

Instruction for the online workshop

Creative Arts Therapy Role Process with Bereaved Adults Bracha Azoulay, IO4 Haifa

- Each member is asked to prepare white papers (A4), a pen, colored pens, plasticine, and art supply

A. WARM-UP 25 min for 2 parts

- ✓ **Welcome**
- ✓ **Topic, goals, and rules of the workshop**
- ✓ **Warm-up**

- Important to think about – will be sent to the students prior to starting each workshop:
- Please explain to the participants:
“We are welcoming you to the workshop. We will spend three academic hours together. The workshop will be experiential. Please consider this experience as part of your training. In that sense, we will experience various techniques here, in order to study and practice them. The techniques are based on your personal experiences relating to grief and loss. However, we will not be able to process those experiences during this workshop, but only to share them for the sake of academic and practical learning. Thus, we truly recommend sharing and working with loss and grief experiences that happened in the distance circle relationship and not in the close circle of family and friends. We ask that you share your experiences and emotions ONLY to the extent that you feel comfortable doing so. You don't need to share or practice the techniques if you don't feel comfortable.”

Part 1 - Topic Associations

This workshop's topic is: **Creative Arts Therapy – Role Process with Bereaved Adults**

Please close your eyes and think about this topic

- what does it mean to you?
- how are you connecting to it?
- Do you have a thought or a person in mind?
- What death means to you? How do you function in complicated time?
- How can you talk about sensitive issue in a workshop?
- What is your role/behavior that support you in complicated time? and
- what is your role/behavior that disturb your functioning in complicated time?

Please write to yourself what comes to mind...

Part 2 – “A representative Object”

“A representative object” – Please look around in your room/house for an object that is representing your feeling / your state of mind /your thought about the workshop's topic...

Each member will show the object and will describe how it represents her (using her name).

Example: My name is Dina. This object (say the name of the object) is representing Dina by... in a way ...

B. MAIN ACTION **Total 6 parts: 90 min**

Roles Atom - Hindering Role and Supportive Role

Part 1 – Roles Atom – Hindering and Supportive Role

Each member by herself 15 min

Think about your various roles (patterns, behaviors, traits) in your belonging circles (nuclear family, extended family, parents, spouse/partner, friends, community, work, school, neighborhood, self, etc.)

(A role can be a behavior, a pattern, part in me, a trait. Such as: the listener, caretaker, avoidance, anger, obsessiveness, criticism, etc.) Describe the role as a part that you are dealing with (externalization process).

1. Take a sheet of blank A4 paper and make a shape that symbolizes each one of these roles. Think about the place of each role in your life (center, margin) and its distance from the other roles, its size and color.
2. Think about the roles that were expressed with _____ (the deceased), or in time of crises/ complicated times.
3. Choose two roles: one that is hindering/disturbing you and one that is supporting/promoting your functioning. Write a paragraph about how these roles were/are expressed in complicated time.

Example from the PPP: Roles Atom



Part 2: Zoom Breakout Rooms – couples 20 min - 10 for each partner

Roles Atom

Roles Interview

1. Share with each other your Roles Atom and the 2 roles that took place in your relationship with the deceased (or in complicated time / crises)
2. **Hindering and supportive Role Interview** – Interview your partner about each one of the roles separately.
Interview each other: (the conductor should send the questions for the interview)

by mail, or in the zoom chat or ask them to copy from share screen prior to breakout rooms):

‘We will now start a process to get to know the hindering and supportive roles that you are dealing with...’

- In time of grief and pain (or in complicated time / times of crises), what would you consider to be the role that **hinders or disturbs** you the most and what would you consider to be your most **positive supportive/promoting** role?
Now interview your partner about each one of the roles separately:
- How is it expressed?
- When and where does it appear?
- With whom does it appear?
- Why and What triggers its appearance?
- How long have you had this role (when did it appear the first time)?
- How does it affect you in time of grief / complicated time?
- Who is familiar with this role? (was the deceased familiar with it?) What would s/he say to you about it?
- Ask your partner/member: how does she feel in the relationship with the hindering role and how the supportive role helps in time of grief and pain.

Switch with your partner – Now he will interview you

Part 3: Getting back to full Zoom 10 min
Sharing

Sharing experiences from the breakout rooms

BREAK - 30 minutes

Part 4: Role images – Creative Arts Therapy 15 min

Each member by herself

Hindering and supportive Roles - Image Description:

- Think about a representation of each role (an image that has a shape and can be tangible and created)
Example: Hindering role - “A black bubble”, supportive role – “yellow hearth”
- Write a **title for each image**.
Example: “Closed black bubble”
- Add an **adjective or an action** word to each title.
Example: “Closed Black Bubble with Good Sides Inside”
- Describe the relationship between the **images**.

Image Making:

On a sheet of separate paper – make an artistic rendering of **each image** (using drawing, clay, plasticine, art materials or natural materials, photos, etc.)

What does each **image tell you** (Key sentences)?

Think about the relationship between the images, how far they are from each other? Can they function together at the same time?

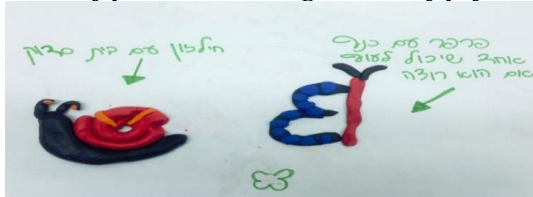
What can be the title of the **images’ relationship / story**?

Example from the PPP

“Closed Black Bubble with Good Sides Inside.”



“Butterfly with One Wing that can fly if She Wants.”



Part 5: Breakout rooms - Sharing in couples 10 min – 5 min for each

My relationship with the images

Each group member presents her images on the zoom window and tells the images titles, the images relationship title, and how it affects her in times to grief/crisis/complicated time.

Part 6: Getting back to full Zoom 20 min Protagonist volunteer – Psychodrama Double work

Ask for a **volunteer (protagonist)** to show and describe more in depth her roles/images, the relationships between them, etc. (everyone will close their video).

Ask the group to think about an internal thought / **double** (elaborate on what is a double in psychodrama). Each Double will open video and close when he is done being the double, the protagonist will say in her words what she accepts in her precise words, and so on... After several doubles, the protagonist will share how she feels, what she takes from it, etc.

Sharing Process (all students are back with videos)

C. CLOSURE 20 min

1. Ask each member in the group to think about a **meaningful statement/insight** they are taking from this process regarding **their roles in time of grief and pain / crisis** / complicated time (can be something they say to the role image) and ask them to **write it** in the chatting room to everyone or in the zoom blackboard. Reminded them to look at the statements they wrote at the beginning of the workshop and see if there are any connections.
2. Ask all members to **read the statements** and think about a **personal strength** (one word or sentence) that comes to mind that they can take from this process – each one will say the word/sentence (or write it on the blackboard).

Thank you for participating!