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GROUP LEADER’S MANUAL

Building Recovery by Improving Goals, Habits, and Thoughts

An Integrated Group Cognitive Behavioral Therapy for Co-Occurring Depression and Alcohol and Drug Use Problems

Activities, Alcohol/Drug Use, and Your Mood

BRIGHT:2
This is your book to keep. Feel free to write in it.

This workbook belongs to:

_____________________________________________________________
(Name)

_____________________________________________________________
(Date)
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SESSION 1: HELPFUL ACTIVITIES CAN IMPROVE YOUR MOOD AND SUPPORT YOUR RECOVERY

LEADER’S NOTES

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LEADER TIPS

Materials Needed

- **Group Member’s Workbooks** (“Activities, Alcohol/Drug Use, and Your Mood”—enough for everyone in the group
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard,** or large sheets of paper to present material to group
- **Kleenex** or other facial tissue
- **The PHQ-9 depression measure**—enough copies for everyone in the group

Group Leaders’ Goals

- Make all group members feel welcome.
- Discuss group rules.
- Introduce yourselves and provide phone numbers.
- Begin to encourage group sharing and support by having group members introduce themselves.
- Help group members understand what depression is.
- Help group members understand CBT and how it can help with depression and alcohol/drug use problems.
- Remind continuing group members of topics and skills introduced in the previous module (“Thoughts Alcohol/Drug Use, and Your Mood”).
- Introduce the connections among activities, alcohol/drug use, and depression.
LEADER TIPS

Welcome Group Members

As group members arrive:

- Introduce yourselves and invite group members to sit anywhere.
- Pass out the Group Member’s Workbooks (“Activities Alcohol/Drug Use, and Your Mood”).
- Pass out the PHQ-9 depression measure. Ask group members to fill them out, put their names on them, and return them to you. Tell group members that you will talk more about the questionnaire later.
- Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members’ depression symptoms, including thoughts of suicide. If a group member reports thoughts of suicide, follow the procedures that you have worked out with your supervisor in advance regarding how to handle these situations. Often this involves having one group leader meet privately with the client either during group or immediately following to further assess the client’s risk of suicide or “handing off” the client to another clinician who will conduct this assessment. Consult with your supervisor immediately in the case of a client who is suicidal. 

Begin the group:

- Welcome all group members. Say: This is the BRIGHT-2 Group Cognitive Behavioral Therapy for depression and for alcohol and drug use. This is the module called “Activities, Alcohol/Drug Use, and Your Mood.” We will talk more about Cognitive Behavioral Therapy in a few minutes.

- Say: Some of the group members may have attended one or more previous modules. Others are entering the group for the first time.

- Identify members of the group, if any, who will be graduating (completing all three CBT modules) at the end of this module (if any).

- Say: Congratulations to everyone for coming to this group and taking a step towards your recovery from both depression and alcohol/drug use.

- Turn to the first page after the cover in your books and put your name and the date on the lines.

- The workbooks belong to you. You will keep them when the group is over. You should bring your workbooks to every group meeting. You will be writing in them.

- We will not take formal breaks, but you should feel free to get up and use the restroom whenever you need to.

Purpose and Outline

1. Say: Every session begins with a few points about the purpose of the session and an outline of the session. We will go over these now.

2. Introduce the Purpose and Outline.

3. Ask: Does anybody have any questions so far?
PURPOSE

- Learn about this group, depression, and alcohol/drug use problems.
- Learn that there are connections among activities, depression, and cravings. (A “craving” is the desire to drink or use.)

OUTLINE

Welcome
How Have You Been Feeling?
Group Rules
Announcements
Introductions
What Is Depression?
What Are Alcohol/Drug Use Problems?
What Is Cognitive Behavioral Therapy (CBT)?
Review
New Topic: Helpful Activities Can Improve Your Mood and Support Your Recovery
  - How Do Depression and Drinking/Using Get in the Way of Doing Helpful Activities?
  - What Helpful Activities Could You Do Before the Next Session?

Key Messages
Practice
Feedback
Looking Ahead
HOW HAVE YOU BEEN FEELING?

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 2

1. Introduce the text in the Group Member’s Workbook.

2. After the session, compare each group member’s PHQ-9 scores with his or her previous scores (if the group member has filled out the questionnaire at a previous session). This comparison will allow you to monitor each group member’s depression.

Note: In addition to the PHQ-9, choose another measure to monitor how group members are progressing in their recovery. See the Group Leader’s Introduction for a discussion of how select a measure that supplements the PHQ-9. Compare current and previous scores as you would with the PHQ-9 measure.

You filled out a questionnaire at the beginning of the session, the “Patient Health Questionnaire”—PHQ-9 for short.

You will fill out the questionnaire before the group begins at Sessions 1, 3, and 5 of each CBT module. The questionnaire allows you and your group leaders to keep track of how you are feeling while you are attending the group.
GROUP RULES

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 3

1. Go over group rules before anyone discloses any personal information. Don’t forget to talk about the exceptions to confidentiality. Tell the group the name of your supervisor. Consider the rules and expectations at your treatment setting and convey to group members how lapses in recovery will be handled. Ask if anybody in the group has questions or comments about any of the rules.

1. Come to every group meeting. Important and useful new ideas will be discussed at each group session. The sessions will give you new tools that you can use to help your recovery from depression and alcohol/drug use. This is why it’s so important to come to each group meeting. If you can’t make it, call us at this number:

(__________) __________ - ____________________ (Contact number)

2. Come to group meetings on time.

3. Do not come to group under the influence of alcohol or drugs. For the benefit of the group, you will be asked to leave the session if you are under the influence.
4. **Maintain the confidentiality of the group.**

Please do not share what you hear in the group with anybody else. Likewise, group leaders will not repeat what you say. There are three exceptions.

First, your group leaders share information with each other and with the licensed mental health professional that is supervising the group.

Second, if group leaders hear something that makes them think your health or safety is in danger they will talk with your doctor or others.

Finally, by law, a group leader must report:

- If a child or dependent adult is being abused or neglected.
- If an older adult is being abused or neglected.
- If someone is in danger of hurting himself or herself or someone else.

5. **Be respectful and supportive of others in the group.**

The group is based on respect for all people. If you have a problem with another group member and your feelings are getting in the way of your group therapy, discuss the problem with a group leader.

You may find that other group members have had experiences similar to yours, but feel differently about them. That’s OK—it is important to respect each person’s opinion.
6. Find a balance between talking and listening.

You and the other group members will get the most out of the group if everybody has a chance to talk about their thoughts, feelings, problems, and experiences.

Plus, in each session, the group leaders need time to introduce new ideas that will help everybody in the group. Unfortunately, the time allowed for each group session is limited. The group leaders will:

- Keep track of the time for each session.
- Gently remind you to give others a turn to talk.

7. Know that you don’t have to share everything.

8. Practice. Practicing on your own will help you learn how to use the skills you learn in group and make it more likely that you will get well.

9. Tell us if you are unhappy with the group or your treatment.
LEADER TIPS

Time: 2 minutes
Group Member’s Workbook: Page 6

1. Make announcements if there are any. Answer group members’ questions right away if they relate to the way the group is run.

2. Time will not allow for group members to add big items to the agenda. However, each person should have a chance to talk about personal issues that add to his or her depression and cravings. Each person needs to feel that he or she has been heard and understood by the group. Many of the group members’ concerns can be addressed in the work of the session. If necessary, arrange to talk with a group member individually after the session.

The group leader will make any announcements that might be necessary. For example, if the next session is scheduled on a day that is a holiday, the day of that session may be changed. During this time, you will have a chance to tell the group leader ahead of time if, for example, you need to be late for a session.

Is there anything you would like to let the leaders know about?
INTRODUCTIONS

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 7

1. **Give group members phone numbers** where they can contact you. Also remind clients to call 911 if they are having thoughts of hurting themselves.
   - Write your names and the phone numbers on the board.
   - Suggest that group members write the information in their workbooks in the space provided.

**Say:** Now we would like for everyone to get to know each other. You will have a chance to talk about your depression and substance abuse later during the sessions. For now, let’s start the introductions with the subjects in your workbook.

2. **Introduce** the text. Provide a model for the group members by introducing yourselves first. **Answer one or two questions** in the workbook.
   - If some members begin to provide more information than necessary, gently remind them that they will have time to talk about other issues during the group. For now the focus is on introductions.
   - It may be helpful to ask group members questions that result in short answers, such as, “Where did you grow up?”
   - If members focus on their depression or their drinking or using when they describe themselves, stop them and remind them that the group wants to know who they are and what they are like apart from their depression or drinking/using.
Group Leaders

Your group leaders are:

______________________________________________
(Name) (Contact number)

______________________________________________
(Name) (Contact number)

In an emergency (for example, if you are having thoughts of hurting yourself), call 911.

Group Members

You will be coming to group CBT with the group of people you are meeting in this session. Talking with them will be an important part of CBT.

Now group members will introduce themselves. We will be talking about your experiences with depression and drinking/using later in the session. At this time, we want to know a bit about you as an individual. Begin by telling the group your name, and then choose one or two of the following subjects to talk about:

- Where you grew up
- Your family
- What kind of work you have done
- Your main interests or hobbies
- Something about yourself that you think is special
WHAT IS DEPRESSION?

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 8

No matter how different group members might be from each other, the information about depression allows them to see that they are not alone. They share common feelings and a common problem—depression.

1. **Ask**: *What is depression like for you?* Encourage open discussion.
   - One group leader should write group members’ depression symptoms on the board.
   - As group members mention a symptom, ask whether other group members have had similar concerns.
   - If some symptoms of depression are not mentioned by group members, add them to the list at the end. **Say**: *Everybody in this group has experienced symptoms of depression, and what we’re trying to do is help you overcome these symptoms and feel better.*

Remind group members that their workbooks are theirs to keep and that they should feel free to write in them.

2. **Introduce** “Depression is,” “The 9 Symptoms of Depression,” and “Possible Triggers for Depression.” **Ask**: *What was happening in your life when you got depressed?*
   - Take notes and use this information to understand the needs of group members and to plan the sessions to make them as helpful as possible. (You probably already know something about group members based on the contact you made with them before the group started.)
   - If any of the triggers listed in the “Depression” box are not mentioned by group members, tell them that other things can cause depression and read from the list.

3. **Say**: *Tell one of the group leaders if you have thoughts of suicide. Depression is very treatable and you can feel better.*
What is depression like for you?

Feel free to write notes to yourself anywhere in your workbook. In some places, there is extra space for your notes.

Depression is:

- More than a passing sadness or bad mood.
- A period of feeling very sad that lasts a long time and that makes it hard to do daily activities.
- Possible at any point in your life.
- A possible diagnosis if you have five or more of the following symptoms most of the day, almost every day, for two weeks or more:

The Nine Symptoms of Depression

1. Feeling depressed, down, or irritable nearly every day.
2. Loss of interest or pleasure in activities that you normally enjoy.
3. Significant increases or decreases in your weight or appetite.
4. Sleeping too much or too little.
5. Change in the way you move (moving restlessly or slowly).
6. Feeling tired or fatigued.
7. Feeling worthless or having terrible guilt.
8. Trouble concentrating or making decisions.
9. Repeated thoughts of death or suicide.

What was happening in your life when you most recently got depressed?
Possible Triggers for Depression

- Use of alcohol or drugs
- Being sick with medical problems or in pain
- Biological/chemical imbalance in your body
- Financial/money problems
- Losing someone you love
- Upsetting things happening, or ongoing problems
- Struggles with people you are close to
- Big life changes
- Stress that lasts a long time
- Living with people who are addicts

---

**Did you know?**

**Depression Is Common**

- 10–25% of women will have at least one serious episode of depression.
- 5–12% of men will have at least one serious episode of depression.
- Depression is the #1 cause of disability in the United States. (“Disability” is the inability to carry out daily living activities.)

*Source: Controlling Your Drinking by William R. Miller, Ph.D. and Ricardo F. Munoz, Ph.D. Published by the Guilford Press, 2005.*
WHAT ARE ALCOHOL/DRUG USE PROBLEMS?

LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 10

1. Say: Now that we have discussed your experiences with depression, let’s talk about using alcohol and drugs and how using alcohol or drugs may have caused problems for you.

2. Ask group members: How has your use of drugs or alcohol affected your depression symptoms?

3. Ask group members: How has your drinking or using been a problem for you?

4. Briefly go over the bullets under “Common problems of alcohol/drug use” to help group members see if their drinking/using is a problem for them.

5. Ask: What would your life look like if you stopped drinking/using and your mood improved? Encourage open discussion. Help group members think of specific areas of their lives that would improve. Ask group members to write their ideas on the lines in their workbooks.

Common problems of alcohol/drug use:

- Conflicts with other people, including family members.
- Problems at work or school, or difficulty keeping a job.
- Financial problems.
- Physical symptoms or health problems, or existing health problems becoming worse.
- A tolerance for the alcohol or drugs so that you require more to get the same “high.”
- Not being able to stop on your own.
- Withdrawal symptoms (such as shakiness, feeling sick to your stomach, headaches, or fatigue) when you don’t use that are relieved when you use again.
• Memory problems.
• Legal problems (such as an arrest for driving under the influence—DUI; arrest for possession or use of illegal drugs; or not meeting your financial obligations).

What would your life look like if you stopped drinking/using and your mood improved? Write your ideas below.

?______________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Many Americans Don’t Drink

34% of men and 44% of women in the United States do not drink alcohol.

Source: Controlling Your Drinking by William R. Miller, Ph.D. and Ricardo F. Munoz, Ph.D. Published by The Guilford Press, 2005.
LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 12

1. Say: Now we will talk a bit more about the treatment approach that we use in this group. Review the text.

2. Stop after each section and ask for questions and comments. Make sure to make this interactive. For example, elicit personal examples from group members.

3. Say: Now imagine an event, such as losing a job, or even something less extreme, such as being late to work or having an argument with a friend. It would be natural to feel upset. But other factors can make your suffering even worse.

4. Go over the CBT circle on page 13. Or ask for a volunteer among those who have been through other CBT modules to explain CBT to the group. Encourage questions and discussion.

Thoughts. If a person lost a job, he or she might think that he or she has nothing to offer or that nothing can be done about the situation. This person might become depressed. Imagine a second person who instead thinks he learned a lot and got great experience at the job, so he feels that he is likely to do very well getting another job. The second person is less likely to become depressed.

Activities. Another factor is how we act. When we feel down, we have less interest in doing things and as a result we often behave differently than we usually do. For example, when you’re depressed you may not feel like taking a walk or even getting out of the house. Staying in bed all day could make your mood continue to spiral down.

People. Depression affects our mood in another way. When we are depressed, we often reduce the amount of contact we have with other people, or the interactions we do have are not healthy for us. This might be because the people we spend time with may be using drugs or alcohol. Maybe the people have completely different tastes in what activities they enjoy. Perhaps they aren’t supportive in ways that make us feel good about ourselves. Spending time with old drinking friends may also cause your mood to spiral down.

Say: As you can see, depression and alcohol and drug use can become a destructive cycle. CBT can help prevent the cycle. This treatment will be most helpful to you if, at the end, you have learned many ways of managing your mood and you feel confident using them in your daily life. This will take practice.
This treatment provides a specific kind of help—cognitive behavioral therapy, or CBT for short—to people who are depressed and who have problems with alcohol/drug use. Depression and alcohol/drug use problems often go together, so it makes sense to treat them together.

CBT teaches skills to help you change your thoughts and behaviors to improve the way you feel and support your recovery. This approach does not mean that your thoughts and behaviors caused your depression and alcohol/substance use in the first place.

**CBT can help you “manage” your depression and your recovery. “Managing” means to:**

- Make feelings of depression and cravings for alcohol/drugs less intense, less frequent, and shorter.

- Learn ways to prevent getting depressed again and to stay free of alcohol/drugs, despite real-life problems.

Learn what thoughts, feelings, activities, and people interactions make it more likely you will get depressed or use. They are your “triggers.”

**What does the name “Cognitive Behavioral Therapy” mean?**

*Cognitive* refers to your thoughts.

*Behavioral* refers to *how you act* or *what you do*. In CBT, when we talk about behavior, we mean what activities you do and how you interact with other people.

One way to think of CBT is that it teaches healthy ways to manage your depression and your recovery. Managing your depression and your recovery means to make feelings of depression and cravings for alcohol/drugs less intense, less frequent, and shorter.
CBT helps you break the destructive cycle of depression and manage your cravings by teaching you that for each of these factors—thoughts, activities, and people interactions—there is a part that you can manage and change. Also, because they are connected, changes in one area can affect the other areas.

*This CBT treatment program is organized into 18 sessions.*

- **Thoughts** module = 6 sessions
- **Activities** module = 6 sessions
- **People** module = 6 sessions

Total CBT = 18 sessions
CBT has something in common with the Serenity Prayer. It teaches that, even though you cannot change everything in your life, you can choose how you think about events and how you react. “Changing the things I can” involves thinking and doing:

- Changing how you think about things
- Changing what you do to respond.

In this module, we will talk about the power of your activities and their important connection with depression and alcohol/drug use. You can do helpful activities to feel better and support your recovery.

The goal of CBT is to help you get closer to what you imagine your life would be like without depression and without drinking/using. The group will focus on practical strategies to improve things right now, and will teach you skills that you can continue to use even after the group ends.
LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 15

Last Module

1. Ask: What do you remember from the last module that was helpful to you? Review the key messages from the last module. Remind group members that they can learn how to catch (or notice) their harmful thoughts and change them to helpful thoughts.

- What do you remember most from the last module?
- What did you learn that was most helpful, in terms of improving your mood and supporting your recovery?
- What was difficult?
Key take-home messages from “Thoughts, Alcohol/Drug Use, and Your Mood” are:

1. You can **catch**, or notice your thoughts.

2. You can **check**, or examine your thoughts to see if they help you or harm you. A helpful thought is healthy for you—it makes you feel good and supports your recovery.

3. You can **change** the harmful thoughts that get in the way of your good mood and recovery, and choose helpful thoughts instead.
LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 17

Note to group leaders: If everybody in your group is new to CBT, and nobody is continuing from a previous module, you may skip this review section.

Say: At least some of you may be continuing CBT from the last module. We’ll do a quick review of the module and the practice before we start a new topic.

Catch It, Check It, Change It

1. Ask: How did it go to use Catch It, Check It, Change It? Was it helpful in changing your mood? How did you remember to use it?

Coping Cards

2. Ask: Where did you decide to keep your coping cards? Have you used your coping cards since last session?

Daily Check In

Briefly review the Daily Check In. Ask group members about how they did tracking their moods and coping on their Daily Check In. Make graphs based on one group member’s Daily Check In.

3. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write “Wednesday” or “Wed” in the first space at the top of the graph.

4. Ask for a volunteer from the group to share the numbers related to mood on his or her Daily Check In. Make a graph on the board like the example below. If the group member’s mood was a 6 on the first day, mark a dot at 6 below “Wed.”

5. When you are finished adding dots that represent the volunteer’s mood for each day, draw lines between the dots to show how mood can change up and down.
6. **Possible follow-up questions:** What did you notice about your mood? What kinds of thoughts did you have on the day that your mood was the lowest? What kinds of thoughts did you have on the day that your mood was the highest? Help group members to notice the connections between helpful thoughts and improved mood. What strategies did you use to have more helpful thoughts? Were you able to notice your harmful thoughts? Were you able to use ‘Catch It, Check It, Change It’?

7. Repeat the process for coping, using a new graph. Ask the same volunteer to share the numbers related to coping on his or her scale. Add dots to the new graph. If the group member’s coping was 8 on the first day, mark a dot at 8 below “Wed.”

8. When you are finished adding dots that represent the volunteer’s coping for each day, draw lines between the dots to show how coping can change up and down.

9. **Possible follow-up questions:** What did you notice about your how well you coped with challenges during the last week? You coped very well on [day]. What thoughts were you having on that day? What was your mood? What do you notice about the connections among your thoughts, mood, and your ability to cope with challenges to your recovery?

10. **Note:** Depending on the size of the group, you may choose to chart the Daily Check In of all group members or just one or two. Some group members will be eager to share each week, but don’t focus only on them. In the course of the six-session modules, encourage as many group members as possible to share their Daily Check In—even those who are shyer and less vocal. For each member who shares, try to connect thoughts and mood/coping, activities and mood/coping, or people interactions and mood/coping. Have the person describe the thought, activity, or people interaction, and help him or her to change harmful thoughts or behavior. The point is to teach how to apply the CBT skills to specific, real-life situations, but not necessarily to solve every difficult situation.
11. Note: What to do if group members don’t do their practice

Most group members will do their practice activities; you should begin with the assumption that they will. Checking early in each session on the practice is the best way to let group members know how important their practice is. However, there may be individuals in the group who consistently do not practice. Identify this problem as early as possible.

*Find out if there are returning group members that are not practicing.* Is it an issue of time, reading ability, forgetfulness, or other responsibilities getting in the way? Once the obstacles are identified, you can help the group member figure out how to overcome them. You might say, “We want you to start feeling better, and we know how important practice is. Can we help you figure out what is getting in the way so that you can do the practice and start feeling better more quickly?”

*Identify thoughts that contribute to not practicing*, such as “It doesn’t matter what I do, nothing will change,” or “I don’t feel like doing my practice.” You might ask him/her: “Are you sure that what you do won’t make a change in the way you feel? Do you think you have a better chance of improving your mood and managing your cravings if you keep doing what you have done in the past, or if you try these practices that have helped others?” Help the group member come up with a more helpful thought that would encourage practice.

No one assignment is going to “cure” depression or alcohol/drug problems, but practicing outside of the group will help the group member learn to control his or her negative mood and cravings.

*Get reinforcement from other group members.* You can ask other group members to help problem-solve. It is likely that other members will volunteer information as to what has helped them to practice.

*Complete the practice within the session.* Be flexible about finding another way for the person to practice. Maybe he or she can complete the Daily Check In for the whole week just as the session begins, for example. Or ask the individual to practice some of the skills before and after the session. The individual should be reminded that the Daily Check In is best finished on a daily basis. Looking back at the past week’s mood is less reliable than completing the Daily Check In each day. But asking members to complete the incomplete scale in-session indicates that you take practice seriously.

*Strike the right balance.* It is important to give group members the message that practice is important. However, it is also important that they come to the CBT sessions whether they have completed their practice or not. In fact, the group member might tell you that he or she can’t do anything right. Point out that he or she was successful in coming to the group, and coming to group is a first important step to feeling better. Be warm and supportive of the group member and let them know that you are glad they chose to come to the session whether or not they completed the practice.
If you were part of the CBT group for the last module ("Thoughts, Alcohol/Drug Use, and Your Mood"), you have been practicing CBT skills. How is your practice going? At the end of the last module, we asked you to:

1. **Keep using Catch It, Check It, Change It** to notice, examine, and change your harmful thoughts.

2. **Use your coping card.** Where will you keep it? How will you remember to use it when you are feeling down or having cravings?

3. **Track your mood and coping using the Daily Check In.** Try to count how many harmful and helpful thoughts you have each day and write in the numbers at the bottom of the scale.
NEW TOPIC: HELPFUL ACTIVITIES CAN IMPROVE YOUR MOOD AND SUPPORT YOUR RECOVERY

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 18

1. Say: When you are depressed and in recovery, you may not feel like doing anything. But doing helpful activities helps you feel happier and stay sober. In this session, we will:
   - Talk about the importance of activities.
   - Look at how depression, drinking, and using get in the way of doing helpful activities.
   - Help you think of helpful activities you might like to do.
   “Helpful” activities are things you can do that make you feel good and support your recovery.

2. Read the first paragraph aloud. Then choose two or three points to read aloud. (You do not need to go over every point on the list.) Ask the group if they have any comments.
What you do affects the way you feel. Things that you do are called activities. When you are active and do things that are helpful for you, you are more likely to feel good and less likely to use drugs or alcohol.

Doing helpful activities:

- Creates pleasant thoughts that stay in your head even after the activity is over.
- Can help you feel better.
- Helps you focus on things other than your worries.
- Gives you a break from your problems.
- Makes good use of time that you might otherwise use to drink or use drugs.
  - Makes it easier the next time that you want to do an activity.
  - Makes it easier to say “No” to drugs and/or alcohol.
- Helps you make new friends.
- Helps you learn about new hobbies.
- Gives you ideas for different jobs.
- Can help you become healthier physically.
- Can help you become healthier emotionally.
- And (if this is relevant for you) can also help you become healthier spiritually because you will do things that fit with your spiritual beliefs and values.
How Do Depression and Drinking/Using Get in the Way of Doing Helpful Activities?

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 19

1. Help group members understand that their lack of interest in activities is a normal part of depression.

2. Say: When people are depressed, it’s common for them to feel uninterested in lots of activities, even ones that used to be fun or pleasurable to them. We have talked about how your mood often improves when you do helpful activities. In a way, we are suggesting that doing helpful activities is a kind of medicine. Just as you might take a multivitamin every day to help keep your body healthy, you may need to do some pleasant activities every day to keep your mood healthy. But we know that this is not easy. How does depression get in the way of doing helpful activities?

3. Write on the board the group’s ideas about how depression gets in the way of doing helpful activities.

4. After the group has brainstormed a list, introduce the text and the check boxes on the next page.

Helpful activities are things you can do that make you feel good and support your recovery. Harmful activities are things that bring your mood down and make it more likely that you will drink or use. When people are depressed, it’s common for them to feel uninterested in lots of activities, even ones that used to be fun or pleasurable to them.
The thoughts below might get in the way of doing activities. Put a check mark next to any that sound familiar to you and add your own if you want to.

☐ I don’t really feel like doing anything today. Maybe I will feel like it tomorrow.
☐ Nothing sounds that enjoyable to me.
☐ I don’t remember what I did for fun when I was sober.
☐ I can’t enjoy myself without a drink.
☐ All I want to do is sleep.
☐ If it takes so much effort, how can it be fun?
☐ I don’t have the energy to take a shower or get dressed.
☐ I don’t deserve to have fun because of all the problems my drinking/using has caused for me and other people in my life.
☐ I have to do all my work before I do anything else.
☐ I need to focus on getting better, so there’s no time for fun.
☐ Doing fun stuff is just a distraction. It isn’t going to change anything and it makes it hard to think about my real problems.

☐ ________________________________
☐ ________________________________
☐ ________________________________

For you, how else do depression and drinking/using get in the way of doing helpful activities?
What Helpful Activities Could You Do Before the Next Session?

**LEADER TIPS**

Time: 10 minutes  
Group Member’s Workbook: Page 21  
Help group members name at least one activity that they enjoy now or used to enjoy.

1. **Say:** Can you remember what you felt like before you became depressed? What did you used to do before you started drinking or using? What activities did you enjoy? We would like to help each of you to think of at least one activity that you enjoy now, or that you used to enjoy that doesn’t involve drinking or using?

2. **Ask** group members to share their ideas for activities and write their ideas on the board.

3. **Say:** Activities don’t have to be a big deal. They can be small and quick. For example, if you stop on the street to admire a tree, that is an activity. You could take a shower, listen to a song you like, say hello to a neighbor, do your laundry, read a magazine, or walk around the block. Those are all activities that can make you feel good and support your recovery.

4. **Ask** group members to write down in their workbooks one activity that they enjoy now or that they used to enjoy.

What activities did you enjoy before you became depressed, and before you started using drugs/alcohol?

*Write down one activity that you enjoy now or that you used to enjoy.* Choose something you could do before the next session.
**Key messages from this session include:**

- What you do can affect how you feel.
- It is common for people who are depressed and who use alcohol/drugs to lose interest in doing helpful activities.
- Doing helpful activities can improve your mood, create helpful thoughts, and decrease cravings. And when you feel better, you will feel more like doing helpful activities.
What do you want to remember about this session?
Write your own key messages here.
LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 23

Say: I would like to talk about the importance of practicing the skills you learn in the group. Some of you may be thinking: “what do you mean by ‘practice’?” Practice means doing brief activities on your own outside of the group. You can think of the skills you learn here as tools to use in your everyday life to improve your mood. But just like tools, you need to learn how to use them. And of course, not all of them may work well for you. By trying out your new skills between sessions, you can report back to the group and let us know what worked for you and what didn’t work. Then we can come up with ways to make them work better and identify the tools that work best for you.

Do a Helpful Activity before the Next Session

1. Remind group members that each of them thought of at least one activity that they enjoy now or used to enjoy. Their practice is to actually do the activity before the next session.

2. Say: We encourage you to do these activities, even though you may not feel like it. They are an important part of the treatment process. You are here for only a short time, and eventually you will have completed the entire CBT program. Once you have completed the group therapy, the skills you have learned will help you keep your mood helpful and manage your cravings. Therefore, it is important that you try them out until you feel confident that you can use them on your own.

Daily Check In

3. Say: Between sessions, we would like all of you to keep track of your mood and coping using the Daily Check In. There is a copy of the Daily Check In in your workbook at the end of every session. With the Daily Check In, you can learn to recognize how you are feeling and how your thoughts and activities affect your mood and your ability to cope with challenges to your recovery. By coping, we mean using CBT skills or other helpful strategies to support your sobriety. This will help you to learn which thoughts and activities are helpful to you.

4. Draw the Daily Check In on the board or ask group members to look in their workbooks.
This treatment will be successful for you if you learn skills for managing your mood and other coping skills you could use during challenges to your recovery. You will need to practice, just as you would if you were learning to play the piano or a new sport. If you don’t practice the skills, you won’t learn them. Also, by trying out new skills between sessions, you can report back to the group and let us know what worked for you and what didn’t work.
Each session’s practice will consist of one or more short activities that everybody in the group will try. This session’s practice is:

1. **Do one or more helpful activities.**

   **What activity will you do?**

2. **Track your mood and coping using the Daily Check In.** The Daily Check In and instructions for how to use it are on the next page. The scale provides a “quick” way for you to keep track of your moods and how well you coped with challenges to your recovery.

Try to complete the Daily Check In at the same time each day—for example, before you go to sleep each night. Keep this workbook someplace where it will be easy for you to remember to complete the Daily Check In (for example, right next to your bed). As the treatment progresses and as you practice the skills you learn in each session, you will probably find that your mood improves and that you can cope with challenges to your recovery more easily.
Daily Check In

Instructions

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7, or 9. There are no wrong answers. Only you know how you have felt each day.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.

1. Write in the day of the week.

<table>
<thead>
<tr>
<th>Mood</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best mood ever</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Noticeably better mood</td>
<td>8</td>
<td>8</td>
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<td>8</td>
<td>8</td>
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<tr>
<td>Ok/average mood</td>
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<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Noticeably worse mood</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Low mood ever</td>
<td>5</td>
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<td>5</td>
<td>5</td>
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<tr>
<td>Noticeably worse mood</td>
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<tr>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Lowest mood ever</td>
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<td>2</td>
</tr>
</tbody>
</table>

2. Write in the day of the week.

<table>
<thead>
<tr>
<th>Coping with challenges to my recovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coped the best ever</td>
</tr>
<tr>
<td>Coped noticeably better than usual</td>
</tr>
<tr>
<td>Coped OK</td>
</tr>
<tr>
<td>Coped noticeably worse than usual</td>
</tr>
<tr>
<td>Coped OK</td>
</tr>
<tr>
<td>Coped noticeably worse than usual</td>
</tr>
<tr>
<td>Coped the worst ever</td>
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<tr>
<td>Coped the worst ever</td>
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<tr>
<td>Coped the worst ever</td>
</tr>
</tbody>
</table>
**Activity Check-In**

**Instructions**
- Keep the scales beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7 or 9. There are no wrong answers. Only you know how you have felt each day.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.

<table>
<thead>
<tr>
<th>Mood</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>M</th>
<th>Tues</th>
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<tbody>
<tr>
<td>Best mood ever</td>
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<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
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<tr>
<td>Lowest mood ever</td>
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**Coping with challenges to my recovery**

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<tr>
<th>Coped the best ever</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>M</th>
<th>Tues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coped noticeably worse than usual</td>
<td>9</td>
<td>9</td>
<td>9</td>
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<td>9</td>
<td>9</td>
<td>9</td>
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<tr>
<td>Coped noticeably better than usual</td>
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<tr>
<td>Coped noticeably worse than usual</td>
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<tr>
<td>Coped OK</td>
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<tr>
<td>Coped noticeably worse than usual</td>
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<td>4</td>
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<td>4</td>
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</tr>
<tr>
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<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Coped the worst ever</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Lowest mood ever</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
LEADER TIPS

Time: 2 minutes
Group Member’s Workbook: Page 26

1. **Encourage** group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.

2. **Read aloud** one or two of the questions.

- What was helpful about today’s session?
- What was less helpful?
- What was difficult about today’s session?
- What suggestions do you have to improve your treatment?
- If you are continuing CBT from a previous module, how have you made changes since beginning the group?
LEADER TIPS

Time: 1 minute
Group Member’s Workbook: Page 26

1. The purpose of the preview is to encourage group members to attend the next CBT session by giving them a glimpse of the topic to be covered. Group members are welcome to read ahead.

2. Say: *The workbooks are yours to keep, but please bring them to the next session.*

In the next session, we will talk about some more harmful and helpful activities. When you begin to pay more attention to what activities you do, you can learn to choose helpful activities instead of harmful ones.

*Congratulations for coming to group CBT. Coming to the group is a big step in improving your mood and supporting your recovery.*

In the Session 2, we will talk about how to choose helpful activities and avoid harmful activities.
GROUP LEADER SELF-EVALUATION FORM: ACTIVITIES, SESSION 1

Instructions
Taught/Done: Were you able to cover the material? If you did not do it this session but did it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? Circle “easy,” “OK,” or “hard.”

<table>
<thead>
<tr>
<th>Welcome</th>
<th>Taught/Done? (circle yes or no)</th>
<th>How difficult was it to lead this part of the session? (circle easy, OK, or hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose and Outline</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>How Have You Been Feeling?</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Group Rules</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Announcements</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Introductions</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>What is Depression?</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>What are Alcohol/Drug Use Problems?</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>What is Cognitive Behavioral Therapy (CBT)?</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Module</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Practice</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>New Topic: Helpful Activities Can Improve Your Mood and Support Your recovery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Do Depression and Drinking/Using Get in the Way of Doing Helpful Activities?</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>What Helpful Activities Could You Do Before the Next Session?</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Key Messages</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Practice</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Feedback</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Looking Ahead</td>
<td>Yes No</td>
<td>Easy OK Hard</td>
</tr>
</tbody>
</table>
SESSION 2: HOW TO CHOOSE HELPFUL ACTIVITIES AND AVOID HARMFUL ACTIVITIES

LEADER’S NOTES

_________________________________________________________________

_________________________________________________________________

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_________________________________________________________________
**LEADER TIPS**

**Materials Needed**
- **Group Member’s Workbook** ("Activities, Alcohol/Drug Use, and Your Mood")—a few copies to loan in case some group members forget to bring their workbooks
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard, or large sheets of paper** to present material to group
- **Kleenex** or other facial tissue
- **Index cards**—enough to give everyone in the group seven cards
- **Small binder clips**—one for everyone in the group, so group members can attach their index cards to their workbook

**Group Leaders’ Goals:**
- Review the connections among activities, mood and cravings.
- Help group members learn how to get going and do an activity even when they don’t feel like it.
- Help group members identify a new helpful activity that they might enjoy.

**Welcome Group Members**
As group members arrive, greet them by name. Ask them informally how their practice went.

**Purpose and Outline**
Introduce the Purpose and Outline.
PURPOSE

- Get ideas for helpful activities to try.
- Identify harmful activities to avoid.
- Make a commitment to doing a new helpful activity.

OUTLINE

Announcements
Review
New Topic: How to Choose Helpful Activities and Avoid Harmful Activities
  Noticing Your Activities: Catch It, Check It, Change It
  Harmful Activities to Avoid
  How to Get Ideas for Helpful Activities
Key Messages
Practice
Feedback
Looking Ahead

ANNOUNCEMENTS

The group leader will make any announcements that might be necessary.

Is there anything you would like to let the leaders know about?
LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 28

1. It may be difficult for group members to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how this session builds on last session.

2. Say: In the last session, we talked about the connections among activities, mood, and drinking or using. Do you remember the diagram with the arrows? What did it tell us? [If group members need help, you could say: It shows that there is a connection and that it works both ways: When you do activities, your mood will improve and your cravings will decrease. And when your mood improves and your cravings decrease, you will feel like doing more activities.]

3. Read aloud the key messages or ask for a volunteer to read them.
Key messages from last session are:

- What you do can affect how you feel.
- It is common for people who are depressed and who use alcohol/drugs to lose interest in doing helpful activities.
- Doing helpful activities can improve your mood, create helpful thoughts, and decrease cravings. And when you feel better, you will feel more like doing helpful activities.

Today we will talk about how to choose helpful activities and avoid harmful activities. You will get some more ideas for helpful activities you might enjoy.
LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 29

Do One or More Helpful Activities

1. **Ask:** Were you able to do the activity that you planned to do? What impact did doing the activity have on your mood? Your recovery? Was it difficult to get going and do the activity? If not, what got in the way?

**Daily Check In**

Ask group members about how they did tracking their moods and coping on their Daily Check In. Make graphs based on one group member’s Daily Check In.

2. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write “Wednesday” or “Wed” in the first space at the top of the graph.

3. Ask for a volunteer from the group to share the numbers related to mood on his or her scale. Make a graph on the board like the example below. If the group member’s mood was a 6 on the first day, mark a dot at 6 below “Wed.”

4. When you are finished adding dots that represent the volunteer’s mood for each day, draw lines between the dots to show how mood can change up and down.
5. Possible follow-up questions: What did you notice about your mood during the last week? Your mood was the lowest on [day]. What activities did you do on that day? Your mood was higher on [day]. What activities did you do on that day? What do you notice about the connection between your activities and your mood? Is there a weekly pattern? Is your mood more likely to be low on some days? If so, what tools can you use to prevent low moods?

6. Repeat the process for coping using a new graph. Ask the same volunteer or a different volunteer to share the numbers related to coping on his or her scale. Add dots to the new graph. If the group member’s coping was 4 on the first day, mark a dot at 4 below “Wed.”

7. When you are finished adding dots that represent the volunteer’s cravings for each day, draw lines between the dots to show how coping can change up and down.

8. Possible follow-up questions: What did you notice about how well you coped with challenges? You coped very well on [day]. What kinds of helpful activities were you having on that day? What was your mood? What do you notice about the connections among activities, mood, and how you coped?

9. Note: Depending on the size of the group, you may choose to chart the Daily Check In of all group members or just one or two. Some group members will be eager to share each week, but don’t focus only on them. In the course of the six-session modules, encourage as many group members as possible to share their Daily Check In—even those who are shyer and less vocal. For each member who shares, try to connect thoughts and mood/coping, activities and mood/coping, or people interactions and mood/coping. Have the person describe the thought, activity, or people interaction, and help him or her to change harmful thoughts or behavior. The point is to teach how to apply the CBT skills to specific, real-life situations, but not necessarily to solve every difficult situation.

10. Remind group members that it is important that they do the practice activities. Ask the group member if they have any questions.
In Session 1, we talked about some practice activities. How did your practice go?

1. *Do one or more helpful activities.*

2. *Track your mood and coping using the Daily Check In.*
NEW TOPIC: ACTIVITIES CAN BE HARMFUL OR HELPFUL

Noticing Your Activities: Catch It, Check It, Change It

LEADER TIPS

Time: 30 minutes
Group Member’s Workbook: Page 30

(Note: This activity is repeated in the other modules. In this module the focus is on activities.)

1. Say: The Catch It, Check It, Change It method teaches you how to notice what activities you do, decide if the activities are helpful or harmful, and then choose to do helpful activities.

2. Introduce the text “Catch It, Check It, Change It.” Ask for questions as you discuss the material.


Read the instructions for the table.

4. Catch It. Say: For “Catch It,” we are trying to notice the activity that made our mood go down. Sometimes it is easier to notice your feeling first. Think of a negative emotion or low mood as a stop sign to “catch” your activities. Think about a time in the last week when you noticed your mood got worse. What was the situation? What were your feelings? What were you doing at the time?

5. If group members give harmful people interactions as harmful activities, ask what activity they did afterwards.
CBT teaches you how to manage your activities to improve your mood and support your recovery. Let's look at an approach called “Catch It, Check It, Change It.”
1. **Catch It**

The first step is to notice—or “catch”—what activities you do.

If you find that your feelings are easier to “catch” or notice than your activities, you can use your feelings as a signal to stop and focus on what you are doing. For example, when you notice that your mood changes or that you feel sad or angry, stop. Ask yourself: “What activity was I doing at the time?” Do you find it difficult to recognize your feelings? The examples of feelings on page 32 might help you recognize your feelings.

2. **Check It**

Examine your activity more closely. Is the activity harmful or helpful? What is the evidence that the activity helps your recovery? What is the evidence that the activity does not support your recovery?

3. **Change It**

If you decide an activity is harmful, how could you change it? What helpful activity could replace your harmful activity?

**Note:** When you use Catch It, Check It, Change It, you might notice your good feelings too and decide that whatever activity you were doing at the time your mood was good was supporting your recovery. Don’t feel like you have to “Change It” if an activity is helpful! Instead, you can say to yourself: *This activity is good for me. It makes me feel good and supports my recovery. I will keep doing it.*
Examples of Feelings and Ways of Being

Do the pictures help you remember how you feel sometimes?

<table>
<thead>
<tr>
<th>Hostile</th>
<th>Hurting</th>
<th>Nervous</th>
<th>Sorry</th>
<th>Stuck Up</th>
<th>Shy</th>
<th>Glad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bored</td>
<td>Careful</td>
<td>Cold</td>
<td>Focused</td>
<td>Confident</td>
<td>Curious</td>
<td>Modest</td>
</tr>
<tr>
<td>Determined</td>
<td>Disappointed</td>
<td>Disapproving</td>
<td>Disbelieving</td>
<td>Disgusted</td>
<td>Pained</td>
<td>Spying</td>
</tr>
<tr>
<td>Very Happy</td>
<td>Furious</td>
<td>Resentful</td>
<td>Fed Up</td>
<td>Tired</td>
<td>Afraid</td>
<td>Frustrated</td>
</tr>
<tr>
<td>Grieving</td>
<td>Guilty</td>
<td>Happy</td>
<td>Horrified</td>
<td>Hot</td>
<td>Hungover</td>
<td>Hurt</td>
</tr>
<tr>
<td>Manic</td>
<td>Ho Hum</td>
<td>Goofy</td>
<td>Innocent</td>
<td>Interested</td>
<td>Jealous</td>
<td>Joyful</td>
</tr>
<tr>
<td>Loaded</td>
<td>Lonely</td>
<td>Lovestruck</td>
<td>Relaxed</td>
<td>Up To No Good</td>
<td>Miserable</td>
<td>Negative</td>
</tr>
<tr>
<td>Stubborn</td>
<td>Optimistic</td>
<td>Pained</td>
<td>Paranoid</td>
<td>Confused</td>
<td>Stuffy</td>
<td>Puzzled</td>
</tr>
<tr>
<td>Regretful</td>
<td>Relieved</td>
<td>Sad</td>
<td>Satisfied</td>
<td>Shocked</td>
<td>Embarrassed</td>
<td>Superior</td>
</tr>
<tr>
<td>Grumpy</td>
<td>Surprised</td>
<td>Suspicious</td>
<td>Sympathetic</td>
<td>Thoughtful</td>
<td>Undecided</td>
<td>Withdrawn</td>
</tr>
</tbody>
</table>
**Catch It, Check It, Change It**

Think about a time in the last week when you noticed a change in your mood or increase in cravings. Then try to answer the questions in the table below. (Examples are provided, but think about your own situation.)

<table>
<thead>
<tr>
<th>What were your feelings?</th>
<th>What activity were you doing?</th>
<th>Examine the activity. What evidence do you have that the activity was harmful or helpful?</th>
<th>If an activity is harmful, replace it with a helpful activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry, ashamed, irritable</td>
<td>I was alone and I slept until noon.</td>
<td>I missed my AA meeting and felt bad the whole day.</td>
<td>I could plan a helpful activity to do in the morning and set my alarm so I get out of bed.</td>
</tr>
<tr>
<td>Upset, hurt, sad</td>
<td>I had a fight with my partner and didn’t talk to him or anyone else the entire day.</td>
<td>I stayed in my room alone all day, which made me more sad and upset.</td>
<td>I could talk with my partner about the fight, or talk to a friend if I need more support.</td>
</tr>
</tbody>
</table>
**Harmful Activities to Avoid**

**LEADER TIPS**

**Time:** 20 minutes  
**Group Member’s Workbook:** Page 34

1. **Say:** Helpful activities are things you can do that make you feel good and support your recovery. We will continue talking about helpful activities that you can do, but first we want to talk for a moment about harmful activities that you may want to avoid.

2. **Review** the text.

3. **Say:** Think about the last time you were depressed or used. What risky activities were you doing at the time? **Write** the group’s ideas on the board.

4. **Give time** for group members to write their own risky activities in their book.

5. **Say:** An activity that is harmful for one person might not be harmful for another person. Does this list help you see what activities might be risky for you? Make your own list of risky activities. You can copy ideas from the board if you want to.

6. **Ask** volunteers to share their lists of risky activities. **Say:** What do you notice about your list? Based on your previous experiences, are certain activities more risky than others?

---

We all choose every day how to spend our time. We choose what activities to do.

Spending time with a friend is usually a helpful activity. But what if your friend is still drinking or using?

Some activities are too risky for people who are depressed or who are in recovery because the activities might make them feel more depressed or more likely to drink/use. For example, these activities might be risky for you:

- Staying in bed all day on Saturday.
- Visiting a friend in a neighborhood where you will be offered drugs.
- Going to your favorite bar.
Think about the last time you were depressed or drank/used. What activities might make you feel bad or make you feel like drinking or using?

**My List of Risky Activities**

<table>
<thead>
<tr>
<th>Risky activities for depression</th>
<th>Risky activities for drinking/using</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

...of Risky Activities!
How to Get Ideas for Helpful Activities

LEADER TIPS

Time: 25 minutes
Group Member’s Workbook: Page 36

Say: We have spent some time talking about catching or noticing risky activities because they make you feel depressed or like drinking or using.

1. Ask: What are some helpful activities you like to do? What have you been meaning to do, but keep putting off?

2. Say: Sometimes it may seem hard to think of helpful activities to do. But remember, there are all types of activities. For instance, you can do activities alone or with others. Although some activities cost money, there are things you can do that are free. Helpful activities don’t necessarily have to take a lot of time—they can be quick.

Draw the table on the board and explain it. Ask group members to suggest activities and write them down in the boxes on the board. Then ask them to write activities that are important to them in their book.

After the group has finished suggesting activities, ask the group these questions:

- Do you all like to do the same things? What are some differences?
- Did your mood change just by thinking about activities that you could do?
- Were you surprised at how many free activities there are?

3. Ask the group to make a commitment to do one of the activities before the group meets again. They can sign their name and the date to seal their commitment.

Note: It is important to identify activities specific to the group’s location. Name some parks, movie theaters, video stores, or museums that group members might go to in your local area. Be sure to include free or low-cost activities and activities they can do on their own.

4. Say: Balancing the types of helpful activities you do is also important. Why do you think that is? Review each of the four areas (self-care, fun, learning, meaningful) and ask group members to brainstorm helpful activities in each.

5. Ask: What do you notice about how you balance your activities? What ways can you have more balance? Which activities on the list would you be willing to try?
When it’s hard to think of helpful activities to do, remember that there are all types of activities. For example...

*It is good to have activities you can do alone.* It is important to have time alone to think your own thoughts and enjoy your own company.

*It is also good to have activities you can do with other people.* Other people may increase your motivation to do the activity. Doing fun stuff together helps people enjoy each other more, and can build and improve relationships.

*Although some helpful activities cost money, there are many that are free.* Helpful activities can also be short and simple, such as singing a song, looking out the window, and taking deep, relaxing breaths.

*Helpful activities can also be planned and enjoyed over a longer amount of time,* such as learning something new, painting a fence, and getting physically fit.
### Helpful Activities: What Could You Do?

<table>
<thead>
<tr>
<th>Alone</th>
<th>With others</th>
<th>Free</th>
<th>Cost money</th>
<th>Quick/simple</th>
<th>Over time</th>
</tr>
</thead>
</table>

**Balancing your helpful activities is important.** It may be useful to think about helpful activities in four general categories: self-care, fun, learning, and meaningful.

**Self-care activities** are the things you do to take care of yourself and the business of your life. **Fun activities** are simple, helpful things you do that bring you pleasure.

<table>
<thead>
<tr>
<th>Self-care activities</th>
<th>Fun activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(examples: taking a bath, going to an AA meeting, paying bills)</td>
<td>(examples: going to a movie with a friend, walking, listening to music, bird watching)</td>
</tr>
</tbody>
</table>

1.  
2.  
3.  
4.  

1.  
2.  
3.  
4.
Learning activities give you a sense of accomplishment or of having learned to do something well.

Meaningful activities fit with your values, boost your helpful self image, and bring purpose to your life.

<table>
<thead>
<tr>
<th>Learning activities</th>
<th>Meaningful activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(examples: learning how to use a computer, starting an exercise program, reading a book or newspaper, practicing the CBT skills)</td>
<td>(examples: being a good listener to family members or friends, helping my children with their homework, working, letting somebody else go first in line, volunteering)</td>
</tr>
</tbody>
</table>

1. 
2. 
3. 
4.

All of these activities together make life rewarding and give you something to look forward to each day.

“I will do one or more of these activities before the next session.”

_____________________________________
Your Signature
A List of Helpful Activities

Here are some ideas of helpful activities that you could do. Don’t forget: a helpful activity can be as simple as smelling a flower.

1. Wear clothes you like
2. Listen to the radio
3. Watch people
4. Look at clouds
5. Eat a good meal
6. Help a neighbor mow the lawn
7. Care for a houseplant
8. Show an interest in what others say
9. Notice good things that happen
10. Give a compliment or praise someone
11. Talk about sports or current events
12. See beautiful scenery
13. Take a walk
14. Make a new friend
15. Go to a movie or play
16. Go to a museum
17. Play cards or chess
18. Watch a sunset
19. Do artwork or crafts
20. Learn something new
21. Collect things
22. Join a club
23. Read something inspiring
24. Volunteer at the animal shelter
25. Go to a garage sale
26. Help someone
27. Rearrange your room or house
28. Talk on the telephone
29. Volunteer
30. Accept a compliment
31. Read books, magazines, or poetry
32. Daydream
33. Brush your teeth
34. Cook a good meal
35. Do crossword puzzles
36. Take a long bath or shower
37. Talk about old times
38. Write stories or poetry
39. Spend time with friends
40. Sing
41. Go to church
42. Read the newspaper
43. Go to a meeting or a lecture
44. Exercise
45. Solve a personal problem
46. Listen to music
47. Do outdoor work
48. Get a haircut or your hair done
49. Pray
50. Sit in the sun
51. Have peace and quiet
52. Go to a park, fair, or zoo
53. Write letters
54. Listen to birds sing
55. Go to the library
56. Keep a clean house
57. Plant flower seeds
58. Spend play time with family/children
59. Eat a piece of fresh fruit
60. Do your laundry
61. Shine your shoes
62. Recycle
63. Practice playing an instrument
64. Take a class
65. Improve your math or reading skills
66. Have the oil changed in your car
67. Learn yoga or Tai Chi

Add your own ideas for helpful activities.

68. ______________________________
69. ______________________________
70. ______________________________
71. ______________________________
**Key Messages**

**Leader Tips**

Time: 5 minutes  
Group Member’s Workbook: Page 40

1. **Review** the key messages.

2. **Ask** the group what they will remember from this session and give them a few minutes to write their own key messages.

**Key messages from this session include:**

- Activities can be short and simple.
- Avoid risky activities and replace them with helpful activities.
- Try to find balance in the kinds of helpful activities that you do.

What do you want to remember about this module?  
**Write your own key messages here.**

_____________________________________________________

_____________________________________________________

_____________________________________________________
LEADER TIPS

Time: 10 minutes  
Group Member’s Workbook: Page 41

Do One or More New Activities

1. Say: Earlier in session, you made a commitment to do one or more activities that you wrote down before next session. Which activity do you plan to try?

Keep Track of Your Activities Each Day

2. Say: The first step in changing your activities, improving your mood, and managing your cravings is to identify the activities that have power over your mood and cravings. Your other practice activity is to keep track of your activities each day.

3. Pass out index cards (one card for each day between sessions for each person) and one binder clip per person. Read the directions (practice #3) aloud. Then say: You will notice that you also have room in your workbook to write your activities each day. You may use the cards, or the workbook, or both. You can take a few minutes right now and put the plus signs and minus signs on your cards. Plus signs indicate a helpful activity. Minus signs indicate a harmful activity. Remember that a helpful activity is helpful for you. It makes you feel good and supports your recovery. A harmful activity makes your mood and your cravings worse.

4. Say: Try not to write down things that are happening to you. Instead, write down things that you do that make you feel better or worse. We expect that you will be able to identify 5–10 activities each day. Bring the cards with you for next session. You can use the clip to attach them to your workbook.

Take a moment now to write down one harmful activity and one helpful activity to get you started. By the way, you came to this group, didn’t you? That counts as a helpful activity.

Daily Check In

5. Say: Keep track of your mood and coping each day using the Daily Check In. Also, at the bottom, keep track of how many helpful activities you did each day.
1. **Do one or more new activities.** They can be activities that:
   - You do alone
   - You do with other people
   - That are free or low cost
   - That are quick and simple

They can be any of the four types of activities:
   - Self-care
   - Fun
   - Learning
   - Meaningful

**Hint:** You don’t have to feel like doing something to start doing it. Do the activity anyway.

**Before next session, I will ________________________________
______________________________________________________**.

2. **Write down your activities each day.**

   - Use one separate card for each day (using either the separate index cards or the “cards” printed in your manual).
   - Write the day of the week on the cards. For example, if you start tracking your activities for the week on a Wednesday, write “Wednesday” (or “W”) on the first card.
   - Mark one side of the first day’s card with a minus sign (-) and write 4–5 harmful activities that you do that day. Mark the other side of the card with a plus sign (+) and write 4–5 helpful activities that you do on the same day.
   - Bring your cards with you to the next session.

3. **Track your mood and coping using the Daily Check In.** Notice that at the bottom there is a place for you to keep track of how many helpful activities you do each day.
Example

**Activities, Day 1**

Thursday

(Write in the day of the week.)

Ate cookies and coffee for breakfast.
Skipped AA meeting.
Went to Tony's house.
Watched TV until 1:00 am.

Flip the card over

**Activities, Day 1**

Thursday

(Write in the day of the week.)

Talked to brother on the phone.
Opened the window for some fresh air.
Ate an apple.
Mailed rent check.
**DAILY CHECK IN**

**Instructions**

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7, or 9. There are no wrong answers. Only you know how you have felt each day. At the bottom, write in the number of helpful/helpful activities you did.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.

### 1. Write in the day of the week.

<table>
<thead>
<tr>
<th>Mood</th>
<th>__</th>
<th>__</th>
<th>__</th>
<th>__</th>
<th>__</th>
<th>__</th>
<th>__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best mood ever</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Noticeably better mood</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Ok/average mood</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Noticeably worse mood</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Lowest mood ever</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>3</td>
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<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### 2. Write in the day of the week.

<table>
<thead>
<tr>
<th>Coping with challenges to my recovery</th>
<th>__</th>
<th>__</th>
<th>__</th>
<th>__</th>
<th>__</th>
<th>__</th>
<th>__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coped the best ever</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Coped noticeably worse than usual</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Coped noticeably better than usual</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Coped OK</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Coped noticeably worse than usual</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Coped the worst ever</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Coped noticeably worse than usual</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Coped the worst ever</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### 3. Write in the day of the week.

<table>
<thead>
<tr>
<th>Number of helpful activities</th>
<th>__</th>
<th>__</th>
<th>__</th>
<th>__</th>
<th>__</th>
<th>__</th>
<th>__</th>
</tr>
</thead>
</table>

Activities, Alcohol/Drug Use, and Your Mood, Session 2 67
Activities, Day 1  

(Write in the day of the week.)

Activities, Day 1  

(Write in the day of the week.)

Activities, Day 2  

(Write in the day of the week.)
Activities, Day 2  

+ (Write in the day of the week.)

Activities, Day 3  

− (Write in the day of the week.)

Activities, Day 3  

+ (Write in the day of the week.)
Activities, Day 4  

(Write in the day of the week.)

Activities, Day 4  

(Write in the day of the week.)

Activities, Day 5  

(Write in the day of the week.)
Activities, Day 5

(Write in the day of the week.)

Activities, Day 6

(Write in the day of the week.)

Activities, Day 6
Activities, Day 7 —

(Write in the day of the week.)

Activities, Day 7 +

(Write in the day of the week.)
**FEEDBACK**

<table>
<thead>
<tr>
<th>LEADER TIPS</th>
</tr>
</thead>
</table>
| **Time:** 2 minutes  
**Group Member’s Workbook:** Page 50  
Encourage group members to comment on today’s session. |

- What was difficult about today’s session?
- What did you learn that was most helpful in terms of improving your mood?
- What suggestions do you have to improve your treatment?
LOOKING AHEAD

LEADER TIPS

Time: 1 minute
Group Member’s Workbook: Page 50

Let group members know that in the next session you will talk about how to make the most of every day.

Session 3 in “Activities, Alcohol/Drug Use, and Your Mood” is about how to plan your time so that each day is made up of helpful activities.
**GROUP LEADER SELF-EVALUATION FORM: ACTIVITIES, SESSION 2**

**Instructions**

Taught/Done: Were you able to cover the material? If you did not do it this session but did it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? Circle “easy,” “OK,” or “hard.”

<table>
<thead>
<tr>
<th>Activity</th>
<th>Taught/Done? (circle yes or no)</th>
<th>How difficult was it to lead this part of the session? (circle easy, OK, or hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Purpose and Outline</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Announcements</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Session</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Practice</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>New Topic: How to Choose Helpful Activities and Avoid Harmful Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noticing Your Activities: Catch It, Check It, Change It</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Harmful Activities to Avoid</td>
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<td>Easy OK Hard</td>
</tr>
<tr>
<td>How to Get Ideas for Helpful Activities</td>
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<td>Easy OK Hard</td>
</tr>
<tr>
<td>Key Messages</td>
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</tr>
<tr>
<td>Practice</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Feedback</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Looking Ahead</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
</tbody>
</table>
SESSION 3: HELPFUL ACTIVITIES FOR A HEALTHY LIFE

LEADER’S NOTES
LEADER TIPS

Materials Needed
- **Group Member’s Workbook** (“Activities, Alcohol/Drug Use, and Your Mood”)—a few copies to loan in case some group members forget to bring their workbooks
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard, or large sheets of paper** to present material to group
- **Kleenex** or other facial tissue
- **PHQ-9 depression measure**—enough copies for everyone in the group
- **Index cards**—enough to give everyone in the group seven cards
- **Small binder clips**—one for everyone in the group, so group members can attach their index cards to their workbook

Group Leaders’ Goals
- Help group members feel good about themselves for starting to do more activities.
- Build on Catch It, Check It, Change It. Help group members understand the idea of “checking” their activities to decide if they are harmful or helpful.
- Reinforce the connections among activities, mood, and cravings.

Welcome Group Members
- Greet group members by name. Ask them informally how their practice went.
- Pass out the PHQ-9 depression measure. Ask group members to fill them out, put their names on them, and return them to you. Tell group members that you will talk more about the questionnaire later.
- Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members’ depression symptoms, including thoughts of suicide. If a group member reports thoughts of suicide, follow the procedures that you have worked out with your supervisor in advance regarding how to handle these situations. Often this involves having one group leader meet privately with the client either during group or immediately following to further assess the client’s risk of suicide or “handing off” the client to another clinician who will conduct this assessment. Consult with your supervisor immediately in the case of a client who is suicidal.

Purpose and Outline

**Introduce** the Purpose and Outline.
PURPOSE

- Understand that small efforts to do helpful activities add up to make a healthier, happier life.
- Learn how to plan your time so that you are doing helpful activities instead of risky or harmful activities.
- Understand the importance of physical activity to improve mood and manage cravings.

OUTLINE

Announcements
How Have You Been Feeling?
Review
New Topic: Helpful Activities for a Healthy Life
  - Filling Your Day with Helpful Activities
  - Daily Physical Activity Improves Your Mood and Supports Your Recovery
  - Getting Started: Doing Activities Even When You Don’t Feel Like It
Key Messages
Practice
Feedback
Looking Ahead

ANNOUNCEMENTS

The group leader will make any announcements that might be necessary.

Is there anything you would like to let the leaders know about?
HOW HAVE YOU BEEN FEELING?

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 52

1. Introduce the text in the Group Member’s Workbook.

2. After the session, compare each group member’s PHQ-9 scores with his or her previous scores (if the group member has filled out the questionnaire at a previous session). This comparison will allow you to monitor each group member’s depression.

Note: In addition to the PHQ-9, choose another measure to monitor how group members are progressing in their recovery. See the Group Leader’s Introduction for a discussion of how select a measure that supplements the PHQ-9. Compare current and previous scores as you would with the PHQ-9 measure.

You filled out a questionnaire at the beginning of the session, the “Patient Health Questionnaire”—PHQ-9 for short.

You will fill out the questionnaire before the group begins at Sessions 1, 3, and 5 of each CBT module. The questionnaire allows you and your group leaders to keep track of how you are feeling while you are attending the group.
Last Session

**LEADER TIPS**

Time: 5 minutes
Group Member’s Workbook: Page 53

Review last session’s key messages.

**Last session’s key messages were:**

- Activities can be short and simple.
- Avoid risky activities and replace them with helpful activities.
- Try to find balance in the kinds of helpful activities that you do.
LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 53

Do One or More New Activities

1. Say: In the last session, we talked about activities you can do alone, with others, for free, and quickly and simply. You signed a commitment to do a new activity. What activity did you do? How did it go? What impact did it have on your mood? Your recovery? Was it difficult to get going?

Keep Track of Your Activities Each Day

2. Review of activities tracking should be integrated as much as possible into the review of the Daily Check In.

3. Possible follow-up questions: Was it difficult to keep track of your harmful and helpful activities each day? Who would like to share some harmful and helpful activities?

Daily Check In

Ask group members about how they did tracking their mood and coping on their Daily Check In. Make graphs based on one group member’s Daily Check In.

4. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write “Wednesday” or “Wed” in the first space at the top of the graph.

5. Ask for a volunteer from the group to share the numbers related to mood on his or her scale. Make a graph on the board like the example below. If the group member’s mood was a 6 on the first day, mark a dot at 6 below “Wed.”
6. When you are finished adding dots that represent the volunteer’s mood for each day, draw lines between the dots to show how mood can change up and down.

7. **Possible follow-up questions:** What did you notice about your mood during the last week? Your mood was the lowest on [day]. What activities did you do on that day? Your mood was higher on [day]. What activities did you do on that day? What do you notice about the connection between your activities and your mood? Is there a weekly pattern? Is your mood typically lower on certain days of the week? If so, what tools can you use to prevent low moods?

8. Repeat the process for cravings using a new graph. Ask the same volunteer or a different volunteer to share the numbers related to coping on his or her scale. Add dots to the new graph. If the group member’s coping was 8 on the first day, mark a dot at 8 below “Wed.”

9. When you are finished adding dots that represent the volunteer’s coping for each day, draw lines between the dots to show how coping can change up and down.

10. **Possible follow-up questions:** What did you notice about how well you coped with challenges? You coped very well on [day]. What kinds of helpful activities were you doing on that day? What was your mood? What do you notice about the connections among activities, mood, and how you coped?

---

1. **Do one or more new activities.**

2. **Write down your activities each day.**

3. **Track your mood and coping using the Daily Check In.**
NEW TOPIC: HELPFUL ACTIVITIES FOR A HEALTHY LIFE

Filling Your Day with Helpful Activities

**LEADER TIPS**

**Time:** 30 minutes  
**Group Member’s Workbook: Page 54**

1. **Ask and discuss:** How do you plan your time? What happens if you leave your day too open and unplanned?

2. **Say:** Today we will help you plan a day filled with helpful activities. An open and uncertain schedule can open the door for harmful activities. That doesn’t mean that you need to be “busy” all the time. A helpful schedule will also include rest and quiet time. Just as we discussed the importance of balancing different kinds of activities in our last session, it’s also helpful to have a balance of planned activities and “down time.”

3. **Go over** the instructions for the calendar page and give group members time to fill out a plan for the next day. Ask one volunteer to share their schedule with the group and write it on the board.

4. **Ask:** What do you think of his or her schedule? Is it specific and easy to understand?

5. **Ask** group members when their risky times are, and when they tend to think more about alcohol/drugs and are depressed. **Say:** It’s especially important to have helpful activities planned for risky times so that you don’t fall into doing harmful activities that will bring your mood down, make you feel like using or both. What helpful activities could you do during your risky times?

6. **Review the text** on page 56. Ask group members to add to their calendars. Walk around and review each schedule.

7. **Ask** another group member to volunteer their calendar. **Ask** group members for their feedback.
Learning how to plan your time will help you do helpful activities and avoid risky activities that can bring your mood down or increase your cravings. A calendar will help you plan your time.

Practice planning your time. Pretend that you are planning tomorrow, the day after this group session. Write times for:

- Getting up in the morning
- AA, NA, etc. (if you have a meeting that day)
- Appointments, such as doctor appointments
- School or work
- Other activities (if you are having trouble thinking of other activities to do, you can look back at the different kinds of activities that were discussed in Session 2 of this book).
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-10 AM</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10-12 AM</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12-2 PM</td>
<td></td>
<td></td>
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<td></td>
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<td>2-4 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-6 PM</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6-8 PM</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>8-10 PM</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>10-12 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
When is your risky time?

Did you plan something fun and helpful at that time?

**During the day, did you plan to:**

- Get enough sleep? 😴
- Take a shower? 🌧️
- Eat three healthy meals? 🍽️

**Is your day balanced?** Did you plan a variety of activities?

Now take a second look at your schedule for tomorrow and add a variety of helpful activities during your risky time.
LEADER TIPS

Time: 25 minutes

Group Member’s Workbook: Page 57

1. Say: We would like to talk about an activity that is an important part of your day--being physically active. Being physically active means doing any helpful activity that gets your body moving.

2. Say: First let’s try an experiment. We would like you to be very quiet. Close your eyes if you want to. Sit still and think about how your body feels. Notice your mood. Notice any cravings. Wait a few moments and then say: OK, we will do the other part of the experiment.

Say: Please stand up and back away from the table. Again, be very quiet but shift your weight from one foot to the other slowly. Then, if you’re able, raise your hands over your head and stretch as tall as you can. Lean over carefully and stretch your hands towards the floor. Now have a seat. Think about how your body feels. Notice your mood. Notice any cravings.

Ask and discuss: What did you notice between the two activities? Did it feel good to move? How did each activity affect your mood and cravings?

3. Ask: Why do you think it is important to be physically active? Lead a group discussion and write ideas on the board.

4. Review the text. Point out to group members the lists of reasons in their workbooks why physical activity is important. Read aloud any that group members did not put on the list.

5. Ask: What gets in the way of doing physical activity?

6. Ask: How could you start being more physically active? Ask group members to write some notes on the lines in their workbook. Help group members make plans that are specific (When? How often? Where? How much activity?). Try to anticipate obstacles and reduce barriers (e.g., Child care? Special equipment? Money? Depends on another person?). Ask for volunteers to share their plans for being more physically active.

Tell the group that there are some ideas for how to get started in their workbooks.

7. Remind group members that if they have not been physically active recently, their muscles may be sore at first if they exercise strenuously. They should start easy and stay with it long enough for their muscles to get used to moving again. Say: Eventually, physical activity will be pleasurable, and you will miss it if you don’t keep moving. The goal is to get to that point.
Being physically active is a fun and important activity. It not only affects your muscles. It also affects your brain and other organs in your body. For example, people who exercise do better on memory tests. They tend to have better mood. They sleep better. They have more energy to handle their day-to-day life.

You may already know that physical activity is good for your body, but did you know physical activity can help you in other ways?

- Feel better about yourself and your body.
- Help you get rid of built-up stress and frustration.
- Have a sense of accomplishment.
- Stay away from alcohol and drugs.
- Give you a break from your worries.
- Enjoy the outdoors.
- Eat healthier.
- Meet new people.
- Get to know new neighborhoods.
- Get ideas for other things to do.
Here are some guidelines for physical activity.

- **Move your body.** Physical activity isn’t just going to the gym or running a mile. It includes anything that gets your body moving such as:
  - Playing with your children.
  - Doing housework or gardening.
  - Using the stairs instead of riding the elevator.
  - Parking your car a little ways away from where you are going so you can walk the rest of the way.
  - Getting off the bus two stops away from where you live and walking home.
  - Walking. Walking is one of the easiest and healthiest activities you can do.

- **Do what you like to do.** For example, if you enjoy the outdoors, plan outdoor activities. What do you like to do?

- **Try to be physically active for 30 minutes each day.**
- **Set reasonable goals** and go at your own pace. For example, if you decide you want to run for physical activity, you don’t have to run a 10K race the first day—or ever! You might start like this.

  - **Tuesday** 
    - Put on your tennis shoes.

  - **Wednesday**
    - Do some gentle stretching.

  - **Thursday**
    - Walk half a block.

  - **Friday**
    - Walk to the end of the block.

  - **Saturday**
    - Walk around the block.

  - **Sunday**
    - Walk around the block.

  - **Monday**
    - (Take a day off.)

  - **Tuesday**
    - Walk around the block.

  - **Wednesday**
    - Walk around the block twice.

  - **Thursday**
    - Walk around the block twice.

- **Start TODAY!** However, if you have a medical condition, check with your doctor before doing strenuous physical activity.

---

**I would like to be more physically active. I will start by:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Getting Started: Doing Activities Even When You Don’t Feel Like It

LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 60

1. **Say:** Even though you know a helpful activity can make you feel better and help with your recovery, it can still be hard to do activities.

2. **Say:** Have you ever had plans for your day, but just couldn’t get going on them? This is common for people with depression symptoms. How can you get going to do the helpful activities you are thinking about?

3. **Ask and discuss:** What could you do to get started doing activities?

4. Use the ideas in the workbook to support your discussion.

*How can you jump start your engine? How can you increase the chances that you will do a helpful activity?*

1. **Act “as if.”** See what it feels like to act “as if” you feel good. Smile, even if you don’t feel like smiling. Research shows that smiling can help people feel better.
2. Get the ball rolling, even if you don’t feel like it. Once you get started doing an activity, it is easier to keep going. Make a move—what small step could you take right now?

3. Make plans. Think ahead about activities you could do and put them on your “calendar,” even if your calendar is in your head. When it’s time to do the activity, don’t think about it—just do it.

4. Set yourself up for success. If you plan to do an activity in the morning, go to bed early and set an alarm clock. When the alarm goes off, don’t have a debate with yourself about getting out of bed. Just do it!

5. Get others involved. Ask a friend or family member to support you. Tell them the helpful activity you plan to do and ask them to encourage you to do this activity.
6. **Balance your time.** Most people feel best when they balance the things they need to do and the things they want to do. They work, go to school, and take care of themselves and their families. And they relax and have fun.

---

**Thursday’s Activities**

- Eat breakfast
- Shower, wash hair, brush teeth
- Write check for rent
- Work ½ day
- Meet sister for lunch
- Call sponsor
- Walk to park and back
- Read 1st chapter in new book

7. **Plan for variety.** Doing different types of activities each day can make your day more interesting.

---
Key messages from this session are:

- Planning to do helpful activities and putting them on your calendar helps you avoid harmful or risky activities.
- Physical activity can improve your mood and support your recovery.
- Doing activities (even when you don’t feel like it) can help you feel better and support your recovery.

What do you want to remember about this module? Write your own key messages here.
**Leader Tips**

**Time:** 10 minutes  
**Group Member’s Workbook:** Page 63

**Plan Another Day in Your Week**

1. **Say:** Remember that you filled out one day on your weekly schedule during session today. Pick another day of the week and make a plan for that day.

**Write Down Your Activities Each Day**

2. Pass out index cards. **Say:** Write down your harmful and helpful activities that you do each day on index or in your workbooks.

**Daily Check In**

Remind group members that the Daily Check In now includes a place at the bottom to write down how many helpful activities they do each day.

Ask group members if they have any questions.

---

1. **Plan at least one more day in your week** on the calendar on page 57.

2. **Write down your activities each day.**

3. **Track your mood and coping using the Daily Check In.**  
Continue counting the number of helpful activities you do each day.
DAILY CHECK IN

Instructions

Today’s Date: ___________________

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7, or 9. There are no wrong answers. Only you know how you have felt each day. At the bottom, write in the number of helpful/helpful activities you did.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.

1. Write in the day of the week.

<table>
<thead>
<tr>
<th>Mood</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Best mood ever</strong></td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>Noticeably better mood</strong></td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>Ok/average mood</strong></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Noticeably worse mood</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Lowest mood ever</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Write in the day of the week.

<table>
<thead>
<tr>
<th>Coping with challenges to my recovery</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coped the best ever</strong></td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Coped noticeably worse than usual</strong></td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>Coped OK</strong></td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td><strong>Coped noticeably better than usual</strong></td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>Coped the worst ever</strong></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Coped noticeably worse than usual</strong></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Coped OK</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Coped noticeably better than usual</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Coped the worst ever</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Write in the day of the week.

<table>
<thead>
<tr>
<th>Number of helpful activities</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Activities, Alcohol/Drug Use, and Your Mood, Session 3
Activities, Day 1

(Write in the day of the week.)

Activities, Day 1

(Write in the day of the week.)

Activities, Day 2

(Write in the day of the week.)
Activities, Day 2  +

(Write in the day of the week.)

Activities, Day 3  −

(Write in the day of the week.)

Activities, Day 3  +

(Write in the day of the week.)
Activities, Day 4

(Write in the day of the week.)

Activities, Day 4

(Write in the day of the week.)

Activities, Day 5

(Write in the day of the week.)
Activities, Day 5

(Write in the day of the week.)

Activities, Day 6

(Write in the day of the week.)

Activities, Day 6

(Write in the day of the week.)
Activities, Day 7  –

(Write in the day of the week.)

Activities, Day 7  +

(Write in the day of the week.)
LEADER TIPS

Time: 2 minutes
Group Member’s Workbook: Page 70
Encourage group members to comment on today’s session.

- What was helpful about today’s session?
- What was less helpful?
- What did you learn that was most helpful in terms of improving your mood?
- What suggestions do you have to improve your treatment?
In the next session of the Activities module, we will talk more about activities that might be risky for you while you are working hard to improve your mood and stay sober.
**GROUP LEADER SELF-EVALUATION FORM: ACTIVITIES, SESSION 3**

*Instructions*

Taught/Done: Were you able to cover the material? If you did not do it this session but did it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? Circle “easy,” “OK,” or “hard.”

<table>
<thead>
<tr>
<th>Welcome</th>
<th>Taught/Done? (circle yes or no)</th>
<th>How difficult was it to lead this part of the session? (circle easy, OK, or hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose and Outline</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Announcements</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>How Have You Been Feeling?</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Session</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Practice</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>New Topic: Helpful Activities for a Healthy Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filling Your Day with Helpful Activities</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Daily Physical Activity Improves Your Mood and Supports Your Recovery</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Getting Started: Doing Activities Even When You Don’t Feel Like It</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Key Messages</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Practice</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Feedback</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
<tr>
<td>Looking Ahead</td>
<td>Yes</td>
<td>Easy OK Hard</td>
</tr>
</tbody>
</table>
SESSION 4: WHAT ARE YOUR RISKY ACTIVITIES?

LEADER’S NOTES

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LEADER TIPS

Materials Needed

- **Group Member’s Workbook** (“Activities, Alcohol/Drug Use, and Your Mood”)—a few copies to loan in case some group members forget to bring their workbooks
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard**, or large sheets of paper to present material to group
- **Kleenex** or other facial tissue
- **Index cards**—enough to give everyone in the group seven cards
- **Small binder clips**—one for everyone in the group, so group members can attach their index cards to their workbook

Group Leaders’ Goals

- Help group members understand how to use the idea of chaining, or momentum, to manage their mood and cravings.
- Help group members identify their risky activities.
- Reinforce the connections among activities, mood, and cravings.

Welcome Group Members

Greet group members by name. Ask them informally how their practice went.

Purpose and Outline

**Introduce** the Purpose and Outline.
**PURPOSE**

- Learn that your mood and cravings can go up or down based on the activities you choose to do.
- Identify those harmful activities that can lead you to feel like drinking/using.
- Learn new ways of coping with risky situations.

**OUTLINE**

Announcements
Review
New Topic: What Are Your Risky Activities?
  - One Activity Can Lead to Another: A Chaining Activity
  - Know Your Risky Activities
  - Coping with Risky Situations
Key Messages
Practice
Feedback
Looking Ahead

**ANNOUNCEMENTS**

The group leader will make any announcements that might be necessary.

Is there anything you would like to let the leaders know about?
Last Session

**LEADER TIPS**

Time: 5 minutes  
Group Member’s Workbook: Page 72  
Review last session’s key messages.

_Last session’s key messages were:_

- Planning to do helpful activities and putting them on your calendar helps you avoid harmful or risky activities.
- Physical activity can improve your mood and support your recovery.
- Doing activities (even when you don’t feel like it) can help you feel better and support your recovery.
LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 73

Plan At Least One More Day in Your Week

1. **Say:** In the last session, we talked about making the most of each day. One of your practice activities was to fill in another day on the calendar. How did it go? Did it help you during the week to have a plan?

Write Down Your Activities Each Day

2. Review of activities tracking should be integrated as much as possible into the review of the Daily Check In.

3. **Possible follow-up questions:** Was it difficult to keep track of your harmful and helpful activities each day? Who would like to share some harmful and helpful activities?

Daily Check In

Ask group members about how they did tracking their moods and coping on their Daily Check In. Make graphs based on one group member’s Daily Check In.

4. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write “Wednesday” or “Wed” in the first space at the top of the graph.
5. Ask for a volunteer from the group to share the numbers related to mood on his or her scale. Make a graph on the board like the example below. If the group member’s mood was a 6 on the first day, mark a dot at 6 below “Wed.” When you are finished adding dots that represent the volunteer’s mood for each day, draw lines between the dots to show how mood can change up and down.

6. Possible follow-up questions: What did you notice about your mood during the last week? Your mood was the lowest on [day]. What activities did you do on that day? Your mood was higher on [day]. What do you notice about the connection between your activities and your mood? Is there a weekly pattern? Is your mood typically lower on particular days of the week? If so, what tools can you use to prevent low moods?

7. Repeat the process for coping using a new graph. Ask the same volunteer to share the numbers related to coping on his or her scale. Add dots to the new graph. If the group member’s coping was 8 on the first day, mark a dot at 8 below “Wed.”

8. When you are finished adding dots that represent the volunteer’s coping for each day, draw lines between the dots to show how coping can change up and down.

9. Possible follow-up questions: What did you notice about how well you coped with challenges? You coped very well on [day]. What kinds of helpful activities were you doing on that day? What was your mood? What do you notice about the connections among activities, mood, and how you coped?

1. **Plan at least one more day in your week** on the calendar on page 55.

2. **Write down your activities each day.**

3. **Track your mood and coping using the Daily Check In.**
NEW TOPIC: WHAT ARE YOUR RISKY ACTIVITIES?

One Activity Can Lead to Another: A Chaining Activity

LEADER TIPS

Time: 30 minutes
Group Member’s Workbook: Page 74

1. Say: We have talked about how the destructive cycle of depression and drinking/using can begin with a simple fact, or event. For example, “I got a divorce” or “I stopped drinking.” The event doesn’t have to be big. It could be that you lost your house keys or were late to work.

We will do a “chaining” exercise in which you can see how your mood and your cravings can go up or down in a continuous chain, depending on what you do or your activities. The goal of the exercise is to help you understand that your activities affect how you feel, and that you can make choices about how you spend your time that can make you feel better or worse. And, of course, when you feel better you are more likely to resist cravings and maintain your recovery.

An example of this exercise is included in your workbook, but we will do one together on the board.

2. Quickly draw on the board the numbers 1 through 9, with 9 at the top, 8 on the next line below the 9, etc. (See the example on next page.)

3. Say: Just like the Daily Check In, the chaining activity uses a scale of 1 to 9 to rate your mood. “1” is the worst mood and “9” is the best. The chaining activity begins with a fact or an event. Can anybody suggest a statement of fact that we can put in the middle on line #5? Would you like to share something that happened recently?

Use a real event in one of the group member’s lives and use the chaining activity to illustrate how activities can help that person feel better or worse. An example is provided on the next page.
4. **Say:** Now I’d like you to think about an activity you might do that would bring your mood down to a 4. What would bring you down just one step?

If you are working with a person in the group, **ask** other group members to help him or her think of activities he or she might do that would make the mood worse.

If the first response seems too drastic, check with the group for guidance by saying: *If you did [name the activity that the group member just suggested], would it bring your mood down to a 4? Or even lower?* Write the activity next to the number where the group feels it belongs.

If someone in the group suggests a thought instead of an activity, **say:** *If you had that thought, what might you do or what activity would a thought like that lead to?* Write the activity on the board.

5. Next, **ask** for an activity that would lead to a mood of about 3, and write it on the board next to the 3. Do the same for moods rated 2 and 1.

Note: While it is best to complete all the numbers, you do not need to fill in all the numbers in this exercise. If group members understand the idea, just fill in one or two going down and one or two going up.

<table>
<thead>
<tr>
<th>Best mood</th>
<th>Worst mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>1.</td>
</tr>
<tr>
<td>8.</td>
<td>9.</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>6.</td>
<td>7.</td>
</tr>
<tr>
<td><strong>5. I have just stopped drinking alcohol.</strong></td>
<td><strong>5. I have just stopped drinking alcohol.</strong></td>
</tr>
<tr>
<td>4. Lie around and watch reruns on TV.</td>
<td>4. Lie around and watch reruns on TV.</td>
</tr>
<tr>
<td>3. Stay home all day</td>
<td>3. Stay home all day</td>
</tr>
<tr>
<td>2. Hang out with a friend who drinks</td>
<td>2. Hang out with a friend who drinks</td>
</tr>
<tr>
<td>1. Go in late to work with a hangover</td>
<td>1. Go in late to work with a hangover</td>
</tr>
</tbody>
</table>
6. **Complete** the rest of the chaining activity going up. **Say:** Let’s return to the statement of fact that we wrote down at number 5. What activity might you do that would bring your mood up to a 6?

**Repeat** the process for moods up to 9.

<table>
<thead>
<tr>
<th>Best mood</th>
<th>Worst mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Join a hiking group</td>
<td>1. Go in late to work with a hangover</td>
</tr>
<tr>
<td>8. Go the movies with a sober friend</td>
<td></td>
</tr>
<tr>
<td>7. Go to an AA meeting and get support</td>
<td></td>
</tr>
<tr>
<td>6. Take a walk outside</td>
<td></td>
</tr>
</tbody>
</table>

5. **I have just stopped drinking alcohol.**

<table>
<thead>
<tr>
<th>Best mood</th>
<th>Worst mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Lie around and watch reruns on TV</td>
<td></td>
</tr>
<tr>
<td>3. Stay home all day</td>
<td></td>
</tr>
<tr>
<td>2. Hang out with a friend who drinks</td>
<td></td>
</tr>
</tbody>
</table>

7. **Ask** group members if they understand that what they do can make them feel better.

8. **Say:** Now try the same activity on your own—fill in the blanks in the table in your workbook.
The destructive cycle of depression and drinking/using can begin with a fact or event, such as:

- You lose a job.
- A relative or friend dies.
- You get sick.
- You have been diagnosed with diabetes.
- You have no energy.
- You have recently stopped drinking or using.

The chaining activity illustrates how your mood can get better or worse depending on the activities you do in response to the fact or event.

*As your mood changes, how does this affect your cravings (desire to use)?*

*Are you more likely to crave (want to use) when your mood is good or bad?*
Instructions

1. In the table on the next page, write a statement of fact or an event on the line next to #5.

2. Think about things you could do that would bring your mood down. What activity might bring your mood down just a little? Don’t take a step that is too big. Choose an activity instead of a thought and make sure it is realistic. Write that activity next to #4.

3. Think of a continuous chain of activities that make you feel worse, until your mood is at its lowest. Write that chain of activities on lines #3, #2, and #1.

4. Complete the rest of the chaining activity going up. What is a helpful activity that would make your mood improve just a little? Write that activity next to #6.

5. Fill in lines #7 and #8.

6. What helpful activity might make you really happy? Write that next to #9.
<table>
<thead>
<tr>
<th>Best mood</th>
<th>9.</th>
<th>Join a bowling league.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.</td>
<td>Go bowling with my new friend.</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td>Make a new friend at work.</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td>Join a divorce support group.</td>
</tr>
<tr>
<td>Okay/average mood</td>
<td>5.</td>
<td>I got a divorce.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>Don’t see old friends who knew my husband too.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>Don’t answer the phone.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>Don’t get dressed on weekends.</td>
</tr>
<tr>
<td>Worst mood</td>
<td>1.</td>
<td>Stay in bed all day.</td>
</tr>
</tbody>
</table>
### Your Chaining Activity

<table>
<thead>
<tr>
<th>Best mood</th>
<th>9.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>Okay/average mood</td>
<td>5. Statement of fact</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>Worst mood</td>
<td>1.</td>
</tr>
</tbody>
</table>

The chaining activity illustrates that:

- When you do one activity, you often start a chain—one activity can lead to another activity, other thoughts, other feelings, and other contacts with people. In general, more helpful activities lead to more helpful activities, thoughts, and feelings. So remember that you can choose what activities you do.

- Activities are linked to mood. When you feel down, it may be hard to do helpful activities. But when you do helpful activities, you are more likely to:
  - Do even more helpful activities.
  - Feel happier and healthier.
  - Have positive thoughts about yourself and your life.
  - Have helpful contact with other people.
Know Your Risky Activities

LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 78

1. Say: We have talked about helpful activities, and you have seen examples of activities that can be helpful for you. In past sessions we have also talked about harmful activities or activities that bring your mood down and make it harder for you to maintain your recovery.

2. Read the text. Say: Think about the times you’ve used/drank and were depressed. Write down activities that are risky for you.

3. Allow a few minutes and then ask group members to share one risky situation they’ve had recently. Write risky activities on the board and save them for the next exercise.

4. Say: Some of these activities may be especially harmful because they can start a chain of harmful activities. They are your risky activities. Being aware of the activities that are the most risky for you will help you avoid these activities and continue to work on your recovery.

Remember that your risky activities are the harmful activities that can set off a chain reaction of other harmful activities that can lead you to feel like drinking or using. If you stay away from your risky activities, you avoid the chain of harmful activities that can follow.

Remember that an activity that might be helpful for one person can be a risky activity for another person.
For example: One person enjoys going to a park in his neighborhood where he plays basketball with friends and sits on the grass in the shade. Going to the park is a helpful and fun activity.

For another person, going to the park is a harmful activity because he used to go there to get drugs. Going to the park makes his cravings stronger, so it is one of his risky activities. He should not go to the park while he works on his recovery.

Think about the last situation when you last used or drank. What were some of your risky activities? Of these activities, check off which ones were the most likely to cause you to drink or use?

<table>
<thead>
<tr>
<th>Risky Activities</th>
<th>Activities most harmful to me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Coping with Risky Situations

LEADER TIPS

Time: 25 minutes
Group Member’s Workbook: Page 80

1. Say: We have talked about some of the harmful activities that are risky for you because they make it more likely that you will drink or use. Now let’s talk about how you can avoid these harmful activities and what you could do if you find yourself in a risky situation.

2. Review some of the group’s risky activities that you wrote on the board in the previous exercise.

3. Ask: How do you avoid these risky activities? What could you do if you find yourself in a risky situation? Go through the list of risky activities on the board and write the group’s ideas next to each risky activity. Brainstorm as many as possible. Help group members think of what they could do and think differently.

4. Say: When you know what your risky activities and situations are, you can try to avoid them. You can also use your thoughts as a built-in coach to help you decide how to handle risky activities and situations.

Choose one or two of the examples and read them aloud.
Use your thoughts to help you cope with risky situations.

You can use your thoughts to help you cope and manage how you act. Here are some examples.

I don’t have to drink just because everybody else is drinking… And I don’t have to explain why I am not drinking. I can just say, ‘Could I have a Coke (or a lemonade)?’ and leave it at that.

It’s New Year’s Eve and I usually get plastered. But this is the beginning of a year free of alcohol. I might as well start the year off right.

I’m feeling frustrated because I’m broke and can’t even rent a movie. Maybe I can borrow one from the public library. Or maybe I will just watch a TV show.

My girlfriend just broke up with me. I’m feeling as bad as can be. I would usually start drinking right about now. But then I’d add one more problem to my life. I have had enough. I don’t need to add any more problems right now. I think I will go to an AA meeting instead.
**Key messages from this session include:**

- Choosing to do a helpful activity can lead you to do more helpful activities.
- Some harmful activities have special power for you because they make it more likely that you will act in a harmful way, such as drinking or using drugs.
- You can choose how you react in risky situations.

What do you want to remember about this module? **Write your own key messages here.**
1. Notice any risky activities or situations. What are your options in how to cope with them?

2. Write down your activities each day.

3. Track your mood and coping using the Daily Check In. Notice that at the bottom there is a place for you to keep track of how many helpful activities you do each day.
### DAILY CHECK IN

**Instructions**

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7, or 9. There are no wrong answers. Only you know how you have felt each day. At the bottom, write in the number of helpful/helpful activities you did.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.

### Write in the day of the week.

<table>
<thead>
<tr>
<th>Mood</th>
<th>______</th>
<th>______</th>
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<th>______</th>
<th>______</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Best mood ever</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Noticeably better mood</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Noticeably worse mood</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Ok/average mood</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Noticeably worse mood</td>
<td>4</td>
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<td>Noticeably worse mood</td>
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<tr>
<td>Noticeably worse mood</td>
<td>2</td>
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<td>2</td>
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<tr>
<td>Noticeably worse mood</td>
<td>1</td>
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</table>

### Coping with challenges to my recovery

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<thead>
<tr>
<th>Coping with challenges to my recovery</th>
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<tbody>
<tr>
<td>Coped the best ever</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
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<tr>
<td>Coped noticeably worse than usual</td>
<td>8</td>
<td>8</td>
<td>8</td>
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<td>8</td>
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<tr>
<td>Coped noticeably better than usual</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Coped OK</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Coped noticeably worse than usual</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Coped noticeably worse than usual</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Coped the worst ever</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Coped the worst ever</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>Coped the worst ever</td>
<td>1</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>

### Number of helpful activities

<table>
<thead>
<tr>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
</tr>
</thead>
</table>

Activities, Alcohol/Drug Use, and Your Mood, Session 4
Activities, Day 1  

(Write in the day of the week.)

Activities, Day 1  

(Write in the day of the week.)

Activities, Day 2  

(Write in the day of the week.)
Activities, Day 2

(Write in the day of the week.)

Activities, Day 3

(Write in the day of the week.)

Activities, Day 3

(Write in the day of the week.)
Activities, Day 4

(Write in the day of the week.)

Activities, Day 4

(Write in the day of the week.)

Activities, Day 5

(Write in the day of the week.)
Activities, Day 5

(Write in the day of the week.)

Activities, Day 6

(Write in the day of the week.)

Activities, Day 6

(Write in the day of the week.)
Activities, Day 7  

(Write in the day of the week.)

Activities, Day 7  

(Write in the day of the week.)
LEADER TIPS

Time: 2 minutes
Group Member’s Workbook: Page 89

Encourage group members to comment on today’s session.

- What was difficult about today’s session?
- What did you learn that was most helpful in terms of improving your mood?
- What suggestions do you have to improve your treatment?
LEADER TIPS

Time: 1 minute
Group Member’s Workbook: Page 89

Let group members know that in the next session you will talk about using CBT to set and meet some goals for the future.

Session 5 in “Activities, Alcohol/Drug Use, and Your Mood” is about how to set goals for the future and do helpful activities to meet your goals.
GROUP LEADER SELF- EVALUATION FORM:
ACTIVITIES, SESSION 4

Instructions
Taught/Done: Were you able to cover the material? If you did not do it this session but did it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? Circle “easy,” “OK,” or “hard.”

<table>
<thead>
<tr>
<th></th>
<th>Taught/Done? (circle yes or no)</th>
<th>How difficult was it to lead this part of the session? (circle easy, OK, or hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Purpose and Outline</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Announcements</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Session</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Practice</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>New Topic: What Are Your Risky Activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Activity Can Lead to Another: A Chaining Activity</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Know Your Risky Activities</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Coping with Risky Situations</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Key Messages</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Practice</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Feedback</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Looking Ahead</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
</tbody>
</table>
SESSION 5: HOW TO KEEP DOING HELPFUL ACTIVITIES

LEADER’S NOTES

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
LEADER TIPS

Materials Needed

- **Group Member’s Workbook** (“Activities, Alcohol/Drug Use, and Your Mood”)—a few copies to loan in case some group members forget to bring their workbooks
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard, or large sheets of paper** to present material to group
- **Kleenex** or other facial tissue
- **The PHQ-9 depression measure**—enough copies for everyone in the group

Group Leaders’ Goals

- Help group members understand sleep as an important activity, and give them tips for improving their sleep.
- Give group members tools for identifying and overcoming roadblocks to doing helpful activities.
- Help group members think about their goals for the future.

Welcome Group Members

- As group members arrive, greet them by name. Ask them informally how their practice went.
- Pass out the PHQ-9 depression measure. Ask group members to fill them out, put their names on them, and return them to you. Tell group members that you will talk more about the questionnaire later.
- Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members’ depression symptoms, including thoughts of suicide. If a group member reports thoughts of suicide, follow the procedures that you have worked out with your supervisor in advance regarding how to handle these situations. Often this involves having one group leader meet privately with the client either during group or immediately following to further assess the client’s risk of suicide or “handing off” the client to another clinician who will conduct this assessment. Consult with your supervisor immediately in the case of a client who is suicidal.

Purpose and Outline

Introduce the Purpose and Outline.
PURPOSE

- Learn how to improve your sleep.
- Identify roadblocks that may come up as you do helpful activities and learn how to get around them.
- Understand that helpful activities can help you meet your goals.

OUTLINE

Announcements
How Have You Been Feeling?
Review
New Topic: How to Keep Doing Helpful Activities
  - Tips to Improve Your Sleep
  - Problem Solving
  - Pacing Yourself
  - Pleasure Predicting
  - Setting Goals
Key Messages
Practice
Feedback
Looking Ahead

ANNOUNCEMENTS

The group leader will make any announcements that might be necessary.
Is there anything you would like to let the leaders know about?
HOW HAVE YOU BEEN FEELING?

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 92

1. Introduce the text in the Group Member’s Workbook.

2. After the session, compare each group member’s PHQ-9 scores with his or her previous scores (if the group member has filled out the questionnaire at a previous session). This comparison will allow you to monitor each group member’s depression.

Note: In addition to the PHQ-9, choose another measure to monitor how group members are progressing in their recovery. See the Group Leader’s Introduction for a discussion of how select a measure that supplements the PHQ-9. Compare current and previous scores as you would with the PHQ-9 measure.

You filled out a questionnaire at the beginning of the session, the “Patient Health Questionnaire”—PHQ-9 for short.

You will fill out the questionnaire before the group begins at Sessions 1, 3, and 5 of each CBT module. The questionnaire allows you and your group leaders to keep track of how you are feeling while you are attending the group.
Last Session

**LEADER TIPS**

Time: 5 minutes  
Group Member’s Workbook: Page 93

Review last session’s key messages.

**Last session’s key messages were:**

- Choosing to do a helpful activity can lead you to do more helpful activities.

- Some harmful activities have special power for you because they make it more likely that you will act in a harmful way such as drinking or using drugs.

- You can choose how you react in risky situations.
LEADER TIPS

Time: 15 minutes  
Group Member’s Workbook: Page 93

Notice Any Risky Activities or Situations

1. **Say:** In the last session, we talked about activities and situations that may be risky for you – they may make it more likely that you will drink or use. Were you able to notice risky activities and situations? What options did you have to handle these situations? Could you respond differently? Could you think differently?

Keep Track of Your Activities Each Day

2. Review of activities tracking should be integrated as much as possible into the review of the Daily Check In.

3. **Possible follow-up questions:** Was it difficult to keep track of your harmful and helpful activities each day? Who would like to share some harmful and helpful activities?

Daily Check In

Ask group members about how they did tracking their moods and coping on their Daily Check In. Make graphs based on one group member’s Daily Check In.

4. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write “Wednesday” or “Wed” in the first space at the top of the graph.
1. Notice any risky activities or situations. What are your options in how to cope with them?

2. Write down your activities each day.

3. Track your mood and coping using the Daily Check In.
NEW TOPIC: HOW TO KEEP DOING HELPFUL ACTIVITIES

Tips to Improve Your Sleep

LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 94

1. Say: Sleep is an important activity. Ask and discuss: What is your sleep like? Do you sleep well? What gets in the way of a good night’s sleep for you? (Get an idea of what kinds of sleep concerns the group members have.)

2. Say: We’re going to give you some ideas for how to sleep well. When you do not get enough sleep, your mood worsens and you lose motivation to keep up with your helpful activities. Even if you force yourself to do activities, you won’t enjoy them as much if you are tired.

3. Go over the text. Stop and ask if anyone has tried a tip and the likelihood they would try it between now and the next session.

4. After introducing the sleep tips, ask: For those of you who have concerns about your sleep, are there things here that you would like to try?

Many people with depression and alcohol/drug problems have problems with sleep. Some people have trouble getting enough sleep and others sleep too much. Getting the right amount of sleep will help to improve your mood and support your recovery.

What is your sleep like now?
These tips can help to improve your sleep. If you don’t have sleep problems, keep these tips in mind in case you need them in the future.

To develop a regular sleep pattern, try the first three tips. Eventually, you should feel sleepy at about the same time every night.

1. Do not go to bed until you are sleepy. If you find yourself lying awake, get up and go to another room until you feel tired. Then return to bed.

2. Get up at about the same time each morning, including weekends. If you feel you must sleep in, don’t oversleep by more than one hour.

3. Try not to take naps if you find that naps make it difficult for you to sleep at night.

The next tips will help you avoid some common habits that make it hard to sleep. They also will help you build new habits that improve sleep.

4. Do not eat or drink anything with caffeine after about 4 PM or within six hours of bedtime. Things that contain caffeine include:

- Certain foods (for example, chocolate)
- Certain drinks (for example, tea, coffee, and soda)
- Some medications (for example, over-the-counter cold, headache, and pain relief medications)
5. Do not smoke within several hours of bedtime; nicotine is a stimulant.

6. Do not drink alcohol.

7. Participate in physical activity regularly. Try to finish physical activity at least four hours before bedtime.

8. Think of ways to make your sleep environment more comfortable.
   - Keep books, newspapers, magazines, telephones, TVs, laptop computers, and other distractions away from the bed. Use the bed for sleep and sex only.
   - Ask others to keep the noise down. Use ear plugs if necessary.
   - Arrange a comfortable room temperature.
   - Use curtains or place something over the window to darken the room.

9. Avoid eating large meals and drinking a lot of fluids right before bed. If you wake up in the middle of the night, do not have a snack.

10. If you use any medications, take them only as prescribed. If you feel that the medications are making your sleep problems worse, talk with your doctor. Some over-the-counter medications contain stimulants (ingredients that can keep you awake).
If you sleep too much…

For most people, the right amount of sleep is between seven and nine hours each night. If you are sleeping more than that, you may be sleeping too much. Try these tips for getting up and going, and staying active all day.

1. Put your alarm clock across the room so you are forced to get out of bed to turn it off.

2. Open the curtains or window shade first thing in the morning. The light will help you feel more awake.

3. Ask a friend to call you in the morning to help you wake up and get going.

4. Plan to do an activity that you enjoy in the morning. You could:
   - Listen to music
   - Read the newspaper
   - Go outside to get some air and sunshine
   - Do something with a friend
5. **Plan an “active” activity** for the part of the day that you are most likely to nap. For example, make that time your exercise time instead of the time you lie quietly on your bed and read.

**Note:** The tips above work for most people. However, everyone is different. If you have routines that help you get to sleep that don’t involve using alcohol or drugs, keep them. It is important that you find the sleep tips that work best for YOU.

**Sleep tips that I would be willing to try:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 99

1. Say: We have been talking about the importance of doing helpful activities to improve your mood and help you maintain your recovery. We have also talked about how depression and drinking or using get in the way of doing activities and about the importance of getting enough sleep so you will have energy to do new activities. Today we are going to talk about how to get around the other things that get in your way of doing helpful activities.

2. Say: Before we go on, I have a little story to tell. Some researchers did a study with several classrooms of school children. They showed all the children a picture of a young man in a wheel chair. They asked some of the children if the man could drive. Those children overwhelmingly said “no” and left it at that. In other classrooms, they asked the children how the man could drive. Those children came up with many ideas. The lesson from this story is that we should all ask ourselves how we can do something, not whether we can.

3. Ask: What gets in the way of doing helpful activities? This table shows some examples of the roadblocks that might get in your way. Do any of these sound familiar?

4. Read aloud the first roadblock on the list on the next page. Ask group members if it applies to them. Read the strategy for getting around the first roadblock. Ask group members for their comments.

5. Choose one or two other roadblocks and ideas for getting around them—read aloud and discuss.

6. Ask group members what roadblocks they have and what they can do to get around them. Then, ask them to write their ideas at the bottom of the list.
What gets in the way of doing helpful activities? Some common roadblocks are listed below. What could you do to get around the roadblocks?

Write your own roadblocks and ideas for getting around them at the bottom of the list.

<table>
<thead>
<tr>
<th>Roadblocks</th>
<th>Ideas for Getting Around Them</th>
</tr>
</thead>
</table>
| I don't have money.                     | • Do an activity that doesn't cost money.  
• Look in the newspaper for free activities.                                           |
| I feel like I don't deserve to have fun.| • Challenge the harmful thought with helpful thoughts:                                        
  - “A healthy life includes work and fun.”  
  - “I need to learn that I can stay in recovery and have fun. Otherwise it will be harder to maintain my recovery.” |
| I have no car.                          | • Walk or ride the bus.                                                                     
• Do activities close to home.                                                           |
| I'm too tired.                          | • Start with a simple activity that takes only one minute. For example, step outside and look at the sunset, sing a song you like, or make a plan to do something nice for someone you love. |
| I don't know anyone to do fun things with. | • Do fun things you are good at in the company of other people (go to free outdoor concerts; visit parks, museums, zoos; attend religious, political, environmental meetings). You will at least have fun and you might find someone who likes the same things. |
Pacing Yourself

LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 100

1. Say: When you first start to do new activities, you might feel like you have to do everything at once. You might feel that you’ve lost years to drinking or using and now you have to make up for lost time. But, if you try to do everything at once, you are likely to feel overwhelmed and may quit altogether and then feel depressed or like drinking or using again; therefore, you have to pace yourself. We talked about this idea in another session when we discussed getting more physically active, but let’s review the idea of pacing again.

2. Ask and discuss: What does it mean to pace yourself? Why is it important to pace yourself? If the group doesn’t offer these ideas, make sure the group understands that pacing themselves can mean several things:
   - Go at your own speed.
   - You don’t have to do everything at once.
   - You don’t have to do a lot.
   - Start slow and take small steps.

3. Say: Only you know what pace is right for you. You may consider several factors:
   - Your energy level
   - How much time you have
   - Your health or level of pain
   - Your interests
   - How long it has been since you did the activity or a similar activity
   - Demands of others on your time and energy

4. Go over the text in “Pacing Yourself.” Help group members answer the questions.

5. Ask: Who has an activity we can use for the pacing exercise? Use one example to model the exercise and ask group members for their ideas for each step.

6. Share the following idea with the members: “You have chosen a new direction to your life. Moving in that direction is more important than how quickly you move in that direction. There may be detours and delays on the way. When you run into them, remind yourself where you are headed, and continue the journey.”
Pacing Yourself

In starting a new activity, if you try to do too much at once, you may feel overwhelmed and quit doing the activity. But remember, you can start small and go at your own speed. For example, if you are interested in jogging, you don’t have to run a marathon the first time you step outside. It is more important to do something than it is to do everything. What pace is right for you?

1. Given my energy level, health, and time, if I wanted to exercise, what might I do? (Circle one or write your own.)

Do nothing. Stand up and move for 5 minutes. Walk 1 block outside. Walk around the block. Go for a brief walk. Go for a long walk. Go for a short hike. Run around the block. Go for a 1-mile run. Go for a 5-mile run.

2. Think of a helpful activity you want to do. How could you pace yourself in doing this activity?
A common problem for people who are depressed is that, even before they do an activity, they decide they won’t like it. They think “what’s the use?”

You can increase the chances that you will DO activities and that you will enjoy them.

- **First**, pick an activity that sounds like it might be **fun for you**. Write it in the first column in the chart at the bottom of the page.
• **Second**, do the activity under *conditions that will make it most enjoyable for you*. Set yourself up for success. For example, if you want to go to a movie, YOU choose:
  
  - What movie to see.
  - Whether to see it alone or with someone.
  - The time that you go.
  - Where you sit.

  Make the activity as much fun as possible for you.

• **Third**, do some “pleasure predicting.” Before you do an activity, *guess how much you think you will enjoy it*. Do the activity.

  Then *think about how much you actually enjoyed it*. Most people find that they enjoyed the activity even more than they thought or predicted they would. Their mood improves and they are motivated to do another activity.

![Pleasure Predicting Chart](chart)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking a walk</td>
<td>**</td>
<td>***</td>
</tr>
<tr>
<td>(What activity could you do?)</td>
<td>(How much will you enjoy it?)</td>
<td>(For now, pretend that you did the activity and guess how much you actually enjoyed it.)</td>
</tr>
</tbody>
</table>

*Rating system:  * not at all ** a little bit *** moderately **** quite a bit ***** very much
Setting Goals

Why set goals?

Depression and drinking/using can take away your desire to do things—even something as simple as getting out of bed. Depression often brings with it the thought: “What’s the point?”

As you leave depression behind and continue your recovery, you will start doing more activities. Yet, you may feel unsure of which way you want your life to head. Setting goals can provide a sense of direction.

Having goals helps you to:

- Organize your energy.
- Focus.
- Figure out what is most important to you in life.
- Feel hopeful about the future.

LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 103

1. Ask and discuss: What does setting goals mean to you? Why do you think it is important to set goals? How do depression and drinking or using get in the way of your goals?

2. Go over the points in the workbook. Help group members think about a lifetime goal and write their ideas on the lines.

3. Say: In the next session we will talk more about how setting goals can help you. Do you have any questions or comments now?
**What are goals?**

**Goals are specific things you work towards.** Here are some examples.

1. Go all day without a drink.
2. Feel better physically.
3. Feel better emotionally.
4. Live within the law.
5. Spend quality time with my children.

**You can set a goal for any point in the future.** You can also set goals that are connected to each other. Short-term goals can help you reach your long-term and lifetime goals.

<table>
<thead>
<tr>
<th>Time</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Term: <strong>1 to 2 weeks.</strong></td>
<td>“Go to an AA meeting today and sign up to fix the coffee at the next meeting.”</td>
</tr>
<tr>
<td>Long Term: <strong>Within 3 months.</strong></td>
<td>“Go to 90 meetings in 90 days.”</td>
</tr>
<tr>
<td>Lifetime:</td>
<td>“Live a lifetime in recovery.”</td>
</tr>
</tbody>
</table>

**Warning! Some goals are destructive. For example:**

- Being perfect (no one is perfect).
- Considering yourself a failure if you aren’t the best.
- Setting goals for somebody else and making your happiness dependent on **him or her** reaching the goals.
Think about your goals

It might be hard now to think about the future, but it is good to have a picture in your mind of what you want your life to be like.

Here are some examples of lifetime goals:

- I want to be the kind of person people can count on.
- I want to enjoy life without drugs or alcohol.
- I want to live as healthy a life as I can for as long as possible.
- I want to be an educated person.

Think about your dreams for the future and write your ideas below.

A lifetime goal I would like to work toward is:

__________________________________________
__________________________________________
__________________________________________

In the next session, you will have a chance to think more about what is important to you, how you see yourself in the future, and how you can do helpful activities in the short term to reach your goals.
Key messages from this session are:

- You can work around roadblocks that get in the way of helpful activities.
- Strategies such as pacing yourself and predicting pleasure will help you keep doing helpful activities.
- To feel good, it is helpful to have something to look forward to (short-term and long-term goals).

What do you want to remember about this session? Write your own key messages here.
LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 107

Try Using the Tools We Talked About

1. Say: We talked about several tools today that you could try if you find it difficult to do helpful activities. Give these tools a try to see which are most helpful to you.

Fill Out the Pleasure Predicting Chart

2. Say: We talked about using the pleasure predicting chart. This can be a useful tool to compare how much we think we will enjoy an activity and how much we actually enjoy an activity. Review the instructions on the chart.

Review the Helpful Activities That You Wrote on Index Cards

3. Say: Take a look at the helpful activities that you have written down in the past few weeks. Consider which activities are the most helpful in improving your mood and supporting your recovery. We will use your ideas in an activity during our next session.

Daily Check In

4. Say: Keep track of your mood and coping each day using the Daily Check In. Also, at the bottom, keep track of how many helpful activities you did each day.
1. If you find it difficult to do activities, *try using the tools we talked about.*

- Problem solving
- Pacing yourself
- Predicting pleasure

2. Before and after you do a new activity, *fill out the Pleasure Predicting Chart* (it is in your workbook after the Daily Check In).

3. *Review the helpful activities you wrote down on index cards.* In the next session, you will have a chance to think about which helpful activities would be most helpful to you in the future to keep your mood up and support your sobriety.

4. *Track your mood and coping using the Daily Check In.* Track the number of helpful activities you do each day.
### DAILY CHECK IN

**Instructions**

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7 or 9. There are no wrong answers. Only you know how you have felt each day. At the bottom, write in the number of helpful/helpful activities you did.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.

1. **Write in the day of the week.**

<table>
<thead>
<tr>
<th>Mood</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best mood ever</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Noticeably better mood</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Ok/average mood</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Noticeably worse mood</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Lowest mood ever</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<td></td>
<td>3</td>
<td>3</td>
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<td>2</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

2. **Write in the day of the week.**

<table>
<thead>
<tr>
<th>Coping with challenges to my recovery</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coped the best ever</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Coped noticeably worse than usual</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Coped OK</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Coped noticeably better than usual</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Coped OK</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Coped noticeably worse than usual</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Coped the worst ever</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Coped noticeably worse than usual</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Coped the worst ever</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

3. **Write in the day of the week.**

<table>
<thead>
<tr>
<th>Number of helpful activities</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
</table>
Instructions: How good are you at predicting fun? Write in the left column some new activities that you could do. Use the star rating system to predict how much you will enjoy the activities. Do two or more of the activities. Then, afterwards, rate how much you actually enjoyed the activities.

Do you see a pattern? What have you learned? Notice in the examples that sometimes a person enjoys an activity more than he or she expects to.

Rating system: * not at all ** a little bit *** moderately **** quite a bit ***** very much

<table>
<thead>
<tr>
<th>Activity</th>
<th>Before you do the activity: How much do you think you will enjoy this activity?</th>
<th>After you do the activity: How much did you actually enjoy this activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking a walk</td>
<td>**</td>
<td>***</td>
</tr>
<tr>
<td>Talking to a friend</td>
<td>***</td>
<td>****</td>
</tr>
</tbody>
</table>
LEADER TIPS

Time: 2 minutes
Group Member’s Workbook: Page 110
Encourage group members to comment on today’s session.

- What was helpful about today’s session?
- What was less helpful?
- What was difficult?
LOOKING AHEAD

LEADER TIPS

Time: 1 minute
Group Member’s Workbook: Page 110

Let group members know that in the next session you will talk about how group members can keep doing helpful activities when the group is over.

The next session is the last session in “Activities, Alcohol/Drug Use, and Your Mood.” Many of you will continue CBT with another module. Others may be graduating from CBT. We will talk about how to keep doing helpful activities even after the CBT group is over.
GROUP LEADER SELF-EVALUATION FORM: 
ACTIVITIES, SESSION 5

Instructions

Taught/Done: Were you able to cover the material? If you did not do it this session but did it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? Circle “easy,” “OK,” or “hard.”

<table>
<thead>
<tr>
<th>Activities</th>
<th>Taught/Done? (circle yes or no)</th>
<th>How difficult was it to lead this part of the session? (circle easy, OK, or hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Purpose and Outline</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Announcements</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Review</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Last Session</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Practice</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>New Topic: How to Keep Doing Helpful Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tips to Improve Your Sleep</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Pacing Yourself</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Pleasure Predicting</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Setting Goals</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Key Messages</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Practice</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Feedback</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
<tr>
<td>Looking Ahead</td>
<td>Yes    No</td>
<td>Easy  OK  Hard</td>
</tr>
</tbody>
</table>
SESSION 6: HOW TO SHAPE YOUR FUTURE WITH HELPFUL ACTIVITIES

LEADER’S NOTES

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
LEADER TIPS

Materials Needed
- Group Member’s Workbooks (“Activities, Alcohol/Drug Use, and Your Mood”)—enough for everyone in the group
- Pens—enough for everyone in the group
- Dry erase board, chalkboard, or large sheets of paper to present material to group
- Kleenex or other facial tissue
- Index cards—enough so that each group member can have one
- Laminating paper—enough for each group member to laminate one index card
- Scissors—3-4 pair—enough for group members to share
- Certificates of Achievement for graduating group members

Group Leaders’ Goals
- Help group members understand how setting goals can help them shape their future.
- Help group members set manageable goals.
- Reinforce key messages from the Activities module.

Welcome Group Members
As group members arrive, greet them by name and ask them informally how their practice went.

Purpose and Outline
Introduce the Purpose and Outline.
PURPOSE

- Think about your goals for the future.
- Identify some short-term activities you can do to meet your long-term and lifetime goals.
- Make a “Coping Card” that you can use to keep your mood up and support your recovery.

OUTLINE

Welcome
Announcements
Review
New Topic: How to Shape Your Future with Helpful Activities
  What Are Your Dreams for the Future?
  Coping Cards Can Help to Improve Your Mood and Support Your Recovery
Key Messages
Practice
Review of Activities Module
Goodbye to Graduating Group Members
Feedback
Looking Ahead to the Next Module
The group leader will make any announcements that might be necessary.

Is there anything you would like to let the leaders know about?
REVIEW

Last Session

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 112

Review last session’s key messages.

Last session’s key messages were:

- You can work around roadblocks that get in the way of helpful activities.

- Strategies such as pacing yourself and predicting pleasure will help you keep doing helpful activities.

- To feel good, it is helpful to have something to look forward to (short-term and long-term goals).
Practice

LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 113

Try Using the Tools We Talked About

1. Say: Ask and discuss: Did you try using the other tools we talked about—problem solving, pacing yourself, and pleasure predicting? Which one worked best for you?

Fill Out the Pleasure Predicting Chart

2. Say: We talked about using the pleasure predicting chart. This can be a useful tool to compare how much we think we will enjoy an activity and how much we actually enjoy an activity. How did you do with your pleasure predicting? Did you find that you enjoyed activities more than you predicted that you would? Would somebody like to share what you wrote down on your chart?

Review the Helpful Activities That You Wrote on Index Cards

3. Say: We also asked you to take a look at the helpful activities that you have written down in the past few weeks and consider which activities are the most helpful in improving your mood and supporting your recovery. We will use your ideas in an activity later in the session today.

Daily Check In

Ask group members about how they did tracking their moods and coping on their Daily Check In. Make graphs based on one group member’s Daily Check In.

4. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write “Wednesday” or “Wed” in the first space at the top of the graph.

5. Ask for a volunteer from the group to share the numbers related to mood on his or her scale. Make a graph on the board like the example below. If the group member’s mood was a 6 on the first day, mark a dot at 6 below “Wed.”
6. When you are finished adding dots that represent the volunteer’s mood for each day, draw lines between the dots to show how mood can change up and down.

7. **Possible follow-up questions:** What did you notice about your mood during the last week? Your mood was the lowest on [day]. What activities did you do on that day? Your mood was higher on [day]. What activities did you do on that day? What do you notice about the connections between your activities and mood? Is there a weekly pattern? Are some days more likely to bring about low moods? If so, what tools can you use to prevent low moods?

8. Repeat the process for coping using a new graph. Ask the same volunteer or a different volunteer to share the numbers **related to coping** on his or her scale. Add dots to the new graph. If the group member’s coping was 8 on the first day, mark a dot at 8 below “Wed.”

9. When you are finished adding dots that represent the volunteer’s coping for each day, draw lines between the dots to show how coping can change up and down.

10. **Possible follow-up questions:** What did you notice about how well you coped with challenges? You coped very well on [day]. What kinds of helpful activities were you doing on that day? What was your mood? What do you notice about the connections among activities, mood, and how you coped?
1. If you find it difficult to do activities, try using the tools we talked about.
   - Problem solving
   - Pacing yourself
   - Predicting pleasure

2. Before and after you do a new activity, fill out the Pleasure Predicting Chart.

3. Review the helpful activities you wrote down on index cards.

4. Track your mood and coping using the Daily Check In.
NEW TOPIC: HOW TO SHAPE YOUR FUTURE WITH HELPFUL ACTIVITIES

What Are Your Dreams for the Future?

LEADER TIPS

Time: 30 minutes
Group Member’s Workbook: Page 114

1. Say: Last session, we talked about setting goals. You learned that setting goals can help to improve your mood and support you in your recovery. What else do you remember about our discussion?

Call on volunteers. Remind group members that goals are specific things to work towards.

2. Say: Today we will talk more about setting short-term, long-term, and lifetime goals.

Go over the “Tips for Setting Goals.” Offer examples if you think they would help the group understand the points.

Be specific. For example:

- I will exercise on Monday, Wednesday, and Friday at 8 PM at the YMCA.
  NOT
- I am going to start exercising more.
  OR
- I will do at least one helpful activity a day, even if it is a small activity that takes less than five minutes.
  NOT
- I want to do more activities.

Make sure that your goals are manageable and realistic. Set a deadline for yourself, but don’t set a goal that requires you do the impossible in a short period of time. And work with the money you have right now. It isn’t realistic to set a goal that requires a lot of money if you don’t have a lot of money.
Set goals that are under your control. You might like to win the lottery, but you can’t control whether or not that happens. You also can’t control how other people behave. Don’t set unrealistic goals that are really goals for other people. For example, DON’T set goals like:

- My son will get all A’s and B’s on his report card.
- My friend will start being nicer to me.
- My child will be the pitcher on the softball team.
- My husband will lose 20 pounds by June.

3. Say: Remember, in the last session you thought about what you would like your life to be like in the future. You might wonder how you can reach your goal.

4. Say: The steps you take to reach long-term and lifetime goals will likely be helpful activities that you can do in the short term—you have to do the footwork. Don’t forget to catch and check all of your goals to make sure they are helpful to you.

5. Say: Let’s look at how you can work towards your long-term and lifetime goals.

6. Say: When you reach your goals, celebrate. For example, have you been saving up to buy a new CD, or a blouse? Now would be a good time to celebrate your hard work and treat yourself. Other people may not recognize the positive steps you are taking, but you know how hard you have worked.

7. Go over the text. Help group members answer the questions and fill in their ideas on the lines. Help group members understand that short-term goals can help them get back on the right track if they lose their direction. Help them problem solve if their goals are not feasible and realistic.

**Tips for setting goals**

Set goals that are:

- Specific.
- Manageable and realistic.
- Under your control.
How can you reach your long-term and lifetime goals?

Long-term and lifetime goals suggest a direction for your life, rather than a specific end point. Those goals can give you a feeling of purpose in your life.

You can reach your long-term or lifetime goals by setting short-term goals and doing helpful activities that help you reach them. Before you know it, the small steps you take every day will help you get closer to your big goals. You can also get a great deal of satisfaction and enjoyment from achieving each step along the way to a big goal. The table below suggests some short-term steps you could take to reach bigger goals.

### Setting Goals

<table>
<thead>
<tr>
<th>Short-term goals (1 to 2 weeks)</th>
<th>Long-term goals (within 3 months)</th>
<th>Lifetime goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay in treatment; go to four AA meetings.</td>
<td>Offer support to someone else at an AA meeting.</td>
<td>Help people.</td>
</tr>
<tr>
<td>Take my kids to the park.</td>
<td>Stay clean so I can be there for my kids.</td>
<td>Be a good parent.</td>
</tr>
<tr>
<td>Show up on time to do an activity with a friend.</td>
<td>Do an activity with a friend at the same time every week.</td>
<td>Be a person that others can count on.</td>
</tr>
<tr>
<td>Ask my counselor about affordable schools nearby.</td>
<td>Enroll in one class.</td>
<td>Be an educated person.</td>
</tr>
<tr>
<td>Stay clean today.</td>
<td>Have my own apartment.</td>
<td>Live on my own.</td>
</tr>
</tbody>
</table>

Look at the last session in your workbook and review your lifetime goals. What steps could you take to reach your lifetime goals? Write your ideas on the lines below.

---

**My long-term goal** (within the next three months)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
My short-term goal (in the next week or two)

To achieve my long-term and lifetime goals, I need to set short-term goals that will help me get there. My short-term goal is to:

_____________________________________________________

_____________________________________________________

_____________________________________________________

Steps to reach my short-term goal

Think about these questions related to what you need to do to achieve your short-term goal.

I will begin (when):

_____________________________________________________

I will do (what):

_____________________________________________________

_____________________________________________________
I will do this much (how much or how little):
_____________________________________________________
_____________________________________________________
I will do it in this place (where):
_____________________________________________________
_____________________________________________________
I will do it in this way (your method, or the steps you will take):
_____________________________________________________
_____________________________________________________

*When you reach your goal or complete a step toward your goal, celebrate (without alcohol or drugs).*

How will you celebrate?
How can you reach your goal?

You can reach your goal by:

- Taking one step at a time.
- Using tools such as CBT or getting help from others.
- Trying until you find a method that works for you.
Coping Cards Can Help to Improve Your Mood and Support Your Recovery

LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 119

1. This activity provides a take-home tool to support group members’ recovery from depression and alcohol/drug use.

Say: *In this module, you have learned about the importance of having helpful activities to do each day—these activities can improve your mood and make it less likely you will drink or use drugs.*

2. **Ask:** What have been the most helpful coping activities for you? Write list on board.

3. **Say:** In addition to reminding yourself about these activities, it’s also important to remind yourself of your future goals you have. What are some of those goals? They could be short-term or long-term, whichever are most important to you in staying sober.

4. **Pass out** one index card to each person.

5. **Go over** the instructions. Help group members complete their coping card by writing down helpful activities on one side and on the second side write your future goals.

6. **Ask** group members for examples of where they can use the cards. **Say:** *Think about a time in the past week when you could have used the card. When was that? How will you know when to use your card? How do you think it might be helpful?*

7. **Show** them how to laminate the cards.
Make a “coping card” to help you remember and use helpful activities.

- Use one 3” x 5” index card.
- On one side of the card, write “Coping Activities” at the top. Write as many helpful activities as you can think of. Try to think of activities that have improved your mood in the past and that have few roadblocks. You can include helpful activities that you tried out during this module.

For example:

- Take a hot shower
- Pet my dog
- Watch the sunset

- On the other side of the card, write “My Goals”. These can be short-term, long-term, or lifetime goals, whichever is most important to you in staying sober.

Examples of goals:

- To live on my own
- To take my kids to the park
- To be clean today
If you’re feeling down, or if you feel like drinking or using drugs, pull out a card and read it. It can help you get past the moment of stress.

Keep your coping cards someplace where you can find them easily and where they will help you the most. If you find that you are doing risky activities during the day or having strong cravings, carry your coping card in your purse or wallet.

If you are likely to feel down or have strong cravings at night, keep your card at home.

You could tape it to the wall beside your bed,

...or put in on the refrigerator.
**Key Messages**

Key messages from this session are:

- You can reach your long-term goals by setting short-term goals and doing helpful activities.
- By setting goals and doing activities, you can shape your future.
- A coping card can help you remember to do helpful activities.

What do you want to remember about this session? **Write your own key messages here.**

---

**Leader Tips**

Time: 5 minutes
Group Member’s Workbook: Page 121

1. Read aloud the key messages.
2. Ask group members if they have any questions or comments.
**PRACTICE**

**LEADER TIPS**

*Time: 10 minutes*
*Group Member’s Workbook: Page 122*

**Do a Step Towards Your Short Term Goal**

1. **Say:** You came up with specific steps that you can take to work towards your short-term goal. Take at least one step toward your goal before next session.

**Find a Place to Keep Your Coping Card**

2. **Say:** You made a coping card today. Try to find a place to keep your coping card where you are most likely to use it when you are feeling down or are coping with challenges to your recovery.

**Daily Check In**

3. **Remind** group members that the Daily Check In now includes a place at the bottom to indicate how many harmful and helpful thoughts they had each day. Ask the group if they have any questions.

1. **Do a step** to work towards your short-term goal.

2. **Find a place** to keep your coping card.

3. **Track your mood and coping using the Daily Check In.**
   Continue to count the number of helpful activities you do each day.
### DAILY CHECK IN

**Instructions**

- Keep the scale beside your bed. Before you go to bed, think about your mood and how you coped with challenges to your recovery throughout the day.
- Circle a number on both scales. Try to use all the numbers, not just 1, 3, 5, 7, or 9. There are no wrong answers. Only you know how you have felt each day. At the bottom, write in the number of helpful/helpful activities you did.
- If you want to track your mood and how you coped with challenges over a period of time longer than a week, write down your ratings on a calendar.

#### Write in the day of the week.

<table>
<thead>
<tr>
<th>Mood</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best mood ever</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Noticeably better mood</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Ok/average mood</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Noticeably worse mood</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Lowest mood ever</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Write in the day of the week.

<table>
<thead>
<tr>
<th>Coping with challenges to my recovery</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coped the best ever</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Coped noticeably better than usual</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Coped OK</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Coped noticeably worse than usual</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Coped the worst ever</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Write in the day of the week.

<table>
<thead>
<tr>
<th>Number of helpful activities</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
</tr>
</thead>
</table>

Activities, Alcohol/Drug Use, and Your Mood, Session 6
REVIEW OF MODULE: “ACTIVITIES, ALCOHOL/DRUG USE, AND YOUR MOOD”

LEADER TIPS

Time: 10 minutes  
Group Member’s Workbook: Page 124

1. Say: We have covered a lot of information in the Activities module. You have new skills and tools that can help you fight back against depression and the urge to drink or use.

2. Say: The key messages from each session are printed in your workbook. They can be summarized into three ideas.

3. Go over the text. Ask and discuss: Which of these will be the most helpful to you? Do you have questions about anything?

4. Say: There is room in your workbooks for you to write a few important things you want to remember from Activities

Give group members a few minutes to write. Remind them that they can look back at the key messages they wrote at the end of each session.

1. You can **catch**, or notice, your activities.

2. You can **check**, or examine, your activities to see if they help you or harm you. A helpful activity is healthy for you—it makes you feel good and helps you stay sober.

3. You can **change** the harmful activities that get in the way of your good mood and recovery, and choose to do helpful activities instead.
What idea will help you the most? What will you remember from the Activities module? Write your ideas below.

The most important thing I learned from the Activities module is:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Key messages from “Activities, Alcohol/Drug Use, and Your Mood” are:

Session 1: Helpful Activities Can Improve Your Mood and Support Your Recovery

- What you do can affect how you feel.
- It is common for people who are depressed and who use alcohol/drugs to lose interest in doing helpful activities.
- Doing helpful activities can improve your mood, create helpful thoughts, and decrease cravings. And when you feel better, you will feel more like doing helpful activities.

Session 2: Choosing Helpful Activities and Avoiding Harmful Activities

- Activities can be short and simple.
- Avoid risky activities and replace them with helpful activities.
- Try to find balance in the kinds of helpful activities that you do.

Session 3: Taking Care of Today

- Planning to do helpful activities and putting them on your calendar helps you avoid harmful or risky activities.
- Physical activity can improve your mood and support your recovery.
- Doing activities (even when you don’t feel like it) can help you feel better and support your recovery.
Session 4: What Are Your Risky Activities?

- Choosing to do a helpful activity can lead you to do more helpful activities.
- Some harmful activities have special power for you because they make it more likely that you will act in a harmful way such as drinking or using drugs.
- You can choose how you react in risky situations.

Session 5: How to Keep Doing Helpful Activities

- You can work around roadblocks that get in the way of helpful activities.
- Strategies such as pacing yourself and predicting pleasure will help you keep doing helpful activities.
- To feel good, it is helpful to have something to look forward to (short-term and long-term goals).

Session 6: Doing Helpful Activities to Shape Your Future

- You can reach your long-term goals by setting short-term goals and doing helpful activities.
- By setting goals and doing activities, you can shape your future.
- A coping card can help you remember to do helpful activities.
GOODBYE TO GRADUATING GROUP MEMBERS

LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 128

Leader goals:

- Reinforce the work the group members have done and the changes they have made.
- Help the group members develop a specific plan for what they will do if they become depressed again or if they have strong cravings. Focus on what they can try on their own, but remind them that it is ok to seek treatment again.

1. It is important to talk with group members who have completed all the CBT modules and who will be leaving the group. If nobody in your group is graduating, skip this section.

2. Say: As you know, some members of the group have finished CBT and will be leaving the group. Our graduates are ______________ (say their names).

3. Look at the graduates and say: How do you feel about leaving? Give them a few minutes to respond.

4. Discuss the questions listed.

5. Say: Would other group member like to share what they have noticed about changes these group members have made or what you appreciated about having them in the group?

6. Say something specific to each group member who is leaving. (Think about what you want to say ahead of time.) Be direct about the group member’s contribution to the group and the changes you have seen the group member make. Try to remind them of the skills or methods that were most helpful to them.

7. Present certificates of achievement to the graduating group members. (You can photocopy the sample certificate from the Group Leader’s Introduction workbook. See the section called “Supplies You Will Need.”)
If you have completed all three modules in CBT, you are now a CBT graduate.

CONGRATULATIONS!

Since you are leaving the group, you might want to talk about the following.

1. What have you learned that you think will help you feel better and manage your cravings?

2. What have you learned that will help you reach some of your goals?

3. How will you get support in your everyday life when you are no longer coming to group meetings?

4. What will you do the next time you feel depressed?

5. What will you do the next time you feel like drinking or using?

If you still feel depressed or if you are still having strong cravings that you feel you cannot resist, tell your group leader, and he or she will help you get further treatment.
**LEADER TIPS**

Time: 2 minutes  
Group Member’s Workbook: Page 129  
**Encourage** group members to comment on today’s session and on the Activities module.

- What was helpful in today’s session and in the Activities module?  
- What was less helpful?
LOOKING AHEAD TO THE NEXT MODULE

LEADER TIPS

Time: 1 minute
Group Member’s Workbook: Page 129

Say: Next week we will begin another module in CBT. The new module is about how your interactions with other people can affect your mood. We also will be welcoming new group members who are just starting CBT.

The next module is called “People, Alcohol/Drug Use, and Your Mood.” You will learn how depression may cause problems in your interactions with people and how important it is to have positive contacts with helpful, supportive people.
**GROUP LEADER SELF- EVALUATION FORM: ACTIVITIES, SESSION 6**

**Instructions**

Taught/Done: Were you able to cover the material? If you did not do it this session but did it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? Circle “easy,” “OK,” or “hard.”

<table>
<thead>
<tr>
<th>Activity</th>
<th>Taught/Done? (circle yes or no)</th>
<th>How difficult was it to lead this part of the session? (circle easy, OK, or hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Purpose and Outline</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Announcements</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Session</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Practice</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>New Topic: How to Shape Your Future with Helpful Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What Are Your Dreams for the Future?</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Coping Cards Can Help to Improve Your Mood and Support Your Recovery</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Key Messages</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Practice</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Review of Module</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Goodbye to Graduating Group Members</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Feedback</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
<tr>
<td>Looking Ahead to the Next Module</td>
<td>Yes    No</td>
<td>Easy    OK    Hard</td>
</tr>
</tbody>
</table>
RESOURCES FOR GROUP MEMBERS

ORGANIZATIONS THAT PROVIDE HELP FOR DEPRESSION AND DRINKING OR USING

Alcoholics Anonymous (AA)
1-800-923-9722

Depression and Bipolar Support Alliance (DBSA)
1-800-826-3632
www.dbsalliance.org

Narcotics Anonymous (NA)
www.na.org

National Alliance for the Mentally Ill (NAMI)
1-800-950-6264
www.nami.org

Project Return (wellness and support for people with mental illness)

Recovery Inc. (self-help program for mental health)
1-312-337-5661
www.recovery-inc.org
BOOKS AND VIDEOTAPES ABOUT DEPRESSION AND SUBSTANCE ABUSE

*Control Your Depression*
Authors: Peter M. Lewinsohn, Ricardo F. Muñoz, Mary A. Youngren, and Antonette M. Zeiss.

*Coping with Depression (videotape)*
Author: Mary Ellen Copeland

*Feeling Good: The New Mood Therapy*
Author: David D. Burns
Published by William Morrow, New York, New York, 1980.

*The Loneliness Workbook: A Guide to Developing and Maintaining Lasting Connections*
Author: Mary Ellen Copeland.

*Mind Over Mood: Change How You Feel by Changing the Way You Think*
Authors: Dennis Greenberger and Christine A. Padesky.
“When I feel like a situation is going to anger me, using tools that I’ve learned (such as “Catch It, Check It, Change It”) throughout the different modules, enabled me to handle the situation at hand in a more responsible and caring type of way.”

“I’ve learned how to open up. I learn that there is more than one way to look at things.”

“There is no such thing as a stupid question.”

“CBT has given me the tools I can use to change my life and be happy and healthy. I can become a responsible person who has freedom from fear. Before, I did not realize I had an option.”

“I have realized life isn’t what I perceived it to be as black and white; it can be truly beautiful and colorful...if you allow yourself to open up to a new way of life.”

“My thought process has changed by allowing me to decide what kind of mood or day I will be having.”

“The fear of change was removed through CBT, because I was provided with insight and tools that enabled me to change myself and how I interacted with others. It gave me the power of self-awareness.”

“I have learned through these classes the tools for a happier and productive life.”