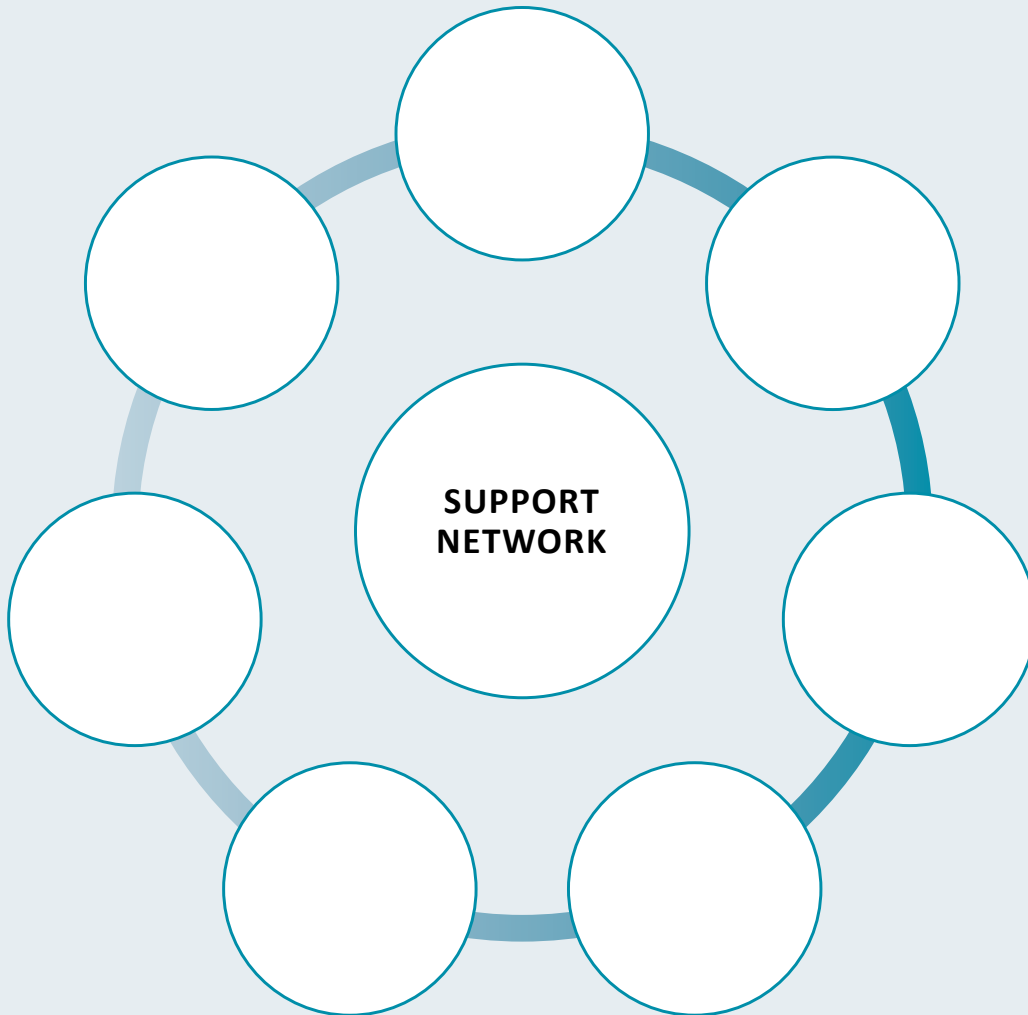
It provides the opportunity to give and receive support as well as participating in sociable and enjoyable activities.





### GROUP EXERCISE: EXPLORE SOCIAL RELATIONSHIPS

Discuss the situation of Diane / Bob / Joyce in your groups and draw out the potential support network that each of these individuals has.



### GROUP EXERCISE: SCENARIO EXERCISE

What is available in the local area?

## COMMUNICATION



### GROUP EXERCISE: COMMUNICATION

As we get older communication can become more difficult.  
What causes some of the difficulties?

- We now live in a world where technology has meant that the way we share information with each other can differ greatly (mobile phones, texting, internet, email). Also language has changed, different words have taken on different meanings and there are new words regularly added to our vocabulary.
- Communication can be impacted by physical sensory changes such as poorer hearing and impaired eyesight. The ability to listen, maintain eye contact and read can be very important when speaking to others.
- Hearing loss can cause decreased speech and misunderstanding of speech. It can make it difficult to use the telephone and may impair face-to-face interaction, making it feel inappropriate or awkward. Hearing loss can lead to 'selective' hearing and daydreaming which makes the individual less likely to interact with others due to becoming more introverted. This can then cause social isolation which then limits the opportunity to practice social skills on a regular basis. If social skills aren't practiced one may experience a deterioration in speech and voice quality.
- Our thoughts and beliefs can impact on the way we communicate with others. Often we hold onto beliefs that as we age are not shared by younger people. This can impact on our ability to communicate with different generations as these beliefs and thoughts can lead to feelings of anger and frustration.

**Effective communication skills require practice and feedback from another person to be sure that communication is occurring.**

The short checklist that follows may be useful in assessing your need for help in developing better skills and your progress in enhancing your ability to communicate:

COMMUNICATION BASICS CHECKLIST (TICK THE BOXES THAT APPLY TO YOU)			
I speak in descriptive terms	<input type="checkbox"/>	I own my feelings ("I" messages)	<input type="checkbox"/>
I discuss positive feelings	<input type="checkbox"/>	I speak clearly and specifically	<input type="checkbox"/>
I discuss negative feelings	<input type="checkbox"/>	I use good timing	<input type="checkbox"/>

## 10 WAYS TO LISTEN WELL AS PART OF COMMUNICATING EFFECTIVELY

Communicating effectively involves not only speaking well, but listening well, too. Active-listening tools, such as those in the following list, help you hold up your end of a successful conversation or discussion.

Concentrate on what the speaker has to say

Listen for content and emotion to understand the entire message

Maintain steady eye contact so speakers know your attention is with them

Reflect back with verbal feedback to confirm your understanding of the message

Stay patient when people talk to you

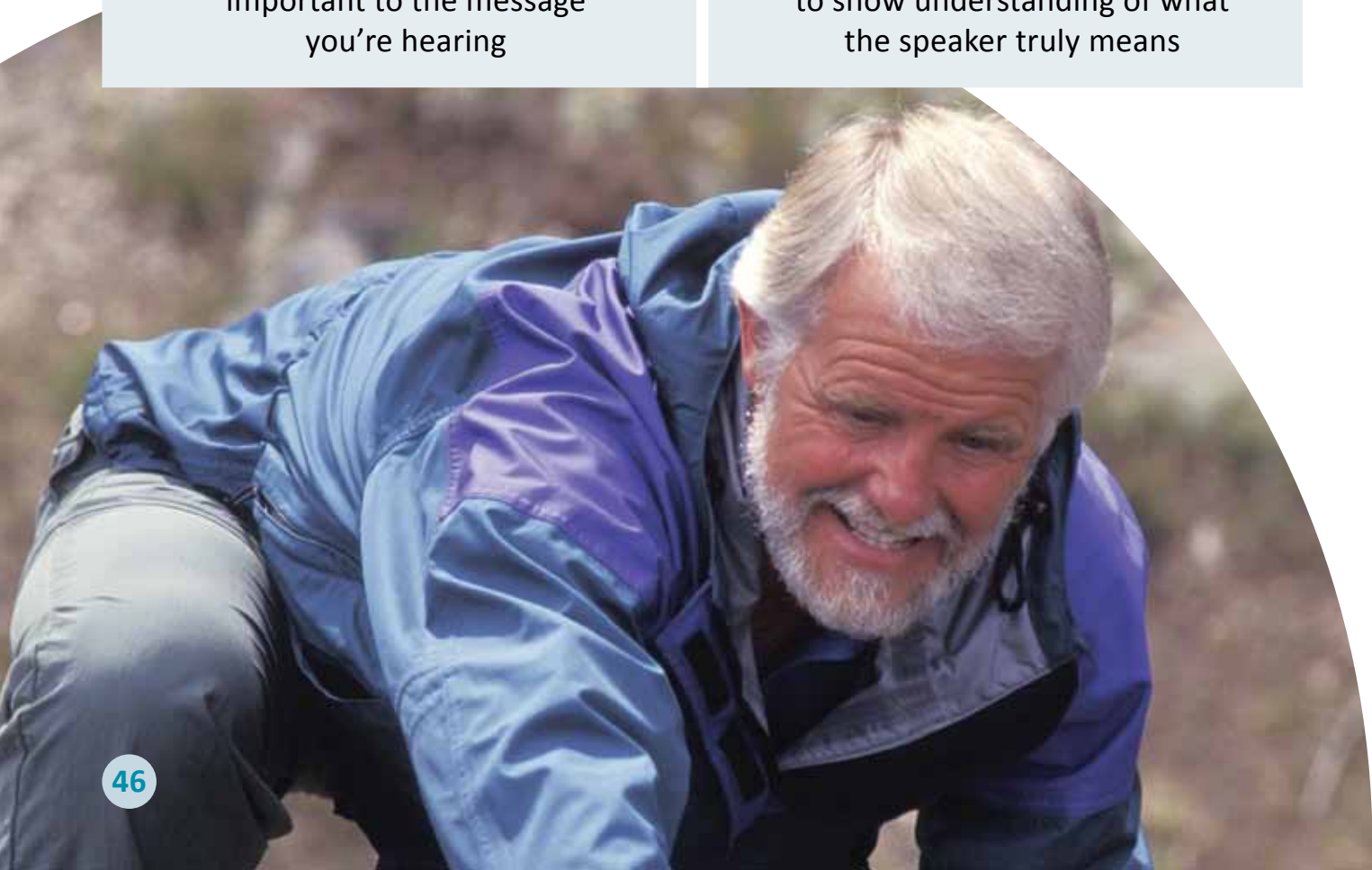
Keep your tone sincere and non-judgmental when you listen

When you give feedback to check understanding, do so in one sentence

Tune in to how the message is being said, not just what the words are

Acknowledge feelings that are important to the message you're hearing

Make your goal in conversations to show understanding of what the speaker truly means



## ASSERTIVENESS



### GROUP EXERCISE: ASSERTIVENESS

You will be given some scenarios by the facilitator. In this exercise you will be exploring how to be more assertive in your communication.

### WHAT IS ASSERTIVENESS?

Assertiveness is a type of behaviour which can improve communication with others. Being assertive is a communication skill. Other types of communication include being aggressive and being passive. We all behave in different ways in different situations. Passive and aggressive are two ends of a spectrum and assertive is the more balanced way of responding to others.

### PASSIVE

When you are passive, you do not express your feelings or needs, or you express them in an apologetic way. This can lead you to feel helpless, disrespected and taken advantage of. People who are behaving passively might apologise, avoid eye contact, speak quietly, say 'yes' when they don't want to and dismiss their views and opinions.

### ASSERTIVE

When you are assertive you express your views and opinions in a respectful and honest way. You take responsibility for your actions, discuss differences of opinions and treat people as equals. You maintain eye contact, use "I" statements, display emotion appropriately and distinguish between facts and opinions.

### AGGRESSION

When you are aggressive, you express your feelings and needs in a way which is inappropriate or violates the rights of others. When you behave aggressively you might dominate, punish and put others down. This behaviour is identifiable as you will intrude into someone's space, be sarcastic, finger point, speak loudly, threaten and blame.

### WHY IS ASSERTIVENESS IMPORTANT?

Assertiveness is important because people who do not assert themselves not only fail to get what they want but they also tend to feel bad about themselves. They may go over a situation in their mind time and time again thinking, "Why didn't I say that?" or "If only I'd done this". This can lead to feelings of blame, low self-esteem, depression and anxiety.

## HOW TO BE MORE ASSERTIVE

<b>STAY CALM</b>	Use relaxation techniques to help you.
<b>TAKE YOUR TIME</b>	Take time to think and make an assertive decision.
<b>PREPARE YOURSELF</b>	Think your argument through in advance. It may be helpful to script your argument to incorporate an explanation of what you want, together with a description of how you feel about the topic and why it is important to you.
<b>BE POSITIVE</b>	It may be useful to start off with a positive comment e.g. “that is a very good idea, but I don’t think it would work here”.
<b>BE OBJECTIVE</b>	Don’t get involved in personal criticism, but do explain the situation as you see it. Never criticise the person, or the behaviour, e.g. “you have not paid the bill I asked you to pay”.
<b>BE BRIEF</b>	To avoid the other person switching-off, side-tracking you or butting in, state your case clearly and concisely. Just describe the facts.
<b>PLAN FOR DEALING WITH OPPOSITION</b>	Although often you may reach a satisfactory agreement, others will not always cooperate with you.



### TASK SETTING FOR NEXT SESSION

<b>NEXT SESSION</b>	date	time	venue
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## Session 6

LIVE WELL:  
Travelling  
forward

The goal of this session is to think about how to cope with worry and to focus on moving forward

“Mistakes are the portals of discovery  
James Joyce

### WORRY AS A ROAD BLOCK

Worry is a normal process. It is normal to worry about something that you or somebody else will have to do at some point, or to worry about concerns e.g. family, health, finances.

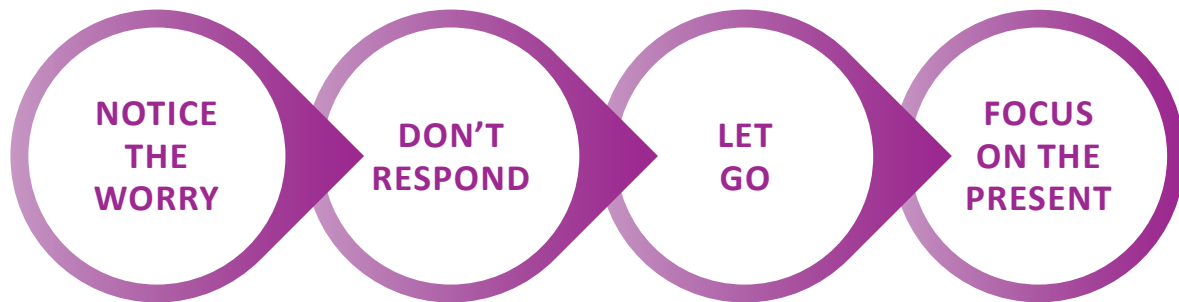
Often we worry when we do not know the outcome, and the worry can be in the form of 'What if...'

There are two main types of worry, either worrying about real events, or worrying about possible or hypothetical events.

When we worry we tend to think about potential negative situations, and this can make us feel anxious or scared. The negative situations and the fear can then stop us from doing things, as we focus on all the negative things that can happen, rather than the possible positive outcomes'.

## LETTING GO OF WORRY

This is different from suppressing our worries. The aim isn't to force the worries out of our mind, but to gently let them go. We do this in four stages:.



### 1 – Notice the worry

The first step is to notice the worries that you are experiencing, you may do this by saying to yourself something like “I have noticed a worry...”.

### 2 – Don't respond

Normally we engage with our worries, we try to control them, challenge them or rationalise them in some way. Instead, try to just observe the worries, don't judge them, or react to them, merely notice that they are there.

### 3 – Let go

Once you have observed and recognised the worries, try to let them go. This is difficult to begin with, and sometimes a visual aide can help. Some people like to imagine their worries on clouds floating by, or leaves drifting down a stream gently. You may also find it helpful to say a statement to yourself, such as “My worries are not facts, they are just thoughts, they aren't helpful to me, so I'll just let them go.”

### 4 – Focus on the present

Once you have let the worries go, return your attention back to the present moment. Focus on your breathing, what small things are going on around you, what can you see, what can you feel?



## WORRY TIME

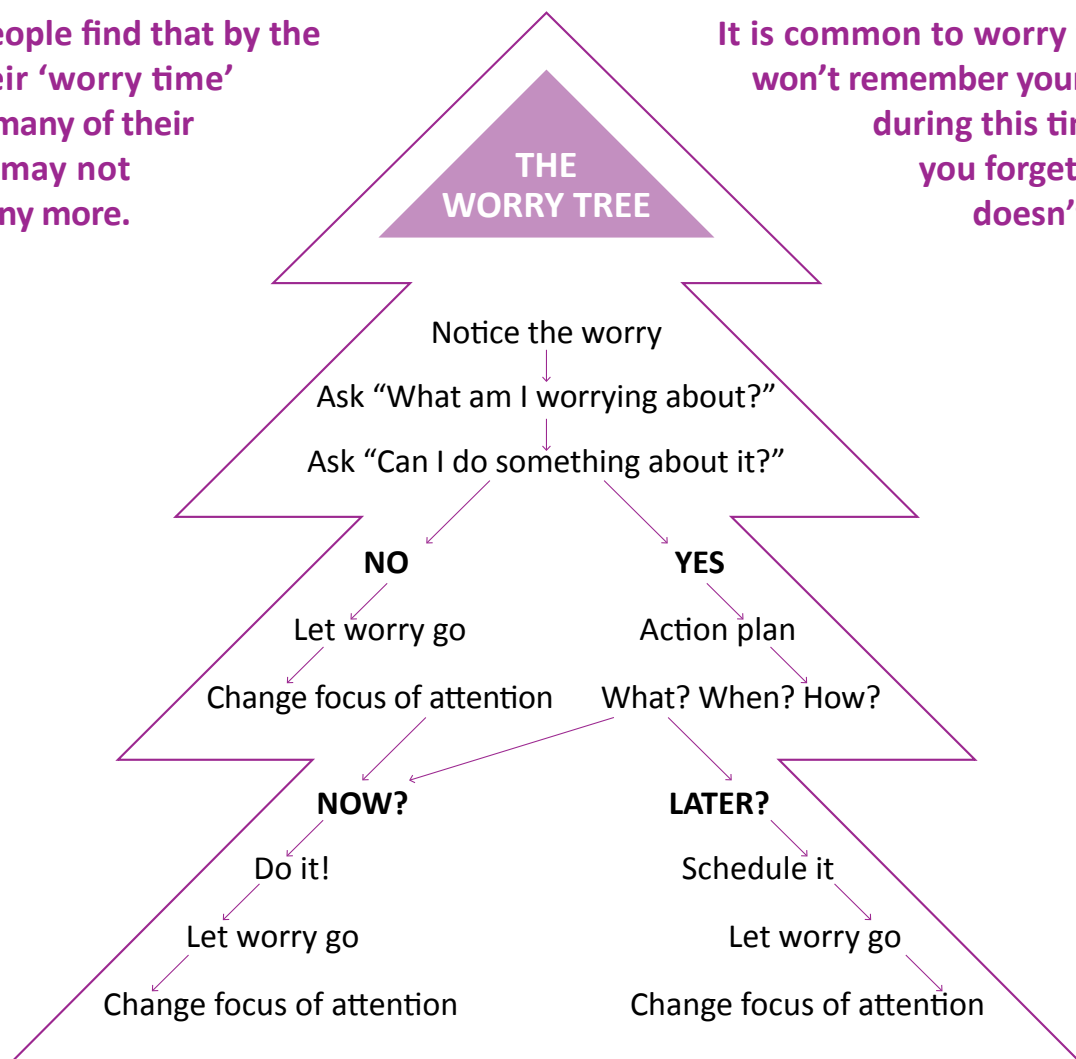
Worry time is a technique by which you set aside some time each day to focus on your worries. This means that for the rest of the day you need to put your worries to one side and remind yourself that you can worry about them during your worry time.

Schedule yourself around 15 minutes each day to do this, and set a timer, so that once the time is up, you make sure that you stop worrying until your worry time the following day.

It may also help to write down your worries during this time.

Often people find that by the time their 'worry time' arrives, many of their worries may not matter any more.

It is common to worry that you won't remember your worries during this time but if you forget them, it doesn't matter.



(Source: Adapted from Butler & Hope, 2007)



### GROUP TASKS:

With a partner write down or share a worry that you have. Then work together through the worry tree.

## PROBLEM SOLVING

Problem solving is different to worrying! Problem solving allows us to do something about our problems, rather than just thinking about it.

### THE SEVEN STEPS OF PROBLEM SOLVING

1  
Identify and  
define the  
problem

3  
Weigh up  
pros and  
cons

5  
Plan the  
steps for the  
solution

7  
Review  
the  
outcome

2  
Think up  
potential  
solutions

4  
Choose  
the best  
solution

6  
Carry  
out the  
plan

If you didn't fully solve your problem, it may be helpful to go back to steps 3 and 4 and choose another possible solution.



#### GROUP TASKS:

Go through the problem solving technique on the next page for a personal issue or use the case study for Diane. What was useful?

## YOUR PROBLEM SOLVING

1	What is the problem?
2	What are the possible solutions?
3	What are the advantages and disadvantages of each solution?
4	Which is the best solution?
5	How can you carry out your chosen solution?
6	Do it! Carry out your plan
7	How did it go? Do you need to do anything else?

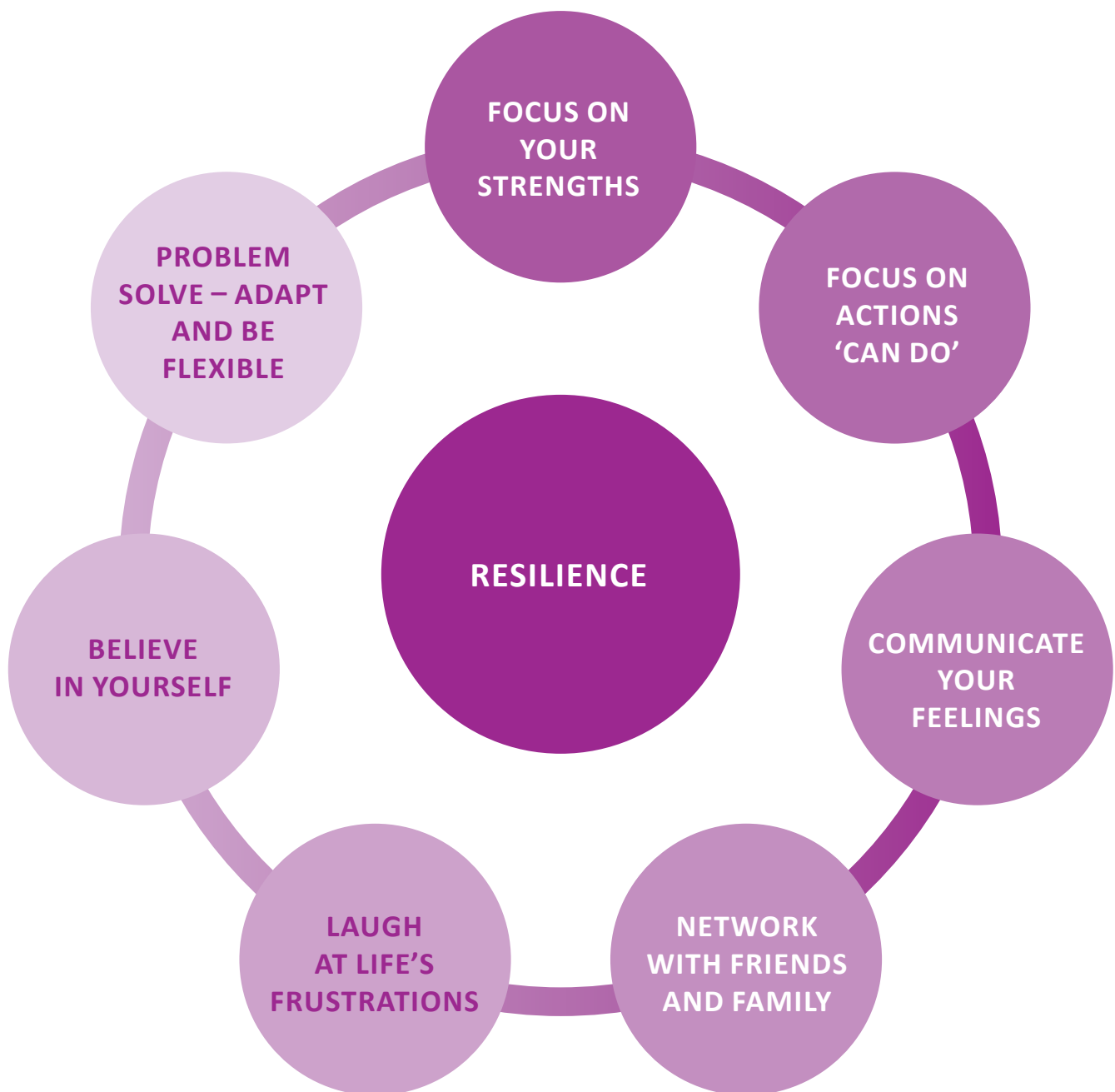


### GROUP EXERCISE: FINAL GROUP DISCUSSION

- 1 What have you learnt from the sessions?
- 2 What did you learn about yourself?
- 3 What did you learn about other people in the group?
- 4 What are some of the coping strategies that you learnt that you wouldn't like to forget?
- 5 What are your goals for the next month, 6 months and 1 year?
- 6 What does Resilience mean to you now?

## OVERVIEW

In the programme, you were introduced to and discussed the concept of Resilience. It was presented as an individual's capacity to cope with stress and adversity. It can be enhanced by providing strategies that improve activities, social networks and challenge unhelpful thinking habits and behaviours. Using the diagram below as a guide identify where your resilience can be developed and strengthened.



(Source: [www.content.iriss.org.uk/fosteringresilience/assessing.html](http://www.content.iriss.org.uk/fosteringresilience/assessing.html))

## RECAP OF LEARNING

In the figure below write down the important changes that you want to continue to work on to ensure that you continue to nourish your resilience to different life situations.

The diagram consists of seven empty circles arranged in a ring, connected by thick purple arcs. The central circle contains the text "Name:". This diagram is intended for a user to write down important changes they want to continue to work on to ensure they continue to nourish their resilience to different life situations.



## IMPORTANT NOTES

## ADDITIONAL RESOURCES / READING MATERIALS

### LOW MOOD

The Feeling Good Handbook  
(Burns, 1999) Penguin Books Ltd

Reinventing Your Life  
(Young & Klosko, 1998) Penguin Putman Inc.

Mind over Mood: Cognitive Treatment Therapy Manual for Clients  
(Greenberger & Padesky, 1995) Guilford Press

Overcoming Depression. A Guide to Recovery With a Complete Self-help Programme  
(Gilbert, 2009) Constable and Robinson

Overcoming Depression and Low Mood: A Five Areas Approach  
(Williams, 2001) Arnold

Overcoming Depression for Dummies  
(Foreman, Smith & Elliott, 2008) Wiley & sons

### ANXIETY AND WORRY

Overcoming Anxiety  
(Kennerley, 2009) Constable and Robinson

Overcoming Anxiety for Dummies  
(Foreman, Elliott & Smith, 2007) Wiley and sons

Feel the Fear and Do It Anyway  
(Jeffers, 1997) Rider & Co

The Worry Cure. Stop Worrying and Start Living  
(Leahy 2006) Piatkus

Overcoming Worry  
(Freestone & Meaves, 2008) Robinson.

How to Stop Worrying and Start Living  
(Carnegie, 2004) Pocket Books

### MINDFULNESS

The Mindful Way Through Depression  
(Williams, Teasdale, Siegal & Kabat-Zinn, 2007) Guilford Press.

Mindfulness: A Practical Guide to Finding Peace in a Frantic World  
(Williams & Penman, 2011) Piatkus.

### ASSERTIVENESS

How to be Assertive in Any Situation  
(Hadfield & Hasson, 2010) Pearson Life



## ADDITIONAL RESOURCES / READING MATERIALS

### WEBSITES

Get Self Help:  
[www.getselfhelp.co.uk](http://www.getselfhelp.co.uk)

Living Life to the Full:  
[www.lltf.com](http://www.lltf.com)

MoodGYM:  
[www.moodgym.anu.edu.au](http://www.moodgym.anu.edu.au)

First Steps:  
[www.firststeps-surrey.nhs.uk](http://www.firststeps-surrey.nhs.uk)

Centre for Clinical Interventions:  
[www.cci.health.wa.gov.au](http://www.cci.health.wa.gov.au)

Mind:  
[www.mind.org.uk](http://www.mind.org.uk)

Alcohol and Ageing:  
[www.drinkwiseagewell.org.uk](http://www.drinkwiseagewell.org.uk)

Financial Advice:  
[www.moneyadviceservice.org.uk](http://www.moneyadviceservice.org.uk) or  
[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

Age related advice and information:  
[www.ageuk.org.uk](http://www.ageuk.org.uk)

Silverline:  
[www.thesilverline.org.uk](http://www.thesilverline.org.uk)  
Helpline 0800 4 70 80 90

**Drink Wise, Age Well**

Visit [drinkwiseagewell.org.uk](https://drinkwiseagewell.org.uk) for more information.