

# DRAMA-BASED WORKSHOP GUIDELINES "RESILIENT INSPIRATIONS"

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# **DRAMA-BASED WORKSHOP GUIDELINES**

## **"RESILIENT INSPIRATIONS"**





In the framework of the project ``Emotional Support for Adults using creative methods #ME REST``, the drama workshop based on the Resilience Framework is the last art therapy guidelines for increasing resilience and well being from a larger series. Adults and adult trainers who intend to work according to these international methodologies and techniques are invited to approach them in their original order for optimal results, respectively increased target group confidence, sense of identity, self-awareness and self-esteem and strengthened adult resilience to life's challenges.

## PREVIOUS WORKSHOPS

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The narrative-based workshop "My Resilience Story" elicited reflective stories about moments of daily experience which had challenged them during COVID and how they had responded to these challenges in a resilient way. Creative professionals together with psycho-social professionals supported participants in promote self-expression, in analyzing what they decided to mention and to leave-out in their stories and ultimately to identify the skills they were able to put in practice to adjust to the difficulties they were encountering. The narrative-based workshop "My Resilience Story" helps participants to re-read their stories and propose changes to their narratives making use of their creative writing skills and eliciting connection between their experiences and resilience-related skills.

The visual workshop "Expressing my Resilience" uses the prompts to the visual-art workshops taken from the stories collected in "My Resilience Story" activities and the resilience stories as starting points to accompany participants in visually expressing their lived experiences also their hopes and strengths. This workshop supports the development of skills such as: confidence, sense of identity, self-awareness and self-esteem, together with offering an opportunity to explore and express difficult feelings and development of creativity.

All 3 workshops have been developed and tested with representatives from the different target groups, especially vulnerable ones, and have as transversal dimension the Resilience Framework, so that participants to fulfill for each of them the specific learning outcomes highlighted for each of them.

A drama workshop based on the Resilience Framework (Copyright Hart, Blincow & Cameron) and a collection of podcasts aiming to promote resilience-related skills, such as flexibility, problem solving, coping and innovation abilities.

## OBJECTIVES

- Strengthen adult resilience to life's challenges by using other persons stories
- Provide solid resilience enhancing life models for other people
- Increase basic acting capacities related with voice (improving the clarity of their voice, vary the volume and tone of the voice to convey emotion and motivation, choose phrasing, breath effectively etc.)
- Cooperate and share experience

## TARGET GROUP

As most exposed to suffer severe distress or to risk social isolation as effect of the pandemic, the main target groups are:

- Older (65+)
- Disabled people
- People with mental health issues
- Health care professionals
- Ukranian refugees
- Family caregivers

## SPECIFIC LEARNING OUTCOMES

- self-esteem;
- self-confidence;
- internal locus of control;
- the capacity to respond to stressful events and thrive.

## TRAINERS

The workshop will be piloted in cooperation with representatives of the creative and psycho-social teams in each country

## MATERIALS

Telephone for recording/filming  
Computers

## DURATION

3 h per session

# I. INTRODUCTION: RESILIENCE FRAMEWORK

The Resilience Framework is based on Resilient Therapy (RT), the name given to the set of ideas and practices originally developed by Angie Hart and Derek Blincow, with help from Helen Thomas as part of the book ``Resilient Therapy: Working with Children and Families`` (Routledge, 2007). They took the resilience research evidence base and put it together with other sets of ideas gleaned from practice with very disadvantaged children and families in an NHS Child and Adolescent Mental Health Clinic. Alongside this, Angie's adoptive parenting knowledge went into the mix and, more recently, they have collected experiences from those we are working with in their Communities of Practice.

| Resilience Framework (Adults) – Copyright Hart, Blincow & Cameron (adapted from original) www.boingboing.org.uk |                               |   |  |   |   |
|---|-------------------------------|---|--|---|---|
|   | BASICS                        | BELONGING   | LEARNING   | COPING  | CORE SELF   |
| SPECIFIC APPROACHES   | Good enough housing           | Find somewhere to belong  | Make work & learning as successful as possible               | Understanding boundaries and keeping within them                        | Instil a sense of hope  |
|   | Enough money to live          | Help understand place in the world, & that others may face similar situations |  | Engage mentors  |   |
|   |                               | Tap into good influences (eg peer support)                                    | Identifying & solving problems (reduce self blame and guilt) |   | Promote understanding of others   |
|   | Being safe                    | Keep relationships going (eg educator /support partners/carers/family)        |  |   |   |
|   | Access & transport            | The more healthy relationships the better                                     | Help self-organisation                                       | Fostering their interests   |   |
|   |                               | Take what you can from relationships where there is some hope                 |  |   | Calming down & self-soothing (support reflection, not feeling overwhelmed by illness) |
|   | Healthy diet                  | Get together people the person can count on                                   | Highlight achievements                                       | Remember tomorrow is another day  |   |
|   | Exercise and fresh air        | Responsibilities & obligations  |  |   | Develop life skills   |
|   |                               | Enough sleep  | Focus on good times and places                               | Have a laugh  |   |
|   | Leisure & work occupations    | Make sense of where the person has come from                                  |  |   |   |
|   |                               | Predict a good experience of someone or something new                         |  |   |   |
|   | Make friends and mix          |   |  |   |   |
| NOBLE TRUTHS  |                               |   |  |   |   |
|   | ACCEPTING                     | CONSERVING  | COMMITMENT   | ENLISTING   |   |
|   | Interpersonal skills, empathy | Interpersonal skills, trust   | Ongoing support issues                                       | Self (eg not passive), family, friends, mental health professionals, GP |   |

SOURCE: [HTTPS://WWW.BOINGBOING.ORG.UK/RESILIENCE/DOWNLOAD-RESILIENCE-FRAMEWORK/](https://www.boingboing.org.uk/resilience/download-resilience-framework/)

THE ABOVE RESILIENCE FRAMEWORK WAS ADAPTED FOR ADULTS FROM A SIMPLER FORM, GRAPHICALLY DESIGNED TO BE EASILY ACCEPTED BY THE PARENTS OF DISABLE CHILDREN:





The Resilience Framework scheme can be worked out efficiently with a group in need using the brainstorming method, mind mapping, art therapy or drama-based methods, like in our case. The basics and belonging needs may be quite similar in different groups, however the learning, coping and core self needs may vary upon the characteristics of the target group or context.

For the purpose of our drama-based resilience inspiration workshop we can work on the Resilience Framework given above or recreate the workshop group own Resilience Framework according to the context, e.g. COVID, Ukraine war, etc, using the following blank framework.

| Resilience Framework (Oct 2012) – adapted from Hart & Blincow 2007 www.boingboing.org.uk |           |            |            |           |           |
|--|-----------|------------|------------|-----------|-----------|
|  | BASICS    | BELONGING  | LEARNING   | COPING    | CORE SELF |
| SPECIFIC APPROACHES  |           |            |            |           |           |
|  |           |            |            |           |           |
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|  |           |            |            |           |           |
| <b>NOBLE TRUTHS</b>  |           |            |            |           |           |
|  | ACCEPTING | CONSERVING | COMMITMENT | ENLISTING |           |

SOURCE: [HTTPS://WWW.BOINGBOING.ORG.UK/RESILIENCE/DOWNLOAD-RESILIENCE-FRAMEWORK/](https://www.boingboing.org.uk/resilience/download-resilience-framework/)

ADDITIONAL READINGS :

HART, A., BLINCOW, D., & THOMAS, H. (2007). RESILIENT THERAPY: WORKING WITH CHILDREN AND FAMILIES. ROUTLEDGE/TAYLOR & FRANCIS GROUP



Photo by Taneli Lahtinen on Unsplash



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## II. THE COLLECTION OF RESILIENCE INSPIRATION PODCASTS

The resilience stories collected during the R1 workshops will be turned into podcasts using one of the 3 free software:

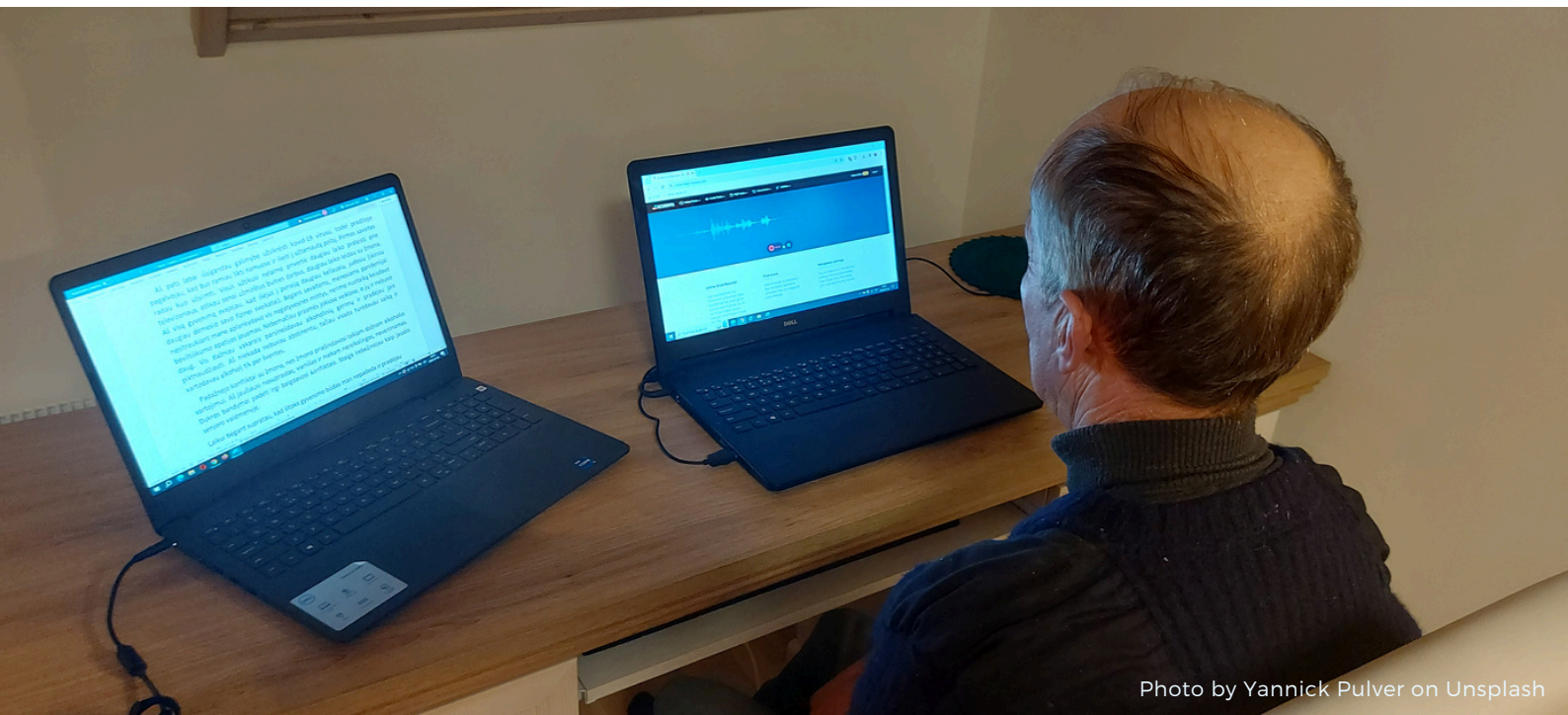
- MagicMic Voice Maker
- Veed.IO
- VoiceMaker

And uploaded on YouTube, while links will be collected in the present guidelines. A sort presentation of each story or key words will be needed in order to make their selection easier during the workshops.

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## III. GUIDELINES FOR USING THE PODCASTS INTO A DRAMA-BASED WORKSHOP TO PROMOTE RESILIENCE-RELATED SKILLS, SUCH AS FLEXIBILITY, PROBLEM SOLVING, COPING AND INNOVATION ABILITIES.

Each partner elaborate a workshop scenario in which at least one of the podcast collection to be used



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# WORKSHOP PROPOSAL

## INTRODUCTORY ACTIVITY

Participants introduce their name and 2-3 characteristics they consider important about themselves.

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## MAIN ACTIVITY

Short descriptions and key words of the podcasts are available on a table. Participants are asked to study them carefully and choose each of them 3 stories. They are asked to listen to them individually using headphones.

The facilitator splits the participants into groups of 3 among which participants will have the following role: narrator, TV/radio reporter, observer.

The narrator will tell his resilience story during COVID bringing into discussion the 3 other stories he/she chose: what did he/she made different, what he/she liked or disliked in the three models of resilience, what characteristics does he/she have in common with the persons in the stories, what aspects in the Resilience Framework did he/she rely on during COVID period or would change for the future.

The TV/radio reporter will ask questions to clarify the most important aspects that can be inspirational for resilience gaining or resilience-related skills (flexibility, problem solving, coping and innovation abilities) for the audience.

The observer films or records the interview. At the end it brings personal observations: was the discussion really inspirational, in what sense, what has he/she personally learnt in terms of resilience.

Participants are asked to change groups and roles 3 times, so that each participant to play each role.



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## FINAL ACTIVITY

Participants share their feelings about the experience – how easy/difficult had been to talk about these difficult moments, what was important for them during the workshop, in what way it increased their resilience, if being listened made any change, if the attitude of the listener made any difference, if being recorded makes any difference in the way they expressed their thoughts and feelings.

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## AFTER THE WORKSHOP

The produced podcasts or films are gathered in a new collection which will be made accessible via the project website: [www.merestproject.eu](http://www.merestproject.eu) and the project youtube channel: <https://www.youtube.com/@MeRestProject>. Trainers are invited to join and post their own stories, records, podcasts.

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# WORKSHOP EVALUATION

Organisations, facilitators, trainers or adult users who plan to replicate this drama based workshop may also make use of the evaluation survey we applied during the project implementation.

Please rate the following statements on a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree.

- 1.The drama workshop effectively engaged me in activities that allowed me to share my resilience-related skills.  
 1  2  3  4  5
- 2.After listening to other persons stories during the drama workshop, I feel strengthen my resilience to life's challenges.  
 1  2  3  4  5
- 3.The drama workshop enhanced my ability to provide solid resilience enhancing life models for other people.  
 1  2  3  4  5
- 4.The drama workshop increases basic acting capacities related with voice.  
 1  2  3  4  5
- 5.Overall, I found the drama workshop to be valuable in improving my abilities of cooperation.  
 1  2  3  4  5
- 6.The podcast development and recording were engaging and kept my interest.  
 1  2  3  4  5
- 7.I have learned new ways to share my experience from the podcast development and recording.  
 1  2  3  4  5
- 8.The podcast development and recording encouraged me to think more innovatively and creatively. [  
 1  2  3  4  5
- 9.The facilitators were knowledgeable and supportive during the drama workshop.  
 1  2  3  4  5
- 10.What did you like most about the drama workshop?
- 11.What did you like less about the drama workshop?
- 12.Is there anything you think could be improved in the drama workshop?
- 13.Do you have any other comments or suggestions about the drama workshop or the podcast collection that you would like to share?



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# MORE ABOUT PROJECT:

[WWW.MERESTPROJECT.EU](http://WWW.MERESTPROJECT.EU)

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