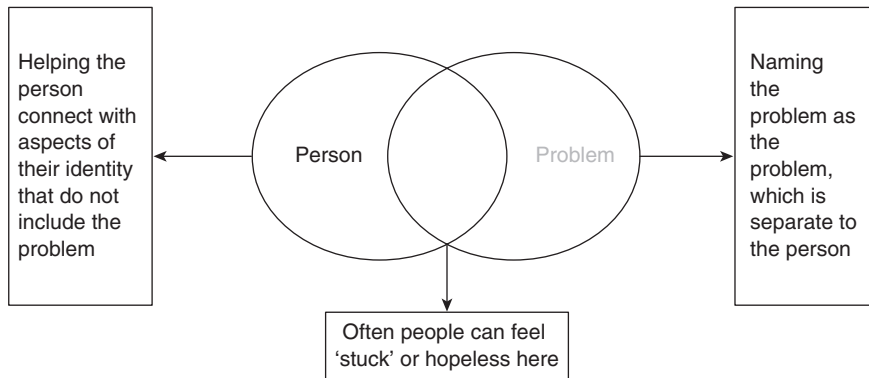


# Session 2

## IN THE SESSION ...

When introducing this session use Figure/Worksheet 2.1. The image aims to show that you will be trying to help the person 'pull the circles apart', i.e. separating the person from the problem.



**Figure 2.1** The Person and the Problem

## IN THE SESSION ...

Ask the person to show you this object and encourage them to describe it and tell you why they chose it and why it is important.

- Encourage the person to share any stories or memories that they may have related to the object.
- What does it say about them?

*(Continued)*

(Continued)

Key tips and things to consider for this exercise:

- What does the object tell you about what is important to the person?
- What does the object say about the person's interests?
- What does the object suggest about the values this person tries to live by?
- Describing the object is a really important step. You will potentially get to some unexpected conversations about what is important to the person, about who they are by the way they speak about the object and the characteristics of it which they choose to prioritise. Language really matters!



Don't worry if the person has forgotten to bring an object – why not ask them to draw it or describe it without naming it and you can try to guess what it is.

### IN THE SESSION ...

Ask the person to think of someone close to them. Remember that this can be absolutely anyone (pets included, as long as the person can be imaginative in what the pet 'would' say about them).

- Now ask what this person would say about them.
- Use Figure 2.2 to help.

### IN THE SESSION ...

To bring this exercise to an end, discuss with the person if these aspects of their identity could in any way be helpful to help them in their recovery.

'Why would this person choose that word/description of you?'

'Can you share any stories of how and why the person may describe you in this way?'

**Prompts to ask...**

'What do you think about their description of you?'

'Would anyone else you know describe you in this way? If so, why?'

**Figure 2.2** What would someone who is close to me, say about me?

### IN THE SESSION ...

Hand the person a blank piece of paper and ask them to:

- 'Draw me a picture of what the problem would look like if we could see it.'

### IN THE SESSION ...

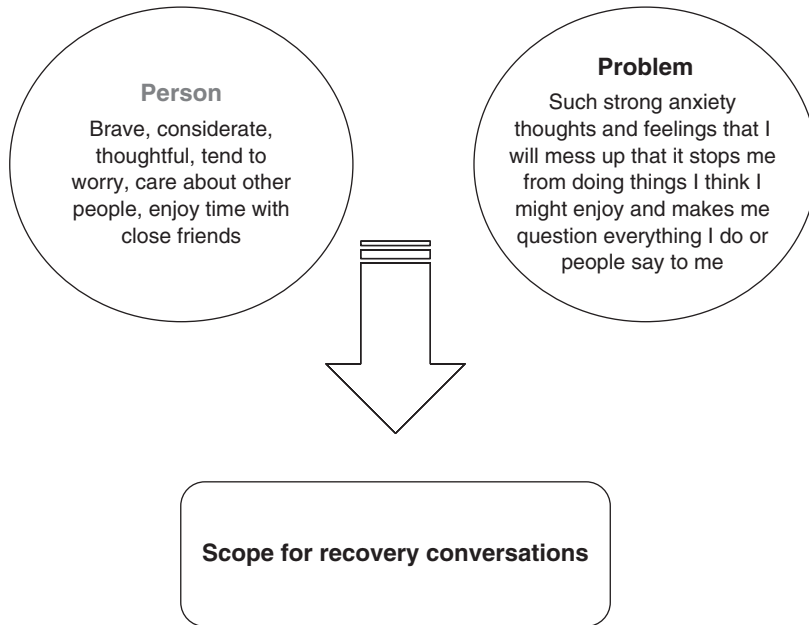
Hand the person a blank piece of paper and ask them to:

- 'Write down a few words of how you would describe the problem.'

### IN THE SESSION ...

Using Figure 2.3/Worksheet 2.2 Separating the person from the problem *invite the person to write/draw:*

- some key parts of their identity that they have discussed in the session in the circle on the left,
- followed by the problem in the circle on the right.
- Remember to highlight to the person that the gap between these two circles that they have been able to create allows scope for recovery to progress.



**Figure 2.3** Separating the person from the problem – an example

### IN THE SESSION ...

To end the session, ask the person to make a note of the important aspects of their identity (including values and characteristics) that have been discussed in the session today.