

DISCOVERY™ CARDS

Quick Start Guide

Create engaging learning experiences through self-discovery

QUICK START GUIDE

- Discovery Cards Overview
- Activity Instructions & Worksheet
- Coaching Tips



"Self-discovery guides choice.
Choice drives change."

—Tom Karl

Objectives for Programs:

Create engaging learning experiences through self-discovery

Objectives for Individuals:

Spark meaningful conversations that inspire self-discovery, connection, choice, action, and change for individuals in recovery and their families

- **Self-discovery** — the act or process of acquiring insight or knowledge about one's character, abilities, feelings, motives, needs, and aspirations
- **Connection** — the relationship with others or a spiritual higher power; sharing with, serving, and helping others
- **Choice** — the ability to thoughtfully select or decide and commit when faced with options or multiple possibilities
- **Action** — the process or steps taken to achieve an aim or goal
- **Change** — the act to shift, transform, or become different in nature

We encourage you to share your learnings and successes with our R1 User Community at **R1LEARNING.COM**

Acknowledgments

R1 expresses our deepest gratitude to Pamela Harley and Geoff Wilson for their editorial contribution in the development of the Discovery Cards and Facilitator Guides. Without their help, intellectual capital, and collaborative support this would not have been possible.

R1 also expresses our deepest gratitude to the extremely talented, artistic, and organized Corinne Karl, whose simple, colorful, engaging, and absolutely amazing design will help us engage and positively impact thousands of people over time.

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DISCOVERYCARDS™

Welcome to the Discovery Cards



Objectives

- Increase engagement — provide an engaging, hands-on, and interactive experience that sparks meaningful conversations
- Build a shared vocabulary for individuals in recovery, family members, counselors, peer recovery support providers, and other key stakeholders
- Deliver a turnkey, structured, activity-based learning experience
- Use leading or evidence-based theories and models for practical application in learning
- Enhance (not replace) existing curriculum — fill gaps
- Increase knowledge, skills, and effectiveness of clinicians, counselors, and peer recovery support personnel at all levels of experience and training
- Provide consistent delivery of training and services across the organization

Potential Uses

- Life skills, behavioral health, and substance use disorder/ addiction education
- 1-on-1 and group counseling
- Education, psychoeducation, group exercises, and break-the-ice sessions
- Participant program packets and take-home tools
- Homework or pre-work assignments
- Residential and outpatient treatment
- Counselor, technical staff, and peer recovery support staff training
- Clinical supervision and skills-training exercises
- Family education and counseling programs
- Program alumni and reunion events
- Donor or sponsor engagement
- Marketing or special events

DISCOVERY CARDS™

Find Yourself & Change Your Life™

Welcome to the Discovery Cards™

Self-discovery — the act or process of acquiring insight or knowledge about oneself — is essential for growth. We've designed the Discovery Cards to encourage self-discovery. The Discovery Cards will help individuals gain important personal insights and confirm what they are already thinking or feeling. **Our goal is for individuals to use these insights to guide their choices, move toward healthier behaviors, and build a meaningful life.**

The Discovery Cards leverage the hands-on and interactive qualities of playing cards. Connecting with others and sharing experiences are foundational to change. The Discovery Cards, because of their tactile and socially interactive nature, immediately engage people and encourage full participation from the start. The cards also help build a shared vocabulary, giving individuals the words they need to share about their own experiences and spark meaningful conversations with you, family and friends, and others in their lives. We've worked hard to keep the Discovery Cards simple, structured, and activity based.

Each Discovery Card topic has a foundation in evidence-based interventions or leading behavioral health theories and models. We've broken down these theories, models, and behaviors into a simple, practical form, so that individuals at all levels of education can benefit from the engaging learning experience the cards create. We have also incorporated key learning principles designed to drive engagement and participation.

The Quick Start Guide includes everything you need to be successful with the Discovery Cards — we have focused on what you need to get started and facilitate an activity. We also offer Group Kits for each Discovery Cards topic. When working with a group, make sure that each person has their own deck. The Discovery Cards are most effective when each individual has access to a full deck of cards so they can sort cards based on their own experience and build their own personalized profile based on the model categories.

For each Discovery Cards deck, you'll find card maps ("What's in the Deck") and activity worksheets at R1LEARNING.COM / RESOURCES. Please visit the website and review all of the resources available to you there. We also encourage you to give us your feedback and share lessons learned, success stories, and creative ways you have used the cards so that we can share with the broader R1 User Community.

Most important, thank you for your service and dedication — for the work you do and the people you help. Together we have an opportunity to meaningfully reach individuals, lead them to self-discovery, and inspire them to make healthy choices that improve their own lives, as well as the lives of their family and friends around them — and change their lives forever.

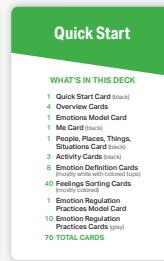
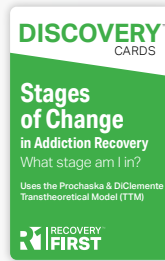


Quick Start

What's in the Deck — Example

Overview Cards

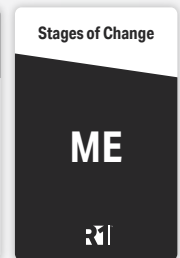
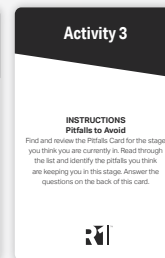
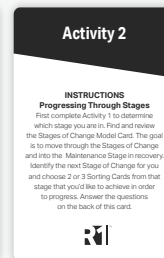
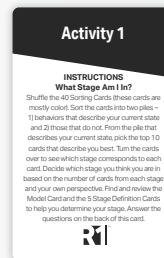
Topic Overview Card
Quick Start Card
Model Card
Expert Card
R1 Card



Go to **R1LEARNING.COM/RESOURCES** and select "What's in the Deck" for the Discovery Card deck you want to use. Stages of Change is used here only as an example.

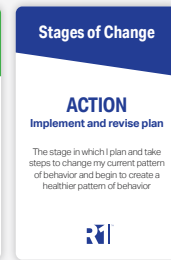
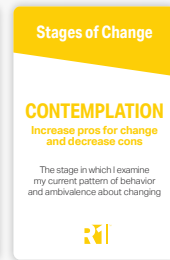
Activity Cards

Me Card
Activity instructions and questions to explore



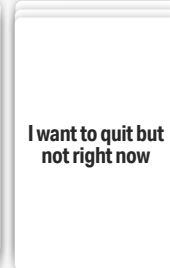
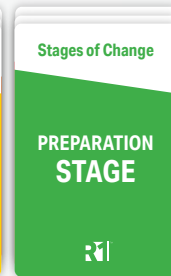
Definition Cards

Color-coded cards that define each category of the model



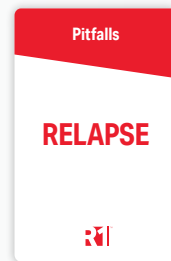
Sorting Cards

40+ color-coded cards used by an individual to sort and create a personalized profile based on model categories



Other Cards

Additional cards custom to each deck that further explore the topic



Discovery Cards Quick Start Instructions

1

Grab the Discovery Cards deck you want to use.
(If you have not already purchased the deck, visit the R1 Store at R1LEARNING.COM.)



2

Go to R1LEARNING.COM / RESOURCES and select
"What's in the Deck" for the Discovery Card deck
you want to use.



3

Take the cards out of the Discovery Cards box and
orient yourself to the types of cards using the
What's in the Deck overview.



4

Download the Activity 1 worksheet for that deck located
under R1LEARNING.COM / RESOURCES. If you do not
have access to the Internet or a printer, copy the generic
Activity Worksheet located on page 7 of this guide.



5

Read both the Activity 1 instructions card located in the
deck and the generic activity instructions located on
page 6 of this guide.



6

Facilitate a 1-on-1 session. If you are working with a group,
make sure that each individual in the group has their own
deck so they can build their own personalized profile based
on the model categories. Visit the R1 Store at R1LEARNING.
COM to learn more about our Group Kits.



7

Select another Discovery Cards deck and repeat
Steps 1–6.



Time: 50 minutes

Activity Materials:

- Discovery Cards deck — 1 deck per person
- Activity Worksheet — Print the Activity 1 Worksheet from R1LEARNING.COM / RESOURCES for the deck you've selected or use the generic Activity Worksheet on page 7
- Pencil or pen

Don't forget! Groups are more effective when each group member has their own deck.

Learning Objectives

Individual in Recovery

- Learn about the Model
- Self-discovery — build your own personalized profile based on the color-coded model categories
- Summarize your major learnings from this activity

Facilitator Goals

- Use behavior motivational interviewing techniques to move individuals to healthy behaviors
- Use the Coaching Tips on pages 12-17 to support you

Activity Agenda	50 minutes
1. Introduce activity — review agenda and learning objectives	5 minutes
2. Facilitate card activity — see Coaching Tips	10 minutes
3. Facilitate Discussion 1 — See page 8	10 minutes
4. Complete Activity Worksheet	10 minutes
5. Facilitate Discussion 2 — See page 9	10 minutes
6. Summarize learnings	5 minutes

Instructions

Facilitate the discussion by reading the Activity 1 instructions from the Activity Cards in the deck you've chosen. A generic set of instructions are below.

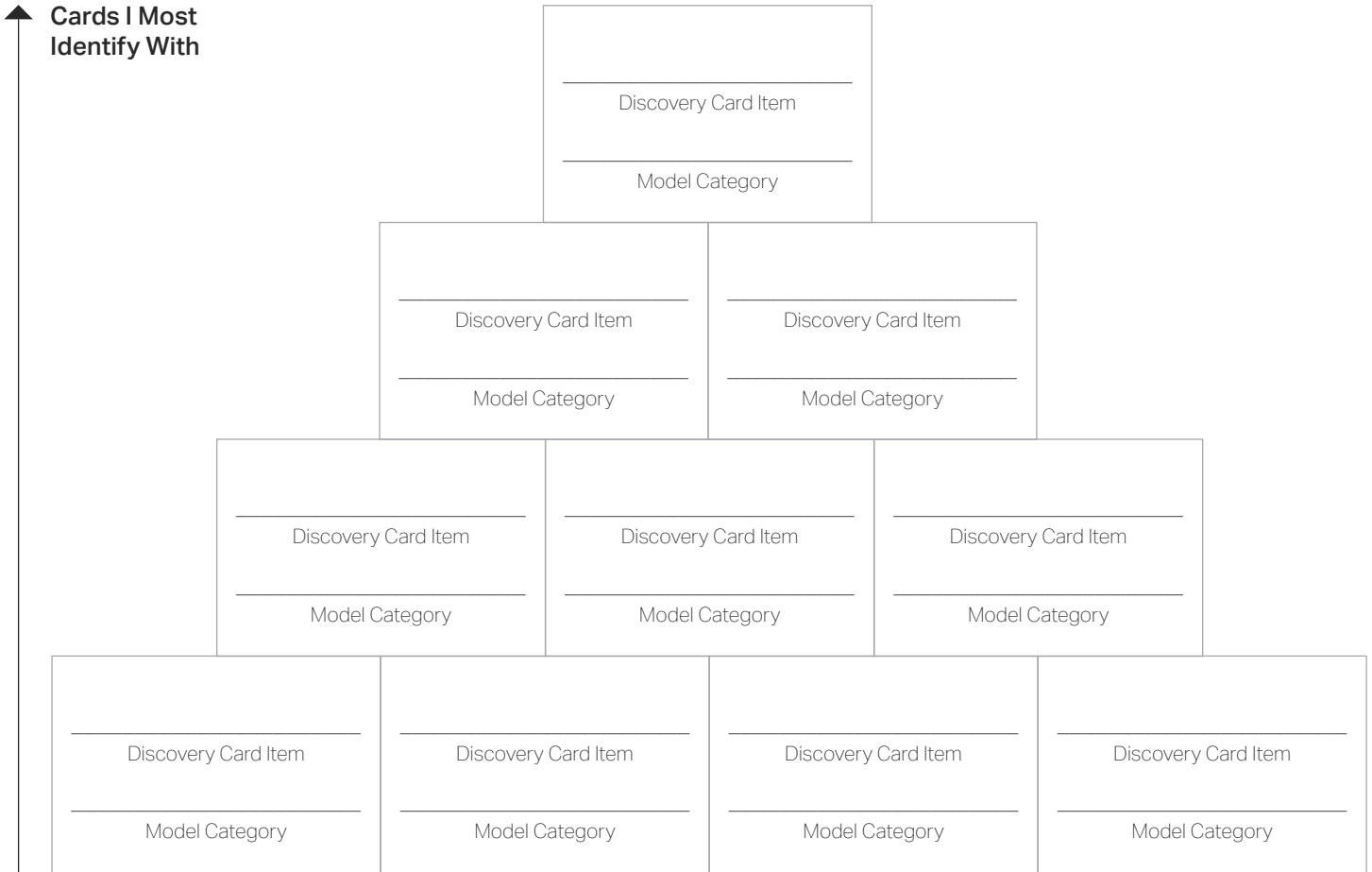
(Italics indicates read-aloud instructions)

1. Facilitate the Discovery Cards activity by reading the following directions:
 - *Shuffle the Sorting Cards (these cards are mostly color).*
 - *Sort the cards into two piles: 1) cards that resonate with you 2) cards that don't resonate with you*
 - *Using pile 1, pick up to 10 cards that resonate with you most strongly and build a card pyramid with your cards you most identify with up top (see The Card Pyramid example on next page).*
 - *Find and review the Model Card and Definition Card.*
[Introduce and discuss the Model.]
 - *Turn the cards over to see which Model Category corresponds to each card.*
 - *Complete the Activity Worksheet.*
2. Facilitate discussion using the Questions to Explore on the Activity Worksheet.
3. Summarize action commitments and major learnings from this activity. Share their major learnings.

Activity: Build My Personal Profile

Visit [R1LEARNING.COM / RESOURCES](http://R1LEARNING.COM/RESOURCES) to download printable Activity Worksheets.

Complete the table below with up to 10 activity cards you identified from the card activity. The Discovery Card item is on the front of the card. The Model Category is color coded on the back of the card.



Complete the table below:

Model Categories with the Most Cards	Number of Cards in Each	Insights
1		
2		
3		

Questions to Explore

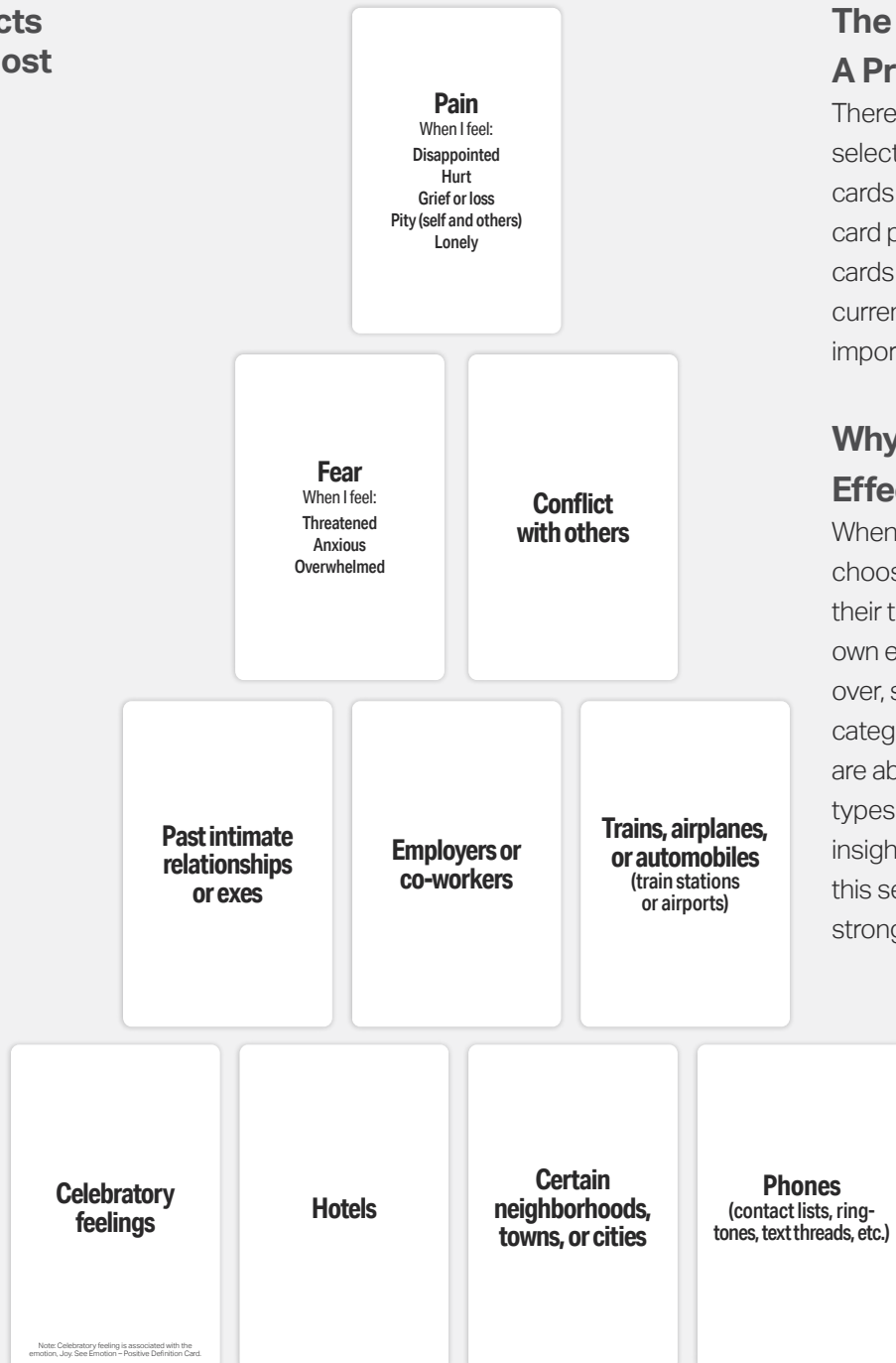
- As you review the cards in your pyramid, do they makes sense given your own experience? Why?
- As you look at your profile based the model categories that have the most cards in your card pyramid, does this makes sense to you? What's your major learning?

The Card Pyramid

Build a Personal Profile

Discussion 1 — What cards did you pick and why? Insights?

Affects
Me Most



The Card Pyramid — A Process for Self-Assessment

There are lots of ways for individuals to select, prioritize, and lay down their top 10 cards on the table or floor. One method is the card pyramid. Instruct participants to place cards with behaviors that best describe their current situation at the top, descending in importance as they move down the pyramid.

Why the Discovery Cards Are an Effective Self-Assessment Tool

When building a card pyramid, individuals choose and prioritize cards representing their thinking, feelings, or behaviors from their own experiences. When they turn the cards over, showing the color-coded model categories that align with their triggers, they are able to gain a better understanding of the types of triggers that affect them most. Such insights, especially when generated through this self-discovery process, can provide a strong motivation for change.

Discussion Opportunity

Have individuals share a few of their cards — why they picked them and how the cards relate to their own experience.

The Power of the Discovery Cards

The Card Pyramid example on pages 8 and 9 uses the Relapse Triggers Discovery Cards deck to show the power of the Discovery Cards as a self-assessment tool, allowing users to build a personal profile that aligns with leading behavioral health models.

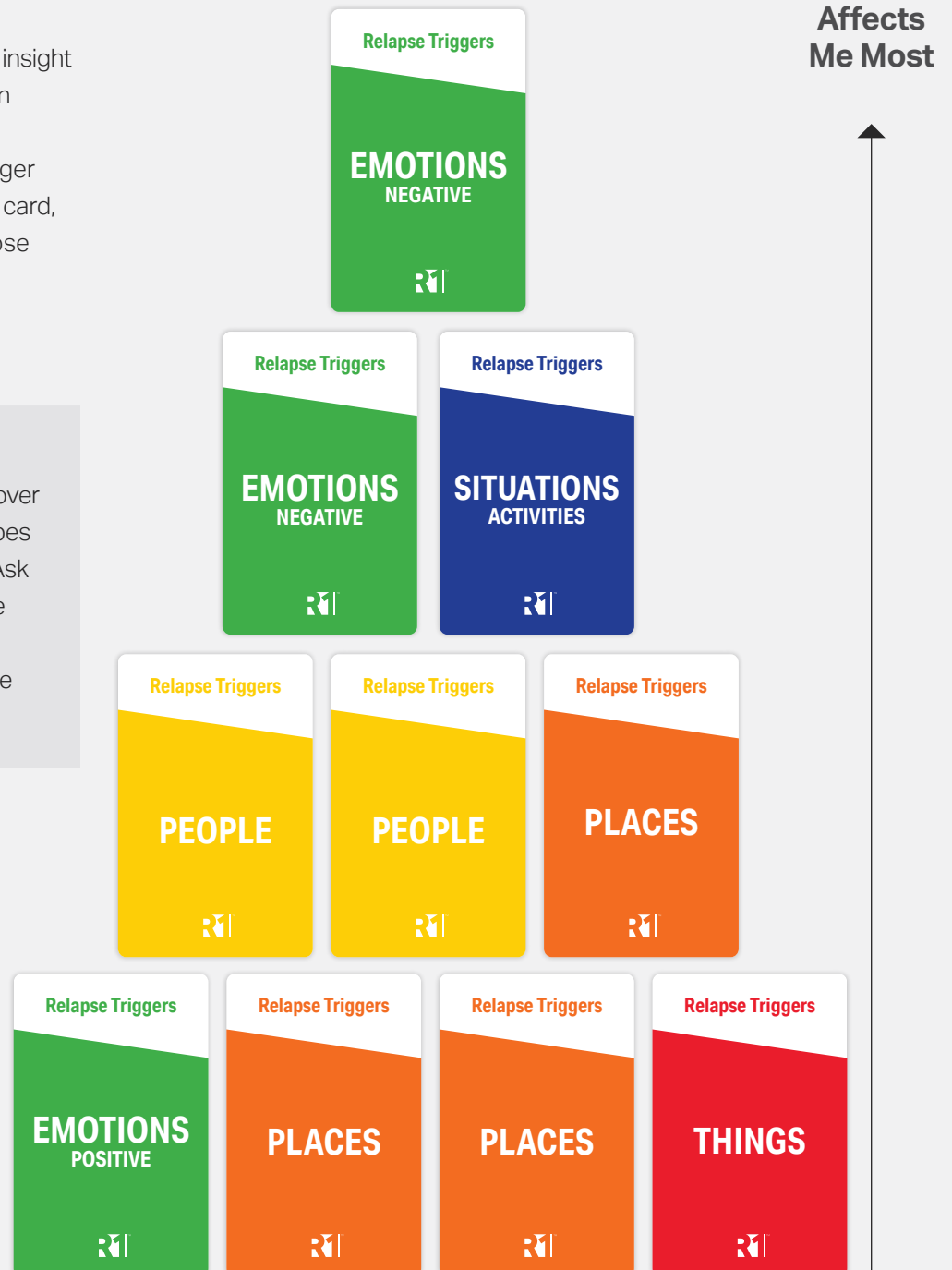
Discussion 2 — Where are you in the model? Insights?

Key Insights

Learning one's own triggers is a key insight possible with the Discovery Cards. In Activity 1, participants will turn the cards over to see which relapse trigger type corresponds to each selected card, helping them determine which relapse trigger types affect them most.

Insight Opportunity

Have participants turn their cards over to help them understand which types of relapse triggers to look out for. Ask participants to share which relapse trigger types are most common in their pyramid and if this is a surprise to them.



DISCOVERYCARDS™

Learning Theory — The R1 Approach



Why Cards?

Active Learning

Cards increase:

- Engagement
- Participation
- Focus — attention focused on one concept at a time
- Comprehension
- Long-term retention
- Ownership — choosing and holding a physical card connects concept to self
- Satisfaction

Group Dynamics

Cards:

- Give words to people who struggle with how to share their thoughts and feelings
- Pull people out of the shadows and into the discussion
- Provide a format for group members to engage with others — “show me your cards” or “say more about that card”
- Level the playing field — give group members an equal voice

Reusability

Cards decks tend to be:

- Reused and played with again by individual when taken home after treatment or recovery program
- Used and played with by family, friends, and others
- Kept on desk at home versus thrown away or put in drawer
- Cost-effective — used again and again in multiple settings

Why Models and Taxonomies?

Expressing Concepts Simply

Models or graphic organizers are visual symbols used to express knowledge, concepts, thoughts, or ideas, and the relationships between them. The main purpose of a model is to provide a visual aid to facilitate learning and instruction. Two types that we use include:

- **Contextual or ontological model:** A set of concepts and categories in a subject area or domain that show their properties and the relationships between them
- **Process models:** A series of actions or steps taken in order to achieve a particular end

Many of our topics categorize the information into color-coded categories to improve the learner’s ability to understand and relate to the content presented. This enables individuals to more quickly process the information, apply it to their own experience, discuss it with others, and take action based on their understanding.

Building a Common Vocabulary

A primary purpose of the Discovery Cards is to build a common vocabulary for individuals in recovery and their families. The theories of addiction are new to many. Like other subjects, we need to first learn the basics before we can take action — building a vocabulary is the first step.

- **Vocabulary:** A body of words in a particular language, branch of knowledge, or field of study
- **Taxonomy:** A body of words organized into groups or categories

As people learn more, their vocabularies expand and grow, enabling greater understanding and improving their ability to communicate with others. The better individuals can describe what’s going on with them — to family, friends, and counselors — the sooner they can take action and move forward in their recovery. The Discovery Cards create not only a shared vocabulary, but also a taxonomy to help maximize learning.

The Result

Models and taxonomies improve learning performance in the following areas:

- **Engagement** — Individuals participate more intently in their own learning and take ownership of the outcomes of their learning experience.
- **Reading comprehension** — The use of models and graphic organizers helps to improve the reading comprehension of learners.
- **Retention** — Individuals remember information better and can better recall it when it is represented and learned both visually and verbally.
- **Achievement** — Individuals with and without learning disabilities improve achievement across content areas and grade levels.
- **Thinking and learning skills; critical thinking** — When individuals use a graphic organizer their higher-order thinking and critical thinking skills are enhanced.

Maximizing Learning — Designed for Different Learning Styles

Learning styles are the way that individuals absorb, process, comprehend, and retain information. The Discovery Cards and activities have been designed to address a full range of learning styles and settings:

LEARNING STYLES	HOW	USE IN DISCOVERY CARDS	BENEFITS
Visual	Learn by seeing	Models, colors, images, graphic design	Increased: <ul style="list-style-type: none"> ▪ Engagement ▪ Participation ▪ Interaction/Connection ▪ Learning Comprehension ▪ Learning Retention ▪ Critical Thinking/ Problem-Solving ▪ Achievement
Auditory	Learn by hearing — sound	Listening to others, model overview	
Verbal	Learn through words — speaking, writing, typing	Sharing with others, completing Activity Worksheets	
Physical (Kinesthetic/Tactile)	Learn by doing, moving, or touching	Shuffling, holding, making piles, turning cards over	
Logical (Mathematical)	Learn through reasoning or problem-solving	Sorting, choosing, prioritizing cards — connecting to self	

Learning Settings: Social (Group Learning) and Solitary (Self-Study)

DISCOVERYCARDS™

Coaching Tips



Useful in a Variety of Settings

PRACTICAL USES

Individual Sessions

The Discovery Cards can be used in individual sessions with a counselor, peer support service provider, or another person in recovery.

Group Sessions

The Discovery Cards create a dynamic, engaging, and interactive learning environment. Discovery Card activities and worksheets plus ample time for group discussion and action planning easily fit within a 50-minute session.

Remember... when working with a group, make sure that each person has their own deck. The Discovery Cards are most effective when each individual has access to a full deck of cards so they can sort cards based on their own experience and build their own personalized profile based on the model categories.

Pre-work or Homework Assignments

Prior to Group or 1-on-1 Sessions

The Discovery Card activities work well as pre-work assignments prior to in-person or even virtual sessions. Have individuals, pairs, or small groups work through activities prior to your group session, and then use the group time for debriefing Activity Worksheets, group discussions, and action planning.

TIPS

- Review the activities at the back of this Guide and decide which activity you want to conduct.
- Review the activity on page 6 of this Guide. Spend a few minutes reviewing the instructions. (You can also develop your own activities.)
- Discuss Questions to Explore together
- Encourage group members to participate fully:
 - Share — their own experiences
 - Listen — deeply and intently to others
 - Ask questions — be conversational
 - Summarize learnings and action steps

- Review the activity on page 6 of this Guide.
- Make sure you have enough card decks and Activity Worksheets — each participant should have their own deck and worksheet.
- Choose the Questions to Explore you'd like the group to focus on. Add other questions that you think will add value to the discussion.
- Encourage group members to participate fully:
 - Share — their own experiences
 - Listen — deeply and intently to others
 - Ask questions — be conversational
 - Summarize learnings and action steps

- Be clear and specific with your activity assignment.
- Give sufficient time to complete the assigned activities.
- Be available to answer questions.
- Debrief the individual activities with the group — individuals will look forward to sharing their learning in the larger group. Allow for time to do this — don't let them down.

DISCOVERYCARDS™

Coaching Tips



Meeting Ground Rules: Create a Safe Environment for Learning

- **Confidentiality** — Be respectful of keeping each individual's information private and confidential. What you say and hear, stays here.
- **Anonymity** — Honor each individual's need to keep their identity private.
- **Inclusion** — Encourage and provide opportunity for everyone to participate fully.
- **Respect** — Be respectful of others' ideas, situations, and emotions. Don't judge or criticize.
- **Physical safety** — Physical threats are unacceptable and require immediate attention.
- **Emotional safety** — Confront the challenge, issue, or problem — not the person. Verbal threats or rude comments are unacceptable.
- **Openness** — Be present, listen, and share with an open mind.
- **Substance-free** — Maintain a substance-free environment to promote full participation and increased learning.

Maximizing Recovery Groups

- **Manage the group setting** — Start on time, end on time, and provide clear instructions for assignments and activities.
- **Communicate with care** — Offer a framework or ground rules to govern communications within the group.
- **Share with others** — Encourage and draw out individuals so that they can share what's really going on with them. Share your own experiences and provide real-life examples.
- **Listen to others** — Lean in and intently listen to others with both your mind and body language.
- **Ask questions** — Ask open-ended questions that require details and examples of others' story or experience.
- **Give feedback** — Offer perspective from your own experience.

Using Cards in Learning Settings

- **Have fun!** Cards are fun. Let people enjoy them.
- **Honor diverse approaches.** Acknowledge people's unique styles when working with cards. Note that many people shuffle differently, hold cards differently, put cards in piles in different formations, and have a different process for narrowing their top card choices.
- **Highlight the symbolism of using cards:**
 - **Shuffling cards** — Being open to changing the deck as a symbol of one's circumstances. Breaking up the status quo.
 - **Sorting cards** — Mixing things up and allowing change to occur.
 - **Picking cards** — The act of choice or commitment to choices.
 - **Prioritizing cards** — Choosing or deciding what's important for oneself.
 - **Holding onto cards** — Could be an indication of commitment to action or resistance to change.
 - **Discarding cards** — Letting go or getting rid of unwanted behaviors.
 - **Turning over cards** — Self-discovery. Learning something new.
 - **Showing or sharing cards** — A sign of openness or honesty about one's choices.
 - **Protecting cards** — Not giving them up; a sign of self-will or lack of openness.
- **Get feedback from the group about the use of cards.** Ask the group what it was like using the cards for the activity. Ask individuals to share their thoughts and insights.
- **Manage the cards.** It is important to provide clear instructions and to manage activities using the cards. It is also important to manage the cards themselves when not in use — keep them together and in a safe place. See Discovery Cards Management coaching tips.

DISCOVERYCARDS™

Coaching Tips



Discovery Cards Management

- Provide clear and specific instructions for activities using the cards. Keep a card deck on hand so you can show examples of actual cards when reviewing instructions. It can be easier to show cards than to try to describe them.
- Use the Discovery Cards “What’s in the Deck” to help you explain what types of cards are in the deck and which cards you will be using for the activity. Make sure that participants find and use the correct cards for each activity.
- Use the card box to help manage cards. Have participants put cards they are not using or are finished with back in the box. This will keep the tables or floor space clear so that participants can focus on the activity at hand and the group discussion.
- Observe what participants are doing and provide coaching if they are stuck or having other problems.
- Check in with participants regularly during sorting or selecting activities to ensure that each individual understands the instructions and is completing the activity as instructed.
- Give participants enough time to complete each part of the activity. Again, check in to see if anyone has questions or needs help.
- Get help. Seek out group members who can help you make sure everyone is on track. If someone is struggling, ask someone nearby to help them. For larger groups with multiple tables, ask one person at each table to assist you.
- When narrowing cards to a certain number (several activities ask participants to select the top 10 cards), have individuals first sort cards into two piles. Then pick the pile that you are working to reduce and have participants go through that pile a second time to get to their top 10 (or whatever the number may be).
- Prioritize cards by building a one-dimensional pyramid of cards (an example is offered after Activity). A card pyramid is an excellent way to focus individuals on which cards are most important in their situation. Have the participant lay their cards down in four rows: The top row should be the single card that is most important. The next row in the pyramid is the two next most-important cards. The third row is the three next most-important cards, and so on. Seeing the cards laid out in a pyramid with the most important cards nearer to the top will lead to additional insights, learning, and discussion.

Maximizing Individual Sharing Time

A core value of R1 and the Discovery Cards is to encourage full participation and to maximize the opportunity to share for each individual in a group setting. Here are a few suggestions to maximize opportunities for each individual in the group to share that take into account larger group sizes:

- **Pair and share** — Have each group member pair with another member to discuss Questions to Explore before sharing with the larger group. Give pairing partners adequate time to share their answers to the questions. Be sure to pause pair-sharing halfway through the allotted time to give each person time to share.
- **Table sharing** — Have a few or all members sitting together at a table report out insights, learnings, or actions that resulted from their pair-and-share discussions to the table. Table sharing allows more individuals to have the opportunity to share to a larger group.
- **Large-group sharing (multiple tables)** — Have one or two people from each table report out one insight, learning, or action for themselves or overall learnings from the table.
- **Repeat the process** as needed to accommodate the number of questions and the size of the group.
- **Major learnings** — Close the session with a “lightning round” of response from each member of the group to one (or two, if time permits) of the following questions:
 - What was your major learning or insight from the activity or session?
 - What action will you commit to taking as a result? By when?
 - Who can you ask for help and support? What resources can you gather to support your recovery?



DISCOVERYCARDS™

Benefits for All Key Stakeholders



Individuals in Recovery and Their Families

- Increased engagement
- Increased communication — through a shared vocabulary
- Increased participation
- Increased interactivity
- Increased self-discovery
- Increased learning/knowledge
- Increased comprehension
- Increased long-term retention
- Increased focus
- Increased ownership
- Enhanced group experience
- Increased satisfaction
- Improved outcomes



Counselors, Peer Support Providers, and Educators

- Increased engagement in delivery of service
- Increased communication — through a shared vocabulary
- Increased knowledge of leading addiction and recovery theories and models
- Increased skill and effectiveness
- Decreased prep time via out-of-the-box structured activities
- Increased creativity and flexibility within a structured format
- Improved group experience
- Improved outcomes



Your Organization or Program

- Increased client/patient engagement
- Increased communication — through a shared vocabulary
- Increased consistency of training and delivery of core addiction curriculum across the organization
- Increased knowledge, skill, and effectiveness of workforce across the organization
- Enhanced set of tools to reach a diverse set of learning styles
- Increased employee engagement and retention — skill development as a tool to keep and grow talent
- Improved outcomes



R1 User Community

Product Roadmap for the Future

Training Videos — On Demand

Look for simple, short, instructive videos that will help you learn more about each Discovery Cards topic and how to use the cards in group and 1-on-1 settings.

Activities Library — Access Best Practices

Each Discovery Cards deck and Facilitator Guide includes a few activities. We are building a library of activities developed by the R1 team and our growing user community. We hope that you will submit several of your own activities so that they can be shared with others. Details for how to submit your most effective activities are outlined on the R1 website.

Product Development — Give Us Your Feedback

In order to continuously improve our tools and to prioritize development of new Discovery Cards topics, we need your help. Please send us feedback and ideas for topics you'd like to see covered using the Contact Us page on our website. We look forward to hearing from you.

Testimonials — Share R1 with Others

We need your help to share the Discovery Cards and tools with others in the field. We know that it will be our community of users, and what they share with their colleagues and friends about R1, that will make us successful and help us achieve our goals. If you have found our tools valuable in your work, we encourage you to send us a short written testimonial or, better yet, a 1- to 2-minute video that we can post on our website.

Please also share our website and details of your experience with the R1 tools with at least one other person in your professional network. This small action could result in many more users of our tools and changing the lives of many more people in recovery.

Visit us at R1LEARNING.COM



Groups are best when everyone participates

Group Kit — Everything you need to run an effective session:

Discovery Cards Decks

(available in sets of 6 or 12 decks, one deck for each group member):

- Sorting cards
- Model Definition cards
- Activity cards
- Questions to Explore cards

Purchase additional decks to match your typical group size.

One Facilitator Guide

to help run group sessions:

- Model overview
- Card deck summary
- Activity instructions and worksheets
- Coaching tips



Discovery Cards and Group Kits are available in a wide range of topics (sample topics below):



Increase Engagement



R1DISCOVERYCARDS.COM

[CONTACT US TO LEARN MORE](#)

R1 SOLUTIONS

DETAILS



Posters for all of the R1 models are available for purchase. Hang our simple and colorful posters on your facility or office walls to reinforce learning. Posters can be co-branded to enhance your overall environment and build your brand.



MS PowerPoint slide decks are available as part of the Enterprise License to support visual learning and reinforce key learning concepts. Slide decks include topic models, key definitions, and instruction guides to help you facilitate effective, engaging, and memorable group sessions.



Activity Worksheets included in this Facilitator Guide can be downloaded from R1LEARNING.COM so that you can print in a high-quality format and maintain the most current version of the worksheets. Access to worksheets for additional activities is available via purchase of an Enterprise License.

Professional Kits — Available for both Clinicians and Recovery Coaches

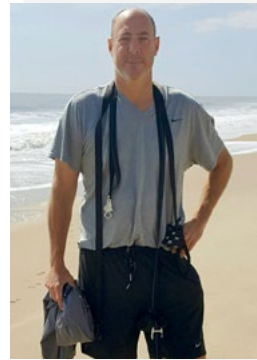


Colorful infographic for each Discovery Cards deck



Self-discovery guides choice. Choice drives change.

R1 Learning creates engaging learning experiences through self-discovery. R1 offers innovative hands-on tools that increase client engagement, counselor effectiveness, and program outcomes. Our Discovery Cards Clinician, Recovery Coach, and Group Kits drive engagement and learning for substance use disorder/ addiction, behavioral health, and life skill topics. Grounded in evidence-based and best practice models, our tools increase self-discovery, connection, choice, action, and change in group and 1-on-1 settings. R1 offers tools, posters, training, certification, and enterprise licenses. Apps and multi-languages on product roadmap.



R1 Founder & President

Tom Karl founded R1 after 25+ years of experience in learning and development and employee engagement. The idea for the Discovery Cards came to Tom in the midst of his own career, health, and life challenges.

He has used the creation of the tools to help him better understand himself and share what he is learning with others. Through R1, Tom's goal is to put impactful self-discovery tools into the hands of individuals and empower them to change their lives. Tom is active in the healthcare community and volunteers with patient engagement programs.

