ABSTRACT

F.R.E.E.D.O.M.:
FINDING RELEASE TO EXPLORE AND EXPERIENCE DIMENSIONS OF ME
DEVELOPMENT OF A FAMILY LIFE EDUCATION PROGRAM

By Rachel K. Davis

This thesis is the development of a family life education program: Finding Release to Explore and Experience Dimensions of Me (F.R.E.E.D.O.M). The primary purpose of this program is to encourage sexually abused female adolescents in juvenile detention to develop the self awareness that enables them to learn more effective coping strategies. More specifically, this family life education program recognizes that self defeating behaviors such as drug and alcohol abuse and self mutilation are avoidant coping mechanisms used in response to traumatic experiences and therefore focuses on teaching self-awareness and self-respect to girls in the Clermont County (Ohio) Juvenile Detention Center.
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Chapter 1
Introduction

This thesis is the development of a family life education program, *Finding Release to Explore and Experience Dimensions of Me (F.R.E.E.D.O.M.*) and encourages sexually abused female adolescents in juvenile detention to develop the self awareness that enables them to learn more effective coping strategies. More specifically, this family life education program focuses on teaching self-awareness and self-respect to girls in the Clermont County (Ohio) Juvenile Detention Center. The need for such a program is seen in the following review of the issue.

Self-mutilative and other Self Defeating Behavior

An increasing number of female adolescents are presenting with the perplexing behaviors referred to as self-mutilation and/or other self- harmful behavior (Ross & Heath, 2002). Self-mutilative behavior refers to deliberate damage to one’s own body tissue without suicidal intent (Nock & Prinstein, 2004). It is possible that those who experience numerous stressors (different forms of child maltreatment) may use self-mutilating behavior as a way to express themselves or to regulate overwhelming emotions of depression (Suyemoto, 1998). Other self defeating behaviors such as truancy, running away, illegal drug and alcohol use and promiscuity have also been identified as maladaptive coping skills by female adolescents (Morrow & Sorrel, 2001). Ross and McKay (1979) suggested that individuals who engage in self-harm, self-mutilation or other risky behavior adopt the behaviors because they have no other means of coping with problem situations. Additionally, Bal, Van Oost, Bourdeaudhuji, and Crombex (2001) reported that adolescent females who reported sexual abuse also reported more avoidant coping strategies. A reliance on emotion-focused coping strategies as opposed to problem-focused coping strategies is associated with greater maladaptive coping behaviors such as self-mutilation (Haines & Williams, 2003).

Sexual Abuse

Clermont County Ohio is primarily a rural area with 12.7% of the population below poverty level (United States Census Bureau, 2003). In the year 2002, Clermont County investigated 205 new allegations of sexual abuse with 77, 266 calls to 241-kids (National
Council on Child Abuse, 2002). These numbers are misleading for they do not reflect the prevalence of sexual abuse, for research tells us that sexual abuse is under reported (National Council on Child Abuse, 2002). One in four girls and one in six boys will be sexually abused before the age of 18 (Department of Justice, 2002).

Sexual abuse is a cycle of behavior that is learned and repeated in families. The destruction done to the core personality of young children victims impedes their ability to adjust appropriately to normal developmental demands. Sixty percent of girls sexually abused as children will be re-victimized as an adult (Finklehor, 1990).

Approximately 75% of the girls in the Clermont County Juvenile Detention Center (CCJDC) have experienced sexual abuse or rape. Of those 75%, over 80% of the girls indicated alcohol and drug use, running away, or self-mutilation on the MAYSII-2 risk assessment survey given at intake (interview with CCJDC, 2005). Research (Bal et al., 2001, Ross & McKay, 1979; Sorrel & Morrow, 2001) has suggested that individuals use risky and self-defeating behavior to avoid the stress of problem situations.

Clermont County has implemented the Clermont Recovery Center (CRC) where the dangers of drug and alcohol abuse are taught. The county also refers adolescents to group or individual counseling and anger management for their truancy, self-cutting, and running away. Additionally, females are incarcerated in the Juvenile Detention Center in an effort to control the adolescents’ mal-adaptive coping strategies. While these programs are important in helping to keep female adolescents safe, they are more concerned with controlling adolescent behavior and unruliness, than in helping the adolescents deal with the sexual abuse issues that according to research (Bal et al., 2001; Finkelhor, 1990) usually drive the mal-adaptive coping strategies. Developing a family life education program that takes into consideration not only the risky behavior but the drive behind the behavior will allow females in detention to examine their past choices in conjunction with how they feel about their sexual abuse and begin to use self-respect to make future choices.

Uniqueness of Proposed Program

This program is unique in that it helps the adolescents examine external skills (more effective coping strategies) as well as their internal resources and resilience in order to help them
learn healthier ways to manage trauma and stress. Current programs rely on teaching the girls to increase their self-esteem. The new *F.R.E.E.D.O.M.* program takes a different approach in helping the girls develop effective coping strategies by stressing self-respect rather than self-esteem. According to Forney, Forney and Crutsinger (2005) self-esteem contributes to an individual’s cognitive development by their response to an object or a person. The concept of self-esteem is based on a comparison to other people, while self-respect is a concept that is based on feeling good no matter who anyone else is or what others say (Roland & Foxx 2003). Research conducted by Forney et al., (2005) states that self-respect relates to positive feelings that a person has about herself. Self-respect usually indicates that a person likes herself, likes the kind of person she is, and the way she is leading her life. Kumashiro, Finkel and Rusbult (2002) found that people who have high self-respect are likely to behave in ways that match their personal moral standards in their interactions with others. This program emphasizes self-respect as a means to process and manage individual family stress factors, such as sexual abuse, physical abuse and neglect, and substance abuse. By teaching self-respectful coping strategies, the adolescents will respond to stress and trauma in ways that reflect that they like themselves and are pleased with the lives they are leading. They will be able to choose healthier ways of dealing with stress due to their self-respect. Consequently, their interactions with others will match their personal moral standards. Branden (2001, xix) wrote that “Self-concept is destiny.” This program helps sexually abused females develop a healthier self-concept in order to create a more positive and effective destiny.
Chapter 2
Literature Review

A review of literature covering self-defeating behaviors and self-concept, the role of family and impression management in self-defeating behaviors, role assignment and self-mutilation is included in this chapter. Throughout the review, the symbolic interactionism framework is used to interpret the literature.

Self-defeating Behaviors and Self-Concept

According to symbolic interactionists, the idea of self-efficacy is related to a person’s sense of having control as she interacts with her world as well as those around her (Sandstrom, Martin, & Fine, 2003). When adolescents engage in various social situations, they rely on their self-concept as a reference point as they make choices about how to behave. They have a tendency to act in ways that match their concept of who they are, their self worth, and their ability to appropriately manage stressful situations.

When adolescents experience continual family stress, they can undergo an internalization process; that is the process by which external experiences or social norms are transformed into internal psychological processes and organize how people behave (Cole, Cole, & Lightfoot, 2005). Once they have internalized the family stress, adolescents can begin to feel isolated and resort to self-cutting or other self defeating behaviors as a means to make them feel better. For example, a study (Galley, 2003) conducted at a Florida high school indicated that young females who self-cut were acting out extreme emotional distress in an attempt to get rid of the negative feelings they have towards themselves. One young girl in the study described her life as stressful, explaining that her mother was an alcoholic and her brother was a drug addict. Whenever family fights erupted, she experienced intense feelings of guilt and shame. To deal with the strong self-negative thoughts and feelings, the young girl locked herself in the bathroom and used razor blades to cut herself.

From a theoretical viewpoint, this adolescent used her intense negative emotions brought about by her family’s fights as a reference point for her ability to deal with the stress. She claimed that as the family crisis escalated, her emotions also felt out of control and she did not
feel capable of coping with intense emotions (Galley, 2003). In other words, she internalized the family’s inability to appropriately manage conflict and acted out that internalization by cutting herself.

It is difficult for non-mutilators to comprehend the idea of self-harm as a means of alleviating stress (Haines & Williams, 2003). However, self-defeating and self-mutilating behavior can be described as a general failure of coping or as a maladaptive coping strategy that is rooted in a deficiency of coping skills. Ross and McKay (1979) suggested that individuals who engage in self-harm, self-mutilation, or other risky behavior adopt the behaviors because they have no other means of coping with problem situations. Additionally, Bal et al. (2001) reported that adolescent females who reported sexual abuse also reported more avoidant coping strategies. It is also suggested that a reliance on emotion-focused coping strategies as opposed to problem-focused coping strategies is associated with greater maladaptive coping behaviors such as self-mutilation (Haines & Williams, 2003).

Because adolescents believe that what they are feeling at the moment is how they will always feel (Haines & Williams, 2003), they tend to solve their problems on an emotional level. Furthermore, if adolescent females are overwhelmed by intense and negative stressful emotions and if they have not developed appropriate coping skills, they will use those negative emotions to solve their problems in maladaptive ways such as self-cutting, substance abuse, promiscuity, running away, and truancy (Bal et al., 2001). According to Haines and Williams (2003), it is possible that those who engage in self-mutilative and/or self-defeating behaviors as a means of alleviating stress are not able to utilize more effective problem-solving strategies. Additionally, Haines and Williams (2003) reported that individuals who self-mutilate are able to function adequately between episodes of self-mutilative behavior and suggested that it would be beneficial to measure adolescents’ perceptions of their problem-solving abilities as a means to evaluate self-mutilation.

From a theoretical perspective, Haines and Williams’ (2003) suggestions to explain self-harm from the perspective of those adolescents who engage in self-mutilative behavior are consistent with symbolic interactionism. Symbolic interactionists define perception as an active process by which information is gathered and interpreted (Sandstrom et al., 2003). Evaluating self-mutilation through the perception of those adolescents who engage in the behavior will help researchers understand the meaning adolescents have assigned to self-mutilation and their
problem solving strategies and help adolescents to better coordinate their emotions and behaviors. Symbolic interactionists use the idea of coordinating emotions and behavior by explaining that every situation includes emotional expectations and ideas, as well as the need to align behavior through a process of managing those feelings (Sandstrom et al., 2003). Applying this approach to understanding self-harm can help adolescents develop more effective ways in which to coordinate their emotions and behaviors in the situations that usually compel them to self-cut.

Lazarus and Folkman (1985) identified two categories of coping, problem-focused and emotion-focused coping strategies. Whereas problem-focused coping strategies help the individual to manage or alter the stressful situation, emotion-focused coping seeks to regulate the emotional responses to the situation by changing the way the person attends to or interprets what has happened. Examples of avoidance behaviors or emotion focused coping behaviors include efforts to avoid the stressful situation, effort to avoid thinking about the problem by using fantasy, wishful thinking or imagining that the situation was better, as well as distraction strategies such as efforts to avoid thinking about the problem by using distracting stimuli or distracting activity (Bal et al., 2001).

Avoidance is often considered a maladaptive coping strategy (Bal et al., 2001). Furthermore, avoidant coping has been related to problems such as increased irritability, sudden bursts of anger, and the development of risky and self-defeating behavior (Spaccarelli & Fuchs, 1997). When a female adolescent self-cuts or engages in other risky self-defeating behavior, she is not only responding to the current situation, she is also responding to her images of her past experiences and her perceived ability to effectively cope with them (Sandstrom et al., 2003). In other words, she is not just responding to whatever compelled her to self-cut in her current situation, she is also using images of her past depression and stress and symbolically self-soothed those intense experiences as well.

Zila and Kiselica (2001) conducted qualitative case studies in which they interviewed adolescent self-mutilators in an attempt to understand self-mutilation from the adolescents’ perspectives. Zila and Kiselica documented the case of a female adolescent who suffered periodic times of depression as well as family and school related stress. She believed that her best means of self-soothing was through self-cutting. Symbolically, this adolescent assigned the concept of self-soothing to her self-mutilating behavior. Whereas those observing self-cutting
would define the behavior as destructive, the young woman assigned a different meaning to her behavior. From her viewpoint, intense feelings of depression coupled with an inability to manage those feelings resulted in the “self-soothing” act of self-mutilation. Symbolically, she associated self-cutting with self-soothing. Symbolic interactionists explain that the associations made between a symbol, in this case self-cutting, and its assigned meaning of self-soothing are abstract and arbitrary (Sandstrom et al., 2003) and goes beyond the current situations in which adolescents find themselves.

The Role of Family and Impression Management in Self-Defeating Behaviors

According to symbolic interaction theory, people have a tendency to behave in ways that match their concept of who they are and their self worth (Sandstrom et al., 2003). This theoretical view can be applied to female adolescents as they develop an idea, or sense of “self,” apart from their source of primary attachment that is usually their parents. When adolescents perceive that they are unsuccessful in the separation and differentiation of self, they may use self-mutilation as a physical marking or staking of their own personal existence (Ross & Heath, 2002).

When a female adolescent is surrounded by stressful events, such as childhood abuse or neglect, she may begin to internalize the stress and come to see the “self” as bad. The adolescent then begins to experience rising feelings of tension. Sometimes these feelings of tension gradually build until they become intolerable for the adolescent to contain. Because the adolescent may lack other methods of successfully resolving tension and anxiety, she may resort to emotion-focused coping strategies to help alleviate overwhelming emotions and stress (Finkelhor, 1990). As stated earlier, emotion-focused coping may result in risky and self-harmful behaviors. Suyemoto (1998) explained that self-mutilation can be used to express emotion and conflict both to the self and to others, as well as to achieve a sense of control over emotion that threatens to overwhelm the individual, her sense of self, and her connectedness to the world.

Research also indicates that early childhood abuse trauma is associated with self-cutting and other risky behaviors (Favazza & Conterio, 1989; Ross & Heath, 2002). In these studies, family abuse variables revealed that neglect, physical abuse, and sexual abuse were associated with self-mutilation and other self-defeating behaviors. Congruent with clinical
samples as well as the general population, youth who experienced severe trauma as a child were more likely to self-mutilate (Suyemoto & McDonald, 1995). Furthermore, Finkelhor (1990) associated childhood sexual abuse with other self-defeating behavior such as promiscuity, running away, and alcohol use. In a recent interview with a female adolescent in detention, she explained that she cuts herself in an effort to cut out what her dad had done to her.

Her explanation can be further understood through the idea of *embodiment*, which refers to how the “self” is experienced in and through the body (Turell & Armsworth, 2000). It is suggested that embodiment can be a key concept to understanding how adolescents respond to physical and sexual abuse. Trauma and abuse involves a threat to one’s survival and physical integrity: the trauma makes a lasting impression on the minds and bodies of abuse victims. Because the body is crucial to how an adolescent experiences her “self” in the world, the violation of the boundary of the body can have severe repercussions and even threaten a victim’s sense of existence. Consequently, if a female adolescent can relegate the focus of the abuse onto her body, she can exercise some control over painful feelings and memories and create a sense of separation from them. In this way, self-defeating behaviors, including self-mutilation, serves the dual purpose of punishing the body as well as helping to ground the adolescent by countering her threatened sense of existence (Turell & Armsworth, 2000). Thus, a female adolescent may revert to self-mutilating, truancy, running away, and other risky behavior to manage the overwhelming emotions and anxiety related to role strain and the conflict between her desired and perceived self concept (Bal et al., 2001; Ross & Heath, 2002; Suyemoto, 1998).

Family situations that lead to role and/or relationship confusion and the subsequent link to self-mutilating behaviors among female adolescents can be explained by the use of impression management. An important structural element of self-presentation is the use of front-stage and back-stage behavior. Front-stage behavior refers to family interactions that are socially accepted and that help to preserve appropriate appearances, while back-stage behavior is usually associated with behaviors that would undermine or discredit a public performance (Sandstrom et al., 2003).

This concept of front-stage versus back-stage is crucial to understanding the role of family dynamics for adolescents who engage in self-mutilating behavior. Neglect, physical abuse, and sexual abuse are not interactions that are commonly associated with front-stage behavior. When abuse is present in the family setting, adolescents can find themselves
experiencing role strain as they struggle with not only the abuse itself, but also the idea of protecting the family’s front-stage behavior by concealing their back-stage behavior, (neglect and/or physical abuse). When adolescents grow up in neglectful and abusive situations, they grow up believing they are a burden and not wanted by their families. They feel isolated and alone, and begin to identify themselves as the family scapegoat (Turell & Armsworth, 2000).

The concept of differentiation of self helps to explain becoming a scapegoat. Differentiation of self involves the ability to separate thinking and feeling; to act thoughtfully rather than react (Cook, 2001). When families have been unable to become differentiated, fusion within the family occurs and family members have a difficult time separating their own feelings and thoughts from those of other family members, resulting in high levels of anxiety. Consequently, this anxiety is often projected onto children with one child assuming the role of scapegoat. This child, carries, and often acts out the family conflicts. The scapegoat receives the blame for the unhappiness in the family and will often act outside the bounds of society and break the law (Cook, 2001). Additionally, according to Symbolic Interaction theory, a female will internalize this role as scapegoat and develop the self-concept that she is the cause of any family stress and therefore bad. When the self is perceived as bad, an adolescent will also begin to behave in ways that matches her self-concept. Her self-concept will determine her sense of control as she reacts to her world and those around her.

Sexual abuse is a cycle of behavior that places an adolescent in the role of family scapegoat. Sexual abuse is learned and repeated in families (Finkelhor, 1990) and compels a female to act outside the bounds of society, either through self-mutilation or illegal behaviors such as drug abuse. The stigma of sexual abuse and the confusion about responsibility creates a sense of isolation where the adolescent usually acts out the trauma through her (mis)behavior. The destruction done to the core personality of young victims impedes their ability to adjust appropriately to normal developmental demands (Finkelhor, 1990). Consequently, when an adolescent is unable to appropriately adjust to normal developmental demands she will again internalize the stigma and confusion of sexual abuse and react to her world in maladaptive ways and self-defeating ways. Sixty percent of girls sexually abused as children will be re-victimized as adults. The resulting internal system of belief, that includes guilt and shame, leave her open for continued reinforcement of the abuse. Sexually abused adolescents exhibit more depression,
suicide attempts, substance abuse, and sexualized behavior than those who have not been sexually abused (Finkelhor, 1990).

Compounding the issue of sexual abuse and self-concept is the issue of role ambiguity as illustrated by a case study conducted by Ross and Heath (2002). The female in this study lived with her mother, twin sister, and an older sister. She had a history of sexual abuse and depression. Her mother regularly underwent treatment for substance and alcohol abuse. At some point during her mother’s recovery process, this female took on the role of primary care giver. She lacked the appropriate skills to manage this role reversal and had a conflictual relationship with her twin sister. The conflict was her adamant belief that her sister was better than she. As a result of this belief, she and her sister were engaged in an ongoing competition for their mother’s attention, which was often encouraged by the mother. Where the boundaries of role definition are not clearly maintained and where the female fluctuates between being a caregiver and a child, role ambiguity results. In interviews with Ross and Heath (2002), this female exhibited role ambiguity by engaging in self-cutting and other self-defeating behavior to relieve or express her pain. She also expressed feeling overwhelmed and frustrated. From the symbolic interactionism standpoint, the young girl’s ongoing struggles with familial conflicts and her history of abuse resulted in the development of perceiving the self as bad and the use of self-mutilating behaviors to relieve intense emotions associated with her self perception and her ability to manage overwhelming feelings of relational conflict and role ambiguity.

Role Assignment and Self-mutilation

Ross and Heath (2002) interviewed an adolescent who constantly struggled with internal pain and depression. She claimed that she felt the need to feel physical pain to help her cope with internal pain. Clearly this adolescent assigned a meaning to the act of self-cutting. Her only perceived ability to self-soothe was through self-cutting. This adolescent assigned new meaning to her identity and referred to herself as a “cutter.”

Consistent with symbolic interaction theory, this female has embraced her role as a cutter that she believed created a unique identity that separated her from others (Ross & Heath, 2002). By embracing her identity as that of a cutter, she engulfed herself in the behaviors of a cutter that according to symbolic interactionism, shapes the way she thinks, feels, and interacts with others.
(Sandstrom et al., 2003). There are dangers associated with role embracement of this type. For instance, the female who has completely defined her identity as that of a cutter, has embraced the role of cutter so strongly that she experiences difficulty in defining herself in situations and interactions that are not stress or pain related (Ross & Heath, 2002). Because of this role embracement all of her interactions are based on her role as a cutter. She thus will have difficulty establishing an ability to function adequately between episodes of self-mutilation.

Conclusion

The ideas of role conflict and impression management are important within the symbolic interaction theoretical framework. The experience of numerous stressful life events, which often lead to feelings of anxiety and depression, can precipitate self-mutilation (Ross & McKay, 1979). This belief may be based in part on the findings found in the literature on self-defeating behaviors that individuals who self-mutilate and engage in other risky behaviors report feeling sad or lonely prior to hurting themselves (Favazza & Conterio, 1989). If self-harm and defeat are adaptations, which bring about immediate results, self-harm may serve a therapeutic purpose for some youth (Zila & Kiselica, 2001). This is an instance where one activity, risky behavior which includes self-cutting and running away, has been assigned other meanings by those engaged in the activities. The new meaning is that self-cutting and other risky behaviors serve as the therapeutic tool for stressed and conflicted adolescents. Concepts of anger, low self-esteem, reaction to abandonment, and lack of ability to self-soothe are common to most explanations of self-defeating behaviors (Suyemoto, 1998). Consequently, according to symbolic interactionism, the adolescent is assigning meaning to her experiences and matching her behavior to those perceptions. Additionally, Zila and Kiselica emphasized the need to recognize the problem of self-mutilating, while other studies (Finklehor, 1990) indicated the need to recognize self-defeating and risky behaviors in order to help individuals acquire effective coping skills.

Research clearly indicates that further studies on family interactions, self-concepts, and the subsequent effects on female adolescents are needed in order to address the issue of self-defeating behaviors. Even so, a literature has been developed that gives direction to understanding how family influences guide the development of self-concept, and how self-concept guides behavior. Looking at these issues through the symbolic interaction theoretical
frameworks can help in understanding how environmental dynamics can be correlated to self defeating behaviors and to more accurately conceptualize adolescent’s self-defeating behaviors from the adolescent’s perspectives. With this understanding, professionals can better develop strategies to help female adolescents replace self-destructive behaviors with effective coping skills.
Symbolic Interaction (SI) theory is used to organize relevant literature regarding self-defeating behaviors, it is also used to develop a family life education program: Finding Release to Explore and Experience Dimensions of Me (F.R.E.E.D.O.M.). Additionally, the trauma framework based on the Constructivist Self Development theoretical framework. (Saakvitne, Gamble, Pearlman, & Tabor, 2000) is used to develop this family life education program. This chapter reports on the methodology used to develop the program.

As mentioned earlier, sexual abuse is learned and repeated in families (Finkelhor, 1990) and compels a female to act outside the bounds of society, either through self-mutilation or illegal behaviors such as drug abuse. The stigma of sexual abuse and the confusion about responsibility creates a sense of isolation where the adolescent usually acts out the trauma through her (mis)behavior (Finkelhor, 1990).

The destruction done to the core personality of young children victims impedes their ability to adjust appropriately to normal developmental demands (Finkelhor, 1990). Sixty percent of girls sexually abused as children will be re-victimized as an adult (Finklehor, 1990). The resulting internal system of belief that includes guilt and shame, leave her open for continued reinforcement of the abuse. Sexually abused adolescents exhibit more depression, suicide attempts, substance abuse and sexualized behavior than those who have not been sexually abused (Finkelhor, 1990). Sexual abuse leaves a survivor struggling with self-image problems, shame, isolation, intimacy difficulties, and destructive coping strategies (Finkelhor, 1990, Ross & Heath, 2002).

Herman (1997) wrote, recovery only occurs in the context of relationships; it cannot occur in isolation. Early intervention through safe relationships is the core element to this family life education program. If adolescent victims of sexual abuse are offered truth, knowledge, effective coping skills and acceptance within a healthy, supportive, ongoing relationship, the maladaptive strategies and behaviors will be diminished.

Justification for Program
When an adolescent is unable to differentiate her thoughts and feelings from those of her other family members, she may carry and act out family conflicts and stress such as physical and sexual abuse. The adolescent may begin to act out this stress in maladaptive and self-defeating ways (Finklehor, 1990). When the adolescent engages in behaviors that bring her into the juvenile justice or mental health systems, intervention is needed to help the adolescent develop more effective and problem-focused coping strategies.

Female adolescents participating in *F.R.E.E.D.O.M.* will begin to identify how they usually cope with stressful situations in order to differentiate between effective and maladaptive coping strategies. Eventually, the adolescent will learn to recognize those times when she is using emotional or problem-focused strategies and make the necessary adjustments. She will also begin to establish coping strategies that exhibit more respect towards self when processing stressful events in her life.

In his research, Finklehor, (1990) indicated that crises represent ways to cope with overwhelming feelings and painful memories and there are times when a client is not helped by revisiting traumatic memories. Bal et al. (2001) reported that adolescent females who reported sexual abuse reported more avoidant coping strategies.

**Theoretical Frameworks for Program Development**

In conjunction with the symbolic interactionist theoretical framework, the trauma framework will be used to develop *F.R.E.E.D.O.M.* (Saakvitne et al., 2000). The trauma framework is a framework based on the constructivist self development theory and implies that when dealing with an adolescent who has been physically and/or sexually abused, it is necessary to always keep in mind that for the client or learner, crises are related to traumatic experiences (Finkelhor, 1990; Futa, Nash, Hansen, & Garbin, 2003). Furthermore, crises represent ways to cope with overwhelming feelings and painful memories and there are times when a client is not helped by revisiting traumatic memories. Bal et al. (2001) reported that adolescent females who reported sexual abuse reported more avoidant coping strategies. Additionally, it is suggested that a reliance on emotion-focused coping strategies as opposed to problem-focused coping strategies is associated with greater maladaptive coping behaviors such as self-mutilation (Haines & Williams, 2003). Therefore, the client or learner is better served if the focus is on building skills.
to be able to tolerate strong feelings and manage memories (Bal et al., 2000, Herman, Futa et al., 2003).

_Trauma Framework Outline and Application used for Program Development_

I. Trauma Framework (Saakvitne et al., 2000) based on Constructivist Self Development that has seven basic assumptions:

1. Symptoms are adaptations.
   a. What problem is the symptom solving?

2. Trauma shapes the survivor’s basic beliefs about identity, worldview and spirituality.

3. Using a trauma framework, the effects of trauma can be addressed within mental health systems.

4. When a family life educator (teacher) and learner share a trauma perspective, they can collaborate.

5. The four most important things a teacher has to offer an adolescent are respect, information, connection and hope.
   a. Build towards a growth-promoting relationship
   b. Learn about trauma, healing and oneself
   c. Understand oneself with empathy

6. Teachers need support from one another, including respect, information connection and hope.

7. Working with survivor clients affects the person of the helper too.

II. It is respectful to help clients prepare for the hard work of dealing with their past abuse in a way that allows them to be in as much control of the process as possible.

Two key points that guide this family life education curriculum and decision making processes:

1. The need to focus on self capacity development as the single most effective long-term approach to symptoms and frequent crises
   a. Early trauma impedes an adolescent’s development of self capacities.

   a. Feelings management
b. Use of positive relationships  
c. Development of self worth  

2. The need for a collaborative model in which the teacher and learner work together to develop a plan, recognizing that the learner, not the teacher has the ultimate control over the learner’s actions.  
   a. Assume the learner wants help and is doing her best  
   b. Collaborate in problem solving and creating safety  

III. The concept of Soul Care (Benner, 1998) is a part of the relationship process.  
1. Soul care (Brenner, 1998) is the support (care) and restoration of effective coping strategies (cure) caused by physical and/or sexual abuse (Finkelhor 1990).  
2. Soul care does not focus on problems but engages two or more people with each other to the goal of the nurture and growth of the whole person. This type of care is normally provided through the medium of dialogue within the context of a relationship (Benner, 1998).  
3. We need to be connected to another person through dialogue, that allows exploration/discovery, increases awareness, understanding and insights (Benner, 1998).  
4. When genuinely meeting another person and ascertaining something of the truth of his/her life, this understanding holds transforming possibilities (Benner, 1998).  

Symbolic Interaction and Program Development  

Symbolic Interaction theory considers self-concept and an adolescent’s perceived ability to manage stress an integral factor in determining how a female will react and interact with her world and those around her. These same ideas are used to develop the lessons and activities for F.R.E.E.D.O.M. There are two primary symbolic interaction concepts guiding the lessons in this program. The first concept is the “I” and “me” concept. The activities that will accompany the lessons will include opportunities for the female adolescents to explore how their “I” behavior and choices effects their “me’ consequences. The second concept guiding F.R.E.E.D.O.M. is the front stage back stage concept. The lessons and activities will encourage the girls to develop a deeper self awareness. A deeper self awareness will enable them to examine their internal
resources and strengths compared to their external choices and behaviors, thus enabling them to exhibit more appropriate front stage behavior. Any female adolescent brought to the Clermont County Detention Center will be a candidate for *F.R.E.E.D.O.M.* During the intake process into the detention center, female adolescents as well as their guardians are given an opportunity to complete a permission slip for participation in the program (see Appendix A for permission slip).

Familiarity with the detention center’s policy determined the number of weeks for the program as well as the duration of each lesson. For example, the detention center can hold a female for up to 90 days. However the majority of them are held between 14 and 45 days, with some of the girls cycling in and out throughout the year. Therefore, in order to offer the lessons in this program to as many of the same females as possible, this program includes 10 weeks of lessons with each lesson lasting for an hour and a half. However, each lesson will be independent of the other lessons so that if the girls are only present for 1 or 2 weeks, there will still be some benefit to the adolescent. *F.R.E.E.D.O.M.* includes topics such as interpersonal boundaries, mixed emotions and personal integrity (see Appendix B for lesson 1).

**Discussion of Focus of Family Life Education Program**

Adolescents whose unruly behavior has brought her to the juvenile judicial system through their use of maladaptive coping strategies as a result of sexual abuse, domestic violence or other family stress situations are the participants in this program.

For those in juvenile detention, participation in the program is held in the activity room of the facility. These sessions are conducted once a week for an hour and a half each session. All participants are required to have written parental or other guardian permission to participate in the program. Additionally, girls who have disclosed or exhibited symptoms of sexual abuse and other family stress are already identified by the juvenile detention center. These symptoms are defined by studies conducted by David Finklehor (1990), Bal et al., (2001) and Morrow & Sorrel (2001). These studies indicated female adolescents who experienced family trauma such as sexual abuse tend to develop self defeating behaviors including truancy, running away, illegal drug and alcohol use, promiscuity and self-mutilation and that these behaviors have also been identified as maladaptive coping skills by female adolescents (Morrow & Sorrel, 2001).
The lessons held at the juvenile detention facility focus primarily on helping the girls to identify and acknowledge the needs and emotions that resulted in the inappropriate behavior that led to their incarceration. Additionally, the lessons help the girls begin to recognize opportunities to use self-respect to more effectively manage problem situations, and to develop healthy relationships with self and others that will empower them to develop more effective coping skills.

Upon their release from detention, female adolescents who meet the above criteria are given the option of attending a support group for sexual abuse survivors and are paired with a mentor in order for her to continue developing more effective coping strategies. I have made arrangements to provide support group services as well as mentors through Connections: A Safe Place which is a resource center for abuse survivors and utilizes the same theoretical frameworks described above.

Discussion of Program Goals

There are three specific goals of F.R.E.E.D.O.M. Participants in this program will be able to:

1. Develop a deeper self-awareness about themselves. That is they will gain more knowledge about why they rely on unhealthy behaviors to cope with the stressful and traumatic experiences in their lives. In other words they will link their unhealthy coping strategies to specific events in their lives. They will better understand their internal responses to what is happening in their lives.

2. Identify the specific stressful and traumatic events within their families that result in their use of avoidant or unhealthy coping strategies. They will begin to name the physical and sexual abuse, and neglect present in their families. They will identify the abuse and neglect as the driving force behind their unhealthy and avoidant coping strategies.

3. Learn to cope with the abuse and neglect in their families in ways that reflect self-respectful behavior. This program uses the definition of self-respect defined by research conducted by Forney et al., (2005) which states that self-respect relates to positive feelings that a person has about herself. Forney et al., (2005)
further states that self-respect usually indicates that a person likes herself, likes the kind of person she is, and the way she is leading her life. Therefore, a goal of this program is to teach participants to explore more positive responses to family stress and trauma in ways that reflect more positive feelings about themselves.

Research Design

This research design relies on a multi-phase, mixed methods approach to evaluate the effectiveness of the F.R.E.E.D.O.M. program. This evaluation approach is designed to obtain both quantitative and qualitative results from participants in a treatment group of adolescent females who have been sexually abused. The primary dependent variables that will be assessed through quantitative means are (1) self-awareness, (2) self-respect, (3) coping skills, (4) self-mutilating behavior, and (5) running away. Qualitative methods will also be used to explore the issue of family dynamics and participants’ reactions to these dynamics. Additionally, participants will examine their perceptions of “self” within the family and their overall experiences and perceptions of the program.

Participants for the treatment group will be recruited through the detention facility which identifies females who have been sexually abused. It is anticipated that this research will have 98 participants. It is expected that they will be in the age range of 13 to 17 years, they will be predominantly white, and approximately 13% of them will be at or below poverty level. In the quantitative phase of the evaluation, each participant will be administered a modified version of The Ways of Coping Scale (Folkman, Lazarus, Dunkel-Schetter, DeLongis, & Gruen, 1986) at both pre-test and post-test. The unmodified version of The Ways of Coping Scale is a 66 item questionnaire measuring a wide range of thoughts and acts that people use to deal with the internal and/or external demands of specific stressful encounters (Folkman, et al. 1986). Based upon the goals of this treatment program, only three subscales will be used because they have direct relationship to program goals. These three subscales are Scale One: Confrontive Coping; Scale Three Self – Controlling and Scale six – Escape or Avoidance. These three subscales are measured on a four point likert scale that is designed to measure how a person reacts to stress as well as how often she engages in that reaction. The responses range
from zero “not used”, one “used somewhat”, two – used quite a bit, and three- used a great deal. An example of Subscale One is “stood my ground and fought for what I want”. An example of Subscale Three is “I tried to keep my feelings to myself”. An example of Subscale Six is “tried to make myself feel better by eating, drinking, smoking, using drugs or medication, etc”. In addition to The Ways of Coping Scale, a scale developed by the researcher will also be used. This scale will measure self-awareness and self – respect.

In addition to the quantitative evaluation, a qualitative method will be used. Qualitative research methods will be used in this study because it is believed to be the most effective way to discover the subjective meanings and multiple realities of the participants’ experience. The aim of qualitative inquiry is the creation of ideological knowledge. (Creswell, 2003). This approach permits the researcher to determine how knowledge from the program was constructed by the participants. A multi-method approach to data collection will be used. First, at the end of each session, participants will respond to completion statements developed by the researcher. These sentence completions are based on the content of the lessons and discussions of each topic presented. In addition, participants will take part in intensive interviews. It is anticipated that 10 participants will be chosen for these interviews based on differing lengths of time in the program. The interview questions were developed by the researcher in order to gain the perspectives of participants on their overall experience of the program.

Discussion of Program Evaluation

The lessons and activities in this program are designed to help female adolescents develop an inner awareness about the conflicts, experiences, and beliefs that motivate her external behavior. Additionally, this program is meant to help female adolescents develop more appropriate ways of managing those conflicts and experiences. This program is created to give adolescents opportunities to discover for herself what experiences impact her ability to make safe and appropriate choices as well opportunities to discover the internal strengths that will help her make necessary changes in her life. Therefore, it is also necessary to evaluate this program from the adolescents’ perspective and allow her to give direct feedback as to what helped her and what did not.

Because this program is designed to equip adolescents with the necessary skills to make appropriate changes in their lives, the elements that participants will need to evaluate are self
awareness, self respect, and family and relational interactions. Additionally, the level of willingness to use what she has learned as well as any positive steps toward changing negative behaviors are indicated. This program provides opportunities for adolescents to understand how family stress such as physical and sexual abuse and neglect leads to the use of unhealthy behaviors such as self mutilation, drug use, and running away. Upon successful completion of the activities, participants will indicate stressful dynamics within their families, how they feel about themselves and other family members and how they usually react to their families and stressful situations. Additionally, participants will indicate what they have learned about themselves and their behaviors as well as any new ideas or concepts they have learned. Over time, participants will also rely less on self–mutilation, substance abuse and running away to deal with family stress and abuse.

There are several indicators that will be used to measure the effectiveness of this program. Initially, the adolescents will give direct feedback through self reporting by completing individual surveys at the end of each session (see appendix C).

1. Self-awareness will be measured through a likert measure developed by the researcher. Items designed to measure self-awareness are:
   a. I learned something new about myself
   b. I was able to understand this lesson
   c. I am willing to keep thinking about what I have learned.
   d. The topics were presented in a different way than I had heard them before

   Sentence completion items will also be used such as “I learned that my family…”; “I learned that my hidden qualities are…” and “I learned that my hidden qualities can be…” “The hardest thing for me to overcome…” and “Setting goals for myself…” “I learned that I deal with internal conflict by…”

2. The ability to identify the presence of family stress and trauma will be measured on a likert scale developed by the researcher. Items to measure the presence of family stress and trauma are:
   a. I learned something new about how my family relates
   b. I learned something that will help me relate to others in a better way

   Sentence completion statements to identify the presence of family stress and trauma will also be used such as “I learned that obstacles cause…” “Other people have…”

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I learned that my family has…” “I learned that addictions…”
“I learned that legacies can…”.
3. Self-respect will be measured through a likert measure developed by the researcher.
   Items designed to measure self-respect are:
   a. I learned something that will help me relate to others in a better way
   b. I learned something that will help me care about myself
   c. I am willing to use what I have learned
   d. I am pleased with how I completed the activity
   e. I am pleased with how I completed the worksheets

Sentence completion states to indicate self-respect will also be used to measure self-respect such as “I learned that when expressing my emotions I should …”, “To get where I want to go I need to…” and “I learned my hidden qualities can be…”. Overall effectiveness of the program will be measured by selecting several girls to interview about the their experiences with the program. These survey questions will compare this program to other programs and measure what the participants have learned overall about herself and her behaviors. Questions in this interview were developed by the researcher and include:

A. How is this program, F.R.E.E.D.O.M. different from other programs you have attended? How is it the same?
B. How is coming to this program helpful to you?
C. What new things have you learned about your behaviors by coming to this program?
D. How has your view of yourself changed?
E. How likely do you think you are to continue thinking about and using what you have learned?

During the second phase of the evaluation process, a final post-test of the Ways of Coping Scale (Folkman et al., 1986) will be given to the participants in order to measure change in frequency of maladaptive coping as well as to measure the use of more problem focused coping.

Data Analysis
The quantitative data will be analyzed through the use of repeated measures statistical analysis. Since there is no control group, a one way repeated measures ANOVA will be used. This statistical method will be used because it allows for the evaluation of two or more factors and dose
levels over time on a response. Since adolescents will be participating at different times and for different lengths, the data from the surveys will be collected over time and aggregated for measuring the responses. As some adolescents will have had more lessons (doses) than others, their responses over time will be indicated and compared to changes in self awareness and self-respect as it relates to changes in the primary dependent variables use of self–defeating behaviors such as self-mutilation, running away, and substance abuse over time.

The qualitative data will be analyzed inductively so that the patterns and themes can emerge out of the data rather than being imposed on them. This inductive approach also known constant comparative analysis is evolved from symbolic interactionism (Thorne, 2000). It involves taking one piece of data such as one interview or one statement and comparing it with others that may or may not be similar. By using constant comparative analysis the researcher will use the sentence completion and interview responses from participants to develop concepts from possible relationships between the primary dependent variables and the F.R.E.E.D.O.M. program. Since the purpose of this study is to generate knowledge from common responses and emerging themes from common human experience, this process will compare the responses of each new sentence completion and intense interview. Additionally, this constant comparative analysis will help develop ways of understanding the participants within the context of their experiences.

Limitations

Limitations in this study include threats to both internal and external validity. These threats will make it difficult to determine if the changes in behavior are a direct result of participation of the program or other non-program factors. The first threat to external validity is the history effect since there is no control group. For example while the results of the study may indicate improvement in participants’ behavior, the improvement may be because many participants attend other programs that are teaching other ways of dealing with stress. It is possible that these programs lead to change in behavior. Maturation is another threat to external validity. It is possible that participants’ behavior may improve without benefit of this program, simply because their behavior will change as a natural part of the growing up process, and not a result of
participation in the F.R.E.E.D.O.M. program. Since there is no control group there is no way to account for such changes.

There are also threats to internal validity of the evaluation process. First, although there may be reduced reliance on self-defeating behaviors, it is possible that alternate reasons would account for this change. In other words, this program may indicate evidence of changed behavior, but it does not indicate which part of the program contributed to the change. For example, it may not be the actual lessons that contributed to the change, it may be a result of the attention the instructors give to participants.

A second threat to internal validity is the Mortality effect. Mortality effect refers to the attrition or drop out rates of the adolescents. While all participants will take the pre-test, it is possible that they will drop out of the program before they take the post-test. A third threat to internal validity is the Testing effect. It is possible that the pre-test will impact participants’ attitudes toward the program. For example, the pre-test may tune participants in to what the program expects of them and impact participants’ cooperation with the program and testing methods. Additionally, participants may tire of taking the surveys at the end of each session and begin to randomly circle their answers.

External factors will also impact the effectiveness of F.R.E.E.D.O.M. For example, a lack of consistent attendance by the participants will impact the benefits of their participation in the program. However, the ability to take breaks from F.R.E.E.D.O.M. and return to the program at a later time may also be a strength for adolescents who move repeatedly from residential treatment to foster care. Other external factors that impact this program are the attitude and commitment of the individual probation officers. Those probation officers who are more involved in the lives of the participants will effect the attendance and attitude of the participants. Family dynamics will also effect the outcomes of the program. Families who are supportive of participants will provide an environment that will help the adolescent succeed in achieving her goals. Families that depend on the adolescent to be bad, will hinder progress of participants.

In addition to the attitude of probation officers and family members, the individual attitudes and commitment of participants to learn and change will impact their experiences with the program. Additionally, consistent interaction between instructors and the ability for participants to become acquainted with the instructors will be a strength of the program as it will allow for the development of trust over time.
Evaluation of this research design will also be limited due to sample and sample size. Not only is the sample size rather small, the sample is also predominately white. This small size and non-diverse group greatly limits the general findings of the evaluation. It cannot be generalized to the general population of female adolescents nor can it be generalized to larger juvenile detention centers. This program will need to be tested in other adolescent settings with a control group in order to increase the ability to generalize the findings.
References


Department of Justice in Child Help USA. www.childhelpusa.org/abuseinfo_stats.htm


Herman, J. (1997). *Trauma and recover: The aftermath of violence from domestic abuse to political terror*. Basic Books. New York


Appendix A

Consent Form
FINDING RELEASE TO EXPLORE AND EXPERIENCE DIMENSIONS OF ME (F.R.E.E.D.O.M)
Connections: A Safe Place
CONSENT FOR PARTICIPATION
Clermont County Detention Center

Client Name: ________________________________________ D.O.B.: __________

Connections: A Safe Place, Inc. is a resource center for survivors of childhood sexual abuse. We provide weekly activities at the Clermont County Detention Center.

As a part of Connections your teen will participate in a weekly group (F.R.E.E.D.O.M) designed to improve and evaluate self-respect, develop coping skills and improve relationship skills. Utilizing lessons developed for a thesis project by Rachel Davis.

I hereby authorize my child to participate in the group activities led by Rachel Davis. I understand that my child may stop attending the group at any time. I also understand that appropriate confidentiality will be maintained and the identity of neither myself or my child will be exposed.

_____________________________   ___________________________ __________
Parent or Guardian     Relationship to child  Date

I do not give my child permission to participate in the group.

_____________________________   ___________________________ __________
Parent or Guardian     Relationship to child  Date
Appendix B

Ten Lesson Plans
Program Title: F.R.E.E.D.O.M.
Lesson Plan 1

Author: Rachel Davis
Lesson Title: Mixed Emotions
Total Time: 90 Minutes

Goals:
Each adolescent will have an opportunity to discuss and learn about experiencing more than one emotion in relation to one event.

Objectives:
- Each girl will react to 3 scenarios from different perspectives regarding the same events.
- Each girl will complete 3 worksheets about the 3 scenarios.
- Each girl will have an opportunity to learn how she manages experiencing more than one emotion at a time.
- Each girl will create 2 projects representing 2 emotions at one time and the conflict that may represent.

Schedule:
Personal introduction (10 minutes)
Instructors should introduce themselves. Have the girls introduce themselves and share something unique about themselves. After everyone has been introduced, the instructors will outline and emphasize the need for safety within the group setting.
- Confidentiality
- Respect for self and others
- Reflective listening skills

Give each girl an opportunity to share how her week has been regarding visitation, court dates, and interactions within the center. Never force this and reflect back to the girls what you are hearing from them.

Materials:
- 3 worksheets
- Pencil
- Peace, Anger, Sad, Happy pictures
- Crayons, colored pencils
- Ruler
- Glue
- Pre-cut construction paper 10” by 7”

Room Set up:
- Arrange the tables in the middle of the room as if they are all one large table.
- Make sure supplies are easily accessible to everyone.
Breaks are not permitted in this setting, but the acceptance and supportive atmosphere modeled by the instructors helps the girls feel comfortable and relaxed.

Discussion and Worksheets: (25 minutes)
Read these scenarios:

A) Every day for a week, Sue couldn’t wait to get the mail. She was expecting a birthday present from her Aunt who had promised to get Sue the new jeans she had been wanting. When the present finally arrived, Sue excitedly tore the package open. When Sue took her gift out of the box, she saw that her Aunt had gotten her a really cool sweater instead.

B) For an entire semester, Barb studied hard for every test and turned in all of her homework assignments. Barb was hoping to finally be on the honor role, her dad said he would give her $20.00 if she did make the honor roll. When report cards were sent home, Barb discovered that she had brought up all of her grades and was passing every class. But she made a “C” in math and missed the honor roll by one grade.

C) Cindy had been dating the same guy for almost 2 years and was really in love with him. Sometimes he would go into angry rages and a couple of times he hit her. Cindy knew that he loved her, but hated it when he called her slut or other names.

It is possible to feel more than one emotion for the same situation. Sometimes we fluctuate between extreme happiness and extreme pain or sadness. Sometimes we may feel anger over one situation and have deep peace about another. We may be experiencing so many different situations in our lives and each situation has its own emotion. Sometimes we may not be able to figure out how we are feeling. It is important to accept that we will have different emotions and that no emotion is bad. We may even have to accept that we may be having a different emotion than someone else over the same situation.

For instance, if Cindy’s mom and/or probation officer told Cindy she could no longer see her boyfriend:
What emotions would Cindy have? What emotions would her mom or P.O. have?
What would happen if Cindy’s boyfriend moved out of town? Cindy may feel sad, but her mom would be happy.
Every day for a week, Sue couldn’t wait to get the mail. She was expecting a birthday present from her Aunt who had promised to get Sue the new jeans she had been wanting. When the present finally arrived, Sue excitedly tore the package open. When Sue took her gift out of the box, she saw that her Aunt had gotten her a really cool sweater.

What do you think Sue’s first reaction was to the sweater? ____________________________

______________________________________________________________________________

How do you think she felt about not getting what she wanted? _________________________

______________________________________________________________________________

______________________________________________________________________________

How do you think she felt about getting the cool sweater? _____________________________

______________________________________________________________________________

______________________________________________________________________________

How do you think she felt about her aunt’s breaking her promise _______________________

______________________________________________________________________________

______________________________________________________________________________
Worksheet B)

For an entire semester, Barb studied hard for every test and turned in all of her homework assignments. Barb was hoping to finally be on the honor role, her dad said he would give her $20.00 if she did make the honor roll.. When report cards were sent home, Barb discovered that she had brought up all of her grades and was passing every class. But she made a “C” in math and missed the honor roll by one grade.

What kinds of emotions do you think Barb felt when she got her report card?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do you think he dad felt?  ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How would you react if like this had happened to you? _______________________

________________________________________________________________________

________________________________________________________________________
Worksheet C)

Cindy had been dating the same guy for almost 2 years and was really in love with him. Sometimes he would go into angry rages and a couple of times he hit her. Cindy knew that he loved her, but hated it when he called her slut or other names.

How do you think Cindy feels about her boyfriend? ________________________________

______________________________

Do you think she always feels this way or would there be other emotions too? __________

______________________________

Do you think Cindy feels safe with her boyfriend? Why ________________________________

______________________________

How do you think Cindy would feel if she was forced to give up her boyfriend? __________

______________________________
Activity: (45 minutes)

For this activity the girls will make fans. Each fan will have 2 pictures. The first fan will show anger and peace, and the second fan will show happy and sad.

Directions:

- Give each girl a 5” (width) by 7” (height) inch copy of each of the pictures below.
- Give each girl 2 pre-cut 10” (width) by 7” (height) sheet of construction paper
- Ask each girl to color the peace and anger pictures. When she is finished have her connect the lines at the top and bottom of each picture and cut them out. Make sure that she numbers each strip as she cuts it.
- When she has cut and numbered all strips she will glue the #1 strip of the peace picture on the construction paper. Then she will glue the #1 strip of the anger picture next to it.
- Have her glue the remaining strips in the same order.
- When all strips are glued have her fold the construction paper like a fan.
- When the paper is folded tell the girls to hold the picture and look at it from one end and she will see the anger picture (fig. 2), from the other end she will see the peace (fig. 1) picture.
- Repeat these instructions for the sad and happy pictures.

Closing: (10 minutes)

- Give each girl a survey to fill out.
- Be sure to explain that there are no right or wrong answers and to answer it as honestly as possible.
- As each girl hands her survey back give her a choice of a word search, picture to color or origami project to take back to her pod or the class room with her.
Program Title: F.R.E.E.D.O.M.
Lesson Plan 2

Author: Rachel Davis
Lesson Title: What They See – What They Don’t See
Total Time: 90 Minutes

Goals: Become aware of their internal state in contrast to their external presentation.

Objectives:
Each girl will:
† Experience the risk of vulnerability in a safe group
† Explore her hidden internal conflicts, desires, etc.
† Have an opportunity to seek and discover the reasons she hides some of her deepest needs and emotions and discuss the need for safety.
† Hesitate to make judgements based on external evidence only.

Schedule:
Personal introduction (10 minutes)
Instructors should introduce themselves. Have the girls introduce themselves and share something unique about themselves. After everyone has been introduced, the instructors will outline and emphasize the need for safety within the group setting
† Confidentiality
† Respect for self and others
† Reflective listening skills

Give each girl an opportunity to share how her week has been regarding visitation, court dates, and interactions within the center. Never force this and reflect back to the girls what you are hearing from them.

Materials:
† 3 to 4 dolls or pictures of dolls each doll needs to have something different from the other dolls.
† Paper and pencil for each girl
† One 8 1/2 by 10 inch picture of window without a shade and another with a shade.
† Crayons and colored pencils
† Worksheets

Room Set up:
† Arrange the tables in the middle of the room as if they are all one large table.
† Make sure supplies are easily accessible to everyone.
† Breaks are not permitted in this setting, but the acceptance and supportive atmosphere modeled by the instructors helps the girls feel comfortable and relaxed.

Discussion (10 minutes)
† All of us make decisions about other people based on what we see.
   ✔ We pay close attention to the things people wear The things they do and say
The places they like to hang out at.

We put together all this information about what we are seeing and decide what kind of person someone else is. *For example we may look at someone and see her sense of humor and decide that this is a person who is happy and upbeat all the time. But we really do not see what is going on inside of that person, and we may be surprised to learn that the person who appears happy all the time, may actually be crying herself to sleep every night.*

Activity and Worksheets: - Part 1 (10 minutes)

† Give each girl a sheet of paper and pencil
† One at a time, pass the dolls or pictures of dolls around to the girls instruct them to not talk out loud about the dolls, but to write down everything they see about the doll. Encourage them to speculate about what is going on with the dolls, how the doll got in the shape she is in, what the doll may need, etc.
† When all the dolls have been passed around, hold each doll up and ask the girls what they noticed about the doll.
† Discuss the similarities and differences in what the girls saw and/or speculated.
† Next, discuss how people look at them and decide or speculate about what is going on with them. (be brief with this step as there will be more in depth discussion after they have completed their windows).

Activity—Part 2 (35 minutes) - Worksheets and Discussion – (15 minutes)

† Use the pattern to copy 2 windows for each girl.
† On one of the windows make a window shade by gluing a sheet of tissue paper at the top edge of the page. *(Make sure you only glue the top so you can lift the tissue paper from the bottom).*
† Instruct the girls to imagine that the window without a window shade represents their lives. On this window, have them draw pictures and words about what others see going on in their lives. They may want to think about some of the things family and friends have said to you or about you.
† When they are finished with that window. Have them raise the window shade on the next window and begin to draw words and pictures about the things going on inside of them that others do not see.
† Finally, tell them to use the worksheet and write about the differences and the similarities between both windows.
† Discuss the differences between what others see about them and how others react to them. Ask them; what is it that others don't see? Which of the windows is closest to who they really are? What do they need to feel safe enough to share their internal needs and desires.

Closing: (10 minutes)

† Give each girl a survey to fill out.
† Be sure to explain that there are no right or wrong answers and to answer it as honestly as possible.
† As each girl hands her survey back give her a choice of a word search, picture to color or origami project to take back to her pod or the class room with her.
What You See, What You Don’t See

Are there any differences between your 2 windows?    YES    NO
Describe the differences________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Are there any similarities?    YES    NO
Describe the similarities________________________________________________________
___________________________________________________________________________

What kind of things do you think people believe about you from what they see in your behaviors?  ______________________________________________________________
___________________________________________________________________________

If people could see what is hidden behind your window shade, would they think you are a different kind of person than they think now?____________________________

What would they say about you?______________________________________________
__________________________________________________________________________

Would they treat you differently?    YES    NO
How would they treat you?____________________________________________________
_________________________________________________________________________

Which window is the closest to showing what kind of person you are?______________

Are there behaviors that you could change that would show others what kind of person you really are?    YES    NO
What do you think would happen if you did?_____________________________________
__________________________________________________________________________

Are you willing to make changes? Why or why not? ______________________________
_________________________________________________________________________
For second window only, glue tissue paper here
Program Title: F.R.E.E.D.O.M.
Lesson Plan 3

Author: Rachel Davis
Lesson Title: Three Tears
Total Time: 90 Minutes

Goals: Build an awareness of the importance of acknowledging our deep levels of pain and need.

Objectives:
Participants will:
- Explore beliefs about crying
- Learn that similar circumstances will impact people differently
- Verbalize a level of pain or need
- Learn appropriate responses to the pain and needs of others

Schedule:
**Personal introduction (10 minutes)**
Instructors should introduce themselves. Have the girls introduce themselves and share something unique about themselves. After everyone has been introduced, the instructors will outline and emphasize the need for safety within the group setting
- Confidentiality
- Respect for self and others
- Reflective listening skills

Give each girl an opportunity to share how her week has been regarding visitation, court dates, and interactions within the center. Never force this and reflect back to the girls what you are hearing from them.

Materials:
- Card stock paper with 3 shapes of tears drawn on it (1 large tear, 1 medium size tear, 1 small tear).
- Crayons and colored pencils
- Lined paper with the 3 “tear statements” for writing a poem
- Pens
- Worksheets

Room Set up:
- Arrange the tables in the middle of the room as if they are all one large table.
- Make sure supplies are easily accessible to everyone.
- Breaks are not permitted in this setting, but the acceptance and supportive atmosphere modeled by the instructors helps the girls feel comfortable and relaxed.

Discussion and Worksheets: (25 minutes)
Optional – begin this session by reading *Joey Doesn’t Cry* by Rachel Davis (see back appendix A for ordering information) (This is a story about a little boy who represses his emotions when his
mother abandons him).

- Have you ever cried over a movie?
- What kind movies do you cry over? Why?
- What other things have you cried about?
- When you cry, what kind of things do you think about?
  - How you look
  - How you sound
  - What others may be thinking
- What do you wish people would understand about you when you express pain or a need?

Activity: (45 minutes)

- Have the girls react to this Statement, then have them complete the following worksheets: “I’ll give you something to cry about”

Closing: (10 minutes)

- Give each girl a survey to fill out.
- Be sure to explain that there are no right or wrong answers and to answer it as honestly as possible.
- As each girl hands her survey back give her a choice of a word search, picture to color or origami project to take back to her pod or the class room with her.
“I’ll give you something to cry about”
Worksheet

What is the first thing you feel when someone says this to you? Why?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What kind of message does this say about the things that you cry over?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What does this statement tell you about your right to cry?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
My biggest tear…

The smallest

The middle tear
Three Tears

Write a poem or story using these three statements. You can use them in any order.

I cry my biggest tear…
The middle tear is…
And only the smallest tear….
Author: Rachel Davis
Lesson Title: Paving My Way
Total Time: 90 Minutes

Goals: To explore the effect that difficult situations have on their ability to reach or strive towards their goals.

Objectives:
- Participants will:
  - Gain experience in naming or defining a goal
  - Be able to identify internal thinking patterns that hinder their success
  - Name the presence and depth of their internal strengths
  - Gain insight into how their strengths and negative thinking patterns interact

Schedule:
Personal introduction (10 minutes)
Instructors should introduce themselves. Have the girls introduce themselves and share something unique about themselves. After everyone has been introduced, the instructors will outline and emphasize the need for safety within the group setting
- Confidentiality
- Respect for self and others
- Reflective listening skills

Give each girl an opportunity to share how her week has been regarding visitation, court dates, and interactions within the center. Never force this and reflect back to the girls what you are hearing from them.

Materials:
- Stone path coloring sheet
- Key list of colors
- Colored pencils
- Crayons

Room Set up:
- Arrange the tables in the middle of the room as if they are all one large table.
- Make sure supplies are easily accessible to everyone.
- Breaks are not permitted in this setting, but the acceptance and supportive atmosphere modeled by the instructors helps the girls feel comfortable and relaxed.

Discussion Part A and Activity: (20 minutes)
*Note: Do not lead the girls to say what you think is the right answer. Be prepared to hear how drugs or sex or other unhealthy behaviors will help them. Just continue to ask them how these behaviors will make them successful in completing a long term goal. If we push them to say the “right” answer, we risk interrupting their internal awareness process. Unless each girl identifies her inner perceptions/struggles, any change will be surface, and they need to be heard and validated for the change to be real.
Think about it!
✓ There are a lot of things that happen in life that can make us stumble.

Examples:
☞ Sexual Abuse
☞ The loss of a loved one
☞ A disappointment

✓ Trauma affects people in different ways. And when we stumble we can get off the path or forget about goals we have set for ourselves. After experiencing some types of trauma, we are often in need of care and support from others. And that is great. But we also need to be in touch with our inner strengths. Our inner strengths help us to restore our sense of well being. There are times when we will even need to develop new inner strengths.

Activity: (30 minutes)
Respond to it.
✓ Think about a difficult situation you have experienced
✓ Use the stone path below to explore the inner strengths and obstacles.
☞ Label the large stone at the bottom of the path with the difficult situation
☞ Label the large stone at the top of the path with a goal that you would like to walk towards. *For example – you may label the bottom stone as running away, drug use, and the top stone as trying new ways of coping. This is only a suggestion. It is important to give yourself the freedom to label your own stones.*

Discussion Part B: (20 minutes)
✓ How did you choose this goal? Why?
✓ How do the obstacles you deal with get in your way as you walk towards your goal?
✓ How will the strengths you have identified help you?

Closing: (10 minutes)
✓ Give each girl a survey to fill out.
✓ Be sure to explain that there are no right or wrong answers and to answer it as honestly as possible.
✓ As each girl hands her survey back give her a choice of a word search, picture to color or origami project to take back to her pod or the class room with her.
Now use the following key and fill in your path. Think about your inner strengths as well as the obstacles that you deal with on a daily basis.

Brown - Determination – to overcome the trauma
Yellow – Faith in yourself and others
Light Blue – Creativity to imagine other options
Dark Blue – Responsibility – for your own actions
Purple – Open minded - to learning new ways
Gray – Will – to set goals and succeed
Pink – Hopelessness – in your ability to learn
Light Green – Close minded – to trying something new
Dark Green – Blaming – others for everything
Orange – Excuses – to avoid taking responsibility

Cut along line—give each girl a copy

Now use the following key and fill in your path. Think about your inner strengths as well as the obstacles that you deal with on a daily basis.

Brown - Determination – to overcome the trauma
Yellow – Faith in yourself and others
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Orange – Excuses – to avoid taking responsibility

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Pink – Hopelessness – in your ability to learn
Light Green – Close minded – to trying something new
Dark Green – Blaming – others for everything
Orange – Excuses – to avoid taking responsibility
Program Title: F.R.E.E.D.O.M.  
Lesson Plan 5

Author: Rachel Davis  
Lesson Title: What Happened?  
Total Time: 90 Minutes

Goal: This lesson is an opportunity to creatively express internalized trauma in relation to major life event/s.

Objectives:  
Participants will:  
- Become aware of their personal interpretation of trauma or major events in their lives.  
- Experience positive feedback when risking vulnerability within the group setting  
- Learn to respect others experiences and perceptions of their experiences.

Schedule:  
Personal introduction (10 minutes)  
Instructors should introduce themselves. Have the girls introduce themselves and share something unique about themselves. After everyone has been introduced, the instructors will outline and emphasize the need for safety within the group setting  
- Confidentiality  
- Respect for self and others  
- Reflective listening skills

Give each girl an opportunity to share how her week has been regarding visitation, court dates, and interactions within the center. Never force this and reflect back to the girls what you are hearing from them.

Materials:  
- Colored pencils  
- Crayons  
- Copy of page to color  
- Questionnaire

Room Set up:  
- Arrange the tables in the middle of the room as if they are all one large table.  
- Make sure supplies are easily accessible to everyone.  
- Breaks are not permitted in this setting, but the acceptance and supportive atmosphere modeled by the instructors helps the girls feel comfortable and relaxed.

Lesson: (45 minutes)  
*optional– play soft relaxing music as the girls are coloring this page  
- In order to allow the girls to think about the picture and how it is impacting them, there is no discussion or lesson given prior to their coloring the picture.  
- After going over group introductions and welcome, give each girl the picture to color and instruct them to color the picture without discussing what is going on in the picture.
Discourage any dialogue about the picture between the girls.

If asked anything about the picture simply, reply that “we will explore that later”.

When everyone has completed their coloring, hand out the questionnaire and ask them to answer all the question from their perspective.

- Again, discourage conversation between the girls regarding their answers.
- Assure them that there are no right or wrong answers.

Discussion: (25 minutes)

- After the girls have completed the questionnaire, ask anyone who is willing to, to share her answers.
- Teach and model appropriate responses such as empathy and reflective listening skills.
- At the end give anyone who needs to an opportunity to express what this activity was like for her. You may even give them an opportunity to write a poem about what they discovered about themselves as they were completing the activity.

Closing: (10 minutes)

- Give each girl a survey to fill out.
- Be sure to explain that there are no right or wrong answers and to answer it as honestly as possible.
- As each girl hands her survey back give her a choice of a word search, picture to color or origami project to take back to her pod or the classroom with her.
1. Why is the bird in the tree? ________________________________________________

___________________________________________________________________________

2. What is the bird looking at? ________________________________________________

___________________________________________________________________________

3. What is in the hole behind the bird in the tree? ________________________________

4. Who broke the fence? _____________________________________________________

___________________________________________________________________________

5. Why did he/she break the fence? How was it broken? __________________________

___________________________________________________________________________

6. What got out of the fence after it was broken? Where did it go after it got out? ______

___________________________________________________________________________

___________________________________________________________________________

7. How long had it been behind the fence? ______________________________________

___________________________________________________________________________

___________________________________________________________________________

8. What are in the holes in the road? _____________________________________________

___________________________________________________________________________

9. What would happen if someone stepped in them? ______________________________

___________________________________________________________________________

10. Where is the road leading to? How long will it take to get there? ________________

___________________________________________________________________________

___________________________________________________________________________

11. What happened to the flower? ____________________________________________

___________________________________________________________________________

12. What does it need? ________________________________________________________
Program Title: F.R.E.E.D.O.M.
Lesson Plan 6

Author: Rachel Davis
Lesson Title: Conversation with Myself
Total Time: 90 Minutes

Goal:
To recognize the internal dialogue inherent in making choices or managing conflict

Objectives:
Each girl will:
✓ Express the emotional charge of inner dialogue
✓ Choose a troublesome behavior and identify the conflicting thoughts in processing the need for change
✓ Brainstorm possible additional behaviors that would help accomplish their goals that would lead to behaviors that are in their best interest.

Materials:
✓ Socks
✓ Fabric
✓ Embellishments—binding tape, rickrack, etc.
✓ Yarn
✓ Felt
✓ Fabric glue
✓ Craft eyes
✓ Hot glue gun
✓ Fabric paint
✓ Script paper

Room Set up:
✓ Arrange the tables in the middle of the room as if they are all one large table.
✓ Make sure supplies are easily accessible to everyone.
✓ Breaks are not permitted in this setting, but the acceptance and supportive atmosphere modeled by the instructors helps the girls feel comfortable and relaxed.

Lesson: (10 minutes)
✓ Discuss the conflicts in making healthy or appropriate choices.
✓ What does her “good” side want to do and why
✓ What does her “bad” side of us want and why
✓ What kinds of things does she tell herself
✓ How do we get through that

Activity: (no more than 45 minutes)
✓ Create the sock puppets

Skit: (10 minutes)
✓ Each girl writes her ‘script’

**Performance:**
✓ Each girl is given a chance to introduce her puppets
✓ Each girl is given an opportunity to present her skit

**Feedback Discussion: (15 minutes)**
✓ Encourage the girls to talk about their experiences as they wrote the dialogue for both sides of their internal thought processes.
  ◦ Did she learn anything new about herself?
  ◦ Was she able to process some of the conflict?

**Closing: (10 minutes)**
✓ Give each girl a survey to fill out.
✓ Be sure to explain that there are no right or wrong answers and to answer it as honestly as possible.
✓ As each girl hands her survey back give her a choice of a word search, picture to color or origami project to take back to her pod or the class room with her.
Conversations With Myself
Script

Title: ____________________________________________________________

List of Characters: ________________________________________________
Program Title: F.R.E.E.D.O.M.  
Lesson Plan 7

Author: Rachel Davis  
Lesson Title: Wheel of Consequences  
Total Time: 90 Minutes

Goals: To develop an awareness of how the consequences of choices and behaviors (both theirs and others) impacts life.

Objectives:
Each girl will:
- Gain the ability to recognize how an event or decision impacts various aspects of life.
- Identify any area of impact that can be changed or corrected.
- Process the emotions connections to the consequences.

Schedule:
Personal introduction (10 minutes)
Instructors should introduce themselves. Have the girls introduce themselves and share something unique about themselves. After everyone has been introduced, the instructors will outline and emphasize the need for safety within the group setting.
- Confidentiality
- Respect for self and others
- Reflective listening skills

Give each girl an opportunity to share how her week has been regarding visitation, court dates, and interactions within the center. Never force this and reflect back to the girls what you are hearing from them.

Materials:
- One 8 inch circle divided into 6 sections and labeled: emotional health, physical health, social life, future, education, and family life (see end of chapter for pattern)
- Huge selection of crayons and colored pencils, regular lead pencils.
- Worksheet

Optional Materials:
- CD Player
- Relaxation CD—it is best to use one that combines nature and music

Room Set up:
Arrange the tables in the middle of the room as if they are all one large table. Make sure supplies are easily accessible to everyone.
Breaks are not permitted in this setting, but the acceptance and supportive atmosphere modeled by the instructors helps the girls feel comfortable and relaxed.

**Discussion: (25 minutes)**

**Lesson/Activity:**
As an opening to this activity, select a current situation from a movie they are familiar with and ask questions as to what they think would have happened if the characters had made other choices than the ones they did. Or you may begin this session by asking more personal questions such as:

- What would happen if you were caught smoking in the school bathroom?
- What would your friends say if you ate lunch with the computer nerd?

**Activity: (45 minutes)**

*(Find a way to use their interests and life to get them thinking about cause and effect)*

After a few minutes of discussion begin the following portion of the activity:

- Help the girls decide which experience she will use to describe her consequences.
- Instruct the girls to use words, pictures, shapes, lines and colors to describe the consequences she is experiencing.
- Afterwards, invite the girls to share their wheels.

*Note: Do not engage the girls in conversations in which they try to justify their actions or try to convince you that they have no other alternatives. Instead, just listen and reflect back to them sympathy for the circumstances she faces.*

- When the girls have completed their wheels, invite anyone who is comfortable enough to do so, to share their wheels.
- As the girls share, encourage them to explore their emotions and thoughts about the consequences.

*Note: Be sure to validate the girls emotions and responses to what they are sharing and experiencing. It is the leader’s responsibility to listen to the girls, and respond to what they are hearing. If you are uncomfortable with what you are hearing, be careful to not try to get the girls to say what you feel is the “right” thing, instead, begin to ask her questions that will help her discover the right thing to do for herself.*

**Example Questions:**

1. When the (event, choice, etc) happened, how did ______ (name of person) react?
2. What was your response?
3. Did this interchange meet your needs?

**Closing: (10 minutes)**

- Give each girl a survey to fill out.
- Be sure to explain that there are no right or wrong answers and to answer it as honestly as possible.
- As each girl hands her survey back give her a choice of a word search, picture to color or origami project to take back to her pod or the class room with her.
Wheel of Consequences
Worksheet

After completing the wheel, what did you learn about yourself? _________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

If you could change one area of your consequences what would it be and why? ____________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

What is the hardest consequence you have had to face?_______________________________
Why?______________________________________________________________________
___________________________________________________________________________

Take a few minutes and think about your consequences. Choose one area of consequences (for example you may choose social life. Now in the space below draw a picture of what hope would look like for that consequence.
Goals: To become aware of their emotions and how they understand, experience and express them.

Objectives:
- To identify 5 strong internal emotions
- To recognize which emotions is predominate
- Identify a positive influence when facing conflicts

Schedule:

Personal introduction (10 minutes)
Instructors should introduce themselves. Have the girls introduce themselves and share something unique about themselves. After everyone has been introduced, the instructors will outline and emphasize the need for safety within the group setting
- Confidentiality
- Respect for self and others
- Reflective listening skills

Give each girl an opportunity to share how her week has been regarding visitation, court dates, and interactions within the center. Never force this and reflect back to the girls what you are hearing from them.

Materials:
- 1 Paper towel roll for each girl
- 5 different colors of construction paper. Cut the construction paper into long enough strips that will wrap around the paper towel roll. Each strip should be about 2 inches in height (the paper towel roll will have all 5 colors wrapped around it).
- Glue
- Crayons
- Colored pencils
- Patterns for a large set of wings and a small set of wings (everyone gets 1 of each)

Room Set up:
- Arrange the tables in the middle of the room as if they are all one large table.
- Make sure supplies are easily accessible to everyone.
- Breaks are not permitted in this setting, but the acceptance and supportive atmosphere modeled by the instructors helps the girls feel comfortable and relaxed.

Discussion: (25 minutes)
- Talk about how we all have different emotions. Some of them seem more
positive than others.

See if they can name some of their own positive and negative emotions.

Talk about how emotions can lead us to behave in particular ways…often causing
us to do things we wouldn’t normally do.

Talk about how all of the emotions and thoughts we have come together to make us
who we are.

Read this statement:
*Sometimes we need to be aware of how our emotions make us do things we wouldn’t do if we
took care of the emotions. We need to learn about our emotions and what they do to us so that
we can learn to make changes in our lives.*

Ask these 2 questions:

- What does fear, confusion, and hurt make us think and do?
- How does being strong or hopeful help us with those emotions?

Activity: (45 minutes)

Activity:
Using the following emotions put 1 face on each of the 5 strips of construction paper, so that the
totem poles have 5 faces. (if the girls cannot connect with these emotions, allow them to find the
ones that they do connect with).

- Confused
- Afraid
- Hopeful
- Strong
- Hurt

After giving the girls the large wings, ask them to write on it who or what helps give them the
strength or motivation to manage all the conflicts in their lives.

Then give ask them to write on the back of the smaller wings which emotions they think is the
biggest part of them and if it is something they would like to change and why. Also what do they
think keeps them from changing.

Closing: (10 minutes)

- Give each girl a survey to fill out.
- Be sure to explain that there are no right or wrong answers and to answer it as honestly as
  possible.
- As each girl hands her survey back give her a choice of a word search, picture to color or
  origami project to take back to her pod or the class room with her.
After drawing an emotion on this strip, wrap around roll. Repeat for the large wings.
Author: Rachel Davis
Lesson Title: Buried Treasure
Total Time: 90 Minutes

Goals:
To uncover positive inner qualities or character traits often hidden beneath the impact of negative behaviors.

Objectives:
- Identify 3 positive qualities that often get overlooked and how those qualities may need further development or acknowledgment.
- Identify 1 unique positive quality that makes them special.
- Identify the experiences or life events that have covered these qualities
- Build an awareness about how these qualities can help them overcome difficult situations.
- Develop an awareness about the necessity of being in touch with these qualities.

Schedule:
Personal introduction (10 minutes)
- Instructors should introduce themselves. Have the girls introduce themselves and share something unique about themselves. After everyone has been introduced, the instructors will outline and emphasize the need for safety within the group setting
  - Confidentiality
  - Respect for self and others
  - Reflective listening skills

Give each girl an opportunity to share how her week has been regarding visitation, court dates, and interactions within the center. Never force this and reflect back to the girls what you are hearing from them.

Materials:
- Empty bottled water containers with lids
- Sand
- Glue
- 4 different specialty buttons (hearts, stars, flowers, butterflies)
- Fake “buried treasure” map (to use as the opening)
- Worksheets

Room Set up:
Arrange the tables in the middle of the room as if they are all one large table. Make sure supplies are easily accessible to everyone. Breaks are not permitted in this setting, but the acceptance and supportive atmosphere modeled by the instructors helps the girls feel comfortable and relaxed.
Discussion and Worksheets: (35 minutes)

Give each girl a copy of the “buried treasure” map and ask the following questions as an opening:

- What kind of document is this?
- Why do people go on treasure hunts?
- How do you decide if something is valuable enough to go after?
- If this were a real treasure map, would you follow it? Why or why not?
- If I told you there was a hidden treasure inside of you, would you go after it? Why or why not?
- How would you decide if it was valuable enough to go after or not?

Transition to the more personal:

- What kinds of things about yourself do you hide from others?
- When others (parents, friends, probation officers, teachers, etc) talk about your behaviors or what kind of person you are what do they usually say? Why do you think they say this?
- Are there parts of yourself that you do not let them see? How valuable are these parts of yourself? Have you buried them so deeply that you have a hard time staying in touch with them?
- What do you need to be able to uncover them and use them?
- How will uncovering these qualities help you overcome or deal with some of the negative behaviors you are usually known for?
- Complete both sides of worksheet 1

Activity: (35 minutes)

For this activity the girls will use the bottled water container, sand and special buttons to make a “buried treasure”.

Directions:

- Fill the container with about 1/4 cup of sand.
- Give the girls 1 each of the 4 specialty buttons, (but this time, the girls will have completed the first worksheet and identified what these buttons represent to them).
- Put the buttons in the bottle.
- Glue the outside edges of the bottle and screw the lid back in place.
- Shake up the sand a little so that the girls will have to look for their treasures.

Closing: (10 minutes)

- Give each girl a survey to fill out.
- Be sure to explain that there are no right or wrong answers and to answer it as honestly as possible.
- As each girl hands her survey back give her a choice of a word search, picture to color or origami project to take back to her pod or the classroom with her.
1. Follow the path from the tree
2. Look under the red “x” for the next clue
3. Go 3 paces to the right, take another right
4. When you get to the shovel start digging
Worksheet—Part 1

Buried beneath my (name an attitude or behavior) __________________________
Is the unique part of who I am. I am unique because ____________________

But I don’t let anyone know how special I am because if I did __________

It (has, has not) been very valuable in the past because ____________________

Sometimes I miss being in touch with how special I am because __________

Now I need to think about uncovering it and using it to __________________
because it can help me overcome ____________________________

What is unique about

I have the potential to ____________________________

But I keep my potential hidden beneath ____________________________

The reason I hide my potential because I don’t feel like ___________________

Hiding my potential has caused me to ____________________________

And others to ____________________________

But if I decide to get back in touch with my potential I could ____________________________

What kind of potential do you have?
This flower represents the motivation I have to ______
I don’t usually think about my motivation because if I did I would have to ____________________________
But when I do think about motivation___________________________
If I were to develop and use more motivation I would ____________________________
___________________________________________
What kind of motivation do you have?

My inner strength is ____________________________________________
______________________________________________________________.
Without this inner strength I would____________________________
But it often gets buried beneath my ____________________________
and then ____________________________________________________
But if I continue to look for it and use it in difficult times, then
My life would ____________________________________________
I wish that my inner strength __________________________________
______________________________________________________________.
Worksheet—Part 2 (to be done after the activity)

Today, I have learned that I have these hidden treasures:
1.
2.
3.
4.

I don’t know if I believe in them yet or not, when I think about them I ________________________________
______________________________
______________________________
But there (is, is not) much value in going after them because
______________________________
______________________________
______________________________

Now write a poem about at least 2 of the buried treasures in you.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
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___________________________________________________________________________
Program Title: F.R.E.E.D.O.M.
Lesson Plan 10

Author: Rachel Davis
Lesson Title: Leaves of Legacy
Total Time: 90 Minutes

Goals: Develop an awareness of family patterns that they may be repeating or get caught up in.

Objectives:
Each participant will:
- Identify the presence and level of 8 legacies in her life
- Identify a positive or negative pattern or legacy in her life.
- Understand how the patterns/legacies may aid or hinder her life
- Understand that she has the option to stop the patterns or continue them.

Schedule:
Personal introduction (10 minutes)
Instructors should introduce themselves. Have the girls introduce themselves and share something unique about themselves. After everyone has been introduced, the instructors will outline and emphasize the need for safety within the group setting
- Confidentiality
- Respect for self and others
- Reflective listening skills

Give each girl an opportunity to share how her week has been regarding visitation, court dates, and interactions within the center. Never force this and reflect back to the girls what you are hearing from them.

Materials:
- Tree trunk pattern
- Glue
- 8 different colors of leaves (patterns)
- Pencils or pens
- Paper
- Scissors (or pre-cut the leaves)
- Five legacy post cards (pattern included)
- Hole punch
- Yarn or ribbon

Room Set up:
Arrange the tables in the middle of the room as if they are all one large table. Make sure supplies are easily accessible to everyone. Breaks are not permitted in this setting, but the acceptance and supportive atmosphere modeled by the instructors helps the girls feel comfortable and relaxed.
Discussion and Worksheets: (25 minutes)
Lesson Opening:
Ask: Have you ever received something from a grandma or aunt? What did this mean to you?
Ask them to: Talk about having something passed down to you from someone you value. How did it feel to receive this? How much did you treasure it? That is a type of legacy.

معايير:
- A legacy is a heritage passed down to us.
  - It gives us a history
  - It gives us a path to take
  - It can give us direction

- A legacy is usually not something that we can hold in our hands. It is usually a belief or an attitude that drives us to react and respond to life in the ways that we do.
- It is possible for a legacy to define the kind of life style we have
  Examples: See if the girls can name examples in their lives
- For instance growing up in domestic violence can set the stage for us to live in fear, chaos and depression.
- In order to make sure history does not repeat itself in our lives we must look at how we grew up and closely examine our heritages, traditions and beliefs about our heritages.
- We need to see if there needs to be some changes
- It is also possible that we are doing things in our lives that is actually creating a legacy for our future children to live with or overcome.
  Examples: See if the girls can name any.

Activity: (45 minutes)

Part 1:
Give each girl one of the papers numbered 1 – 8.
Use flashcards of the following terms to discuss how these may or may not be legacies in the girls’ lives:

- Compassion
- Perseverance
- Hope
- Fear
- Chaos
- Poverty
- Addiction
- Courage

Ask the girls to write their individual responses to each flashcard as you hold it up. Encourage them to write about how each may or may not have contributed to their lives. Discuss their responses.
Part 2

Activity:
Each girl will create a Family Tree using the terms discussed as leaves. She will decide which of those ‘legacies’ are present in her life and which ones she may be creating. When she has completed her family tree, she will put together a booklet using the already formatted pages (make sure to punch a hole in the corner of each booklet). She will need to fill in the answers to the statements on the pages.

Give each girl a tree and 1 sheet of cardstock paper. Have her glue the tree to the paper. Give her a choice of leaves using the following code:

- Yellow = compassion
- Green = addiction
- Red = perseverance
- Orange = hope
- Dark blue = fear
- Pink = chaos
- Light blue = poverty
- Purple = courage

Note: some colors may not seem to match the words we would normally associate with that color. This is to help the girls think beyond using their favorite colors.

 prefixed
- Have the girls begin to put leaves on their trees according to what she is experiencing in their lives.
- When they are finished give them the pages to the booklet and ask them to fill in the blanks.
- After they are finished writing in their booklets, give them each a piece of pre-cut 2 inch yarn to tie through the holes in the top of the booklet.
- Give anyone who wants to share her tree and booklet an opportunity to do so. But never force it.

Closing: (10 minutes)
- Give each girl a survey to fill out.
- Be sure to explain that there are no right or wrong answers and to answer it as honestly as possible.
- As each girl hands her survey back give her a choice of a word search, picture to color or origami project to take back to her pod or the class room with her.
PATTERN:
use this pattern
to cut trees
out of brown
construction paper
Leaves of Chaos
Leaves of Poverty
Leaves of Perseverance
Leaves of Addiction
The legacy I most want to leave behind is __________________________
because _____________________________________________________
I can leave this legacy by _______________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

If I decided to create a legacy of perseverance I could accomplish
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Each girl gets a copy of all five cards.
Pre-punch a hole in the top left corner
After the girls have completed the sentences on the cards, give her a piece of yarn to ties through the cards.
If I were to choose a legacy of chaos I would not have to

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

If courage was my legacy then my future would

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
I can leave a legacy of compassion by:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
MIXED EMOTIONS SURVEY

Number of Lessons:

Age:

Date:

For each question below, circle the number to the right that best fits your opinion.
Use the scale above to match your opinion.

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In this lesson:
I learned that emotions ________________________________________________

When I have more than one emotion _________________________________________

My family deals with my emotions by _______________________________________

I learned that I deal with emotions by _____________________________________
## BURID TREASURE SURVEY

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### In this lesson:
- I learned that my family ________________________________________________
- I learned my hidden qualities are ________________________________________
- I learned my hidden qualities can be ______________________________________
- I discovered that my inner strengths ______________________________________
- What did you learn about your level of motivation? _______________________
- How can what you’ve learned help you make future choices? _______________
WHAT THEY SEE – WHAT THEY DON’T SEE SURVEY

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Age:

Date:

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In this lessons:

I learned that I am hiding ______________________________________________________________________

I Don’t let others in because ____________________________________________________________________

I also learned that when others see me they usually ____________________________________________________________________________________________

____________________________________________________________________________________________

I have a lot of _________________________________________________________________________________

It is better to ________________________________________________________________________________

_____________________________________________________________________________________________
THREE TEARS SURVEY

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In this lesson:

I learned that my tears

I learned that when I cry

I learned that others respond to my tears

I am most comfortable with
# PAVING MY WAY SURVEY

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**In this lesson:**

I learned that obstacles cause ____________________________________________

Setting goals for myself ________________________________________________

The hardest thing for me to overcome _____________________________________

I handle __________________________________________________________________

By ________________________________________________________________________
**WHAT HAPPENED SURVEY**

Number of Lessons: 
Age: 
Date: 

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**In this lesson:**

I learned that I ____________________________________________________________

I learned that no one _______________________________________________________

I wish that ________________________________________________________________

To get where I want to go I need to _________________________________________

Other people have _________________________________________________________
CONVERSATIONS WITH MYSELF SURVEY

Number of Lessons:

Age:

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In this lesson:

I learned that I deal with internal conflict by __________________________

I learned that I get confused _____________________________________________

When I am confused I ________________________________________________

When I can’t figure out what is best for me _____________________________

I wish I __________________________________________________________
**WHEEL OF CONSEQUENCES SURVEY**

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Date:  

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**In this lesson:**

Consequences are _____________________________________________________________

___________________________________________________________________________

I learned that overcoming consequences ________________________________________

___________________________________________________________________________

I learned that other people’s consequences ____________________________________

___________________________________________________________________________

Some consequences __________________________________________________________

___________________________________________________________________________
SELF AWARENESS TOTEM POLE SURVEY

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In this lesson:

I learned that self awareness of my emotions ____________________________

_______________________________________________________________________

I learned that different emotions effect _________________________________

_______________________________________________________________________

I learned that expressing emotions often _________________________________

_______________________________________________________________________

I learned that when expressing my emotions ______________________________

_______________________________________________________________________

I learned that no one has _____________________________________________
LEAVES OF LEGACY SURVEY

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<tr>
<td>I learned something new about myself</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>I learned something new about how my family relates</td>
<td>Strongly Disagree</td>
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<tr>
<td>I learned something that will help me relate to my family</td>
<td>Strongly Disagree</td>
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<tr>
<td>I learned something that will help me relate to others in a better way</td>
<td>Strongly Disagree</td>
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<tr>
<td>I learned something that will help me care about myself</td>
<td>Strongly Disagree</td>
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<tr>
<td>The topics were presented in a different way than I had heard them before</td>
<td>Strongly Disagree</td>
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<tr>
<td>I am willing to keep thinking about what I have learned</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>I am willing to use what I have learned</td>
<td>Strongly Disagree</td>
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In this lesson:

I learned that my family has ____________________________________________________________

I learned that addictions ________________________________________________________________

I learned that legacies can __________________________________________________________________

I learned that I can begin ________________________________________________________________

I learned that leaving behind a legacy is _________________________________________________
Interview Questions

1. How is this program, *F.R.E.E.D.O.M.* different from other programs you have attended? How is it the same?

2. How is coming to this program helpful to you?

3. What new things have you learned about your behaviors by coming to this program?

4. How has your view of yourself changed?

5. How likely do you think you are to continue thinking about and using what you have learned?
WAYS OF COPING (Revised)

Please read each item below and indicate, by using the following rating scale, to what extent you used it in the situation you have just described.

<table>
<thead>
<tr>
<th>Not Used</th>
<th>Used Somewhat</th>
<th>Used Quite A Bit</th>
<th>Used A great deal</th>
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1. Just concentrated on what I had to do next – the next step.
2. I tried to analyze the problem in order to understand it better.
3. Turned to work or substitute activity to take my mind off things.
4. I felt that time would make a difference – the only thing to do was to wait.
5. Bargained or compromised to get something positive from the situation.
6. I did something which I didn’t think would work, but at least I was doing something.
7. Tried to get the person responsible to change his or her mind.
8. Talked to someone to find out more about the situation.
9. Criticized or lectured myself.
10. Tried not to burn my bridges, but leave things open somewhat.
11. Hoped a miracle would happen.
12. Went along with fate; sometimes I just have bad luck.
13. Went on as if nothing had happened.
14. I tried to keep my feelings to myself.
15. Looked for the silver lining, so to speak; tried to look on the bright side of things.
16. Slept more than usual.
17. I expressed anger to the person(s) who caused the problem.
18. Accepted sympathy and understanding from someone.
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19. I told myself things that helped me to feel better.
20. I was inspired to do something creative.
21. Tried to forget the whole thing.
22. I got professional help.
23. Changed or grew as a person in a good way.
24. I waited to see what would happen before doing anything.
25. I apologized or did something to make up.
26. I made a plan of action and followed it.
27. I accepted the next best thing to what I wanted.
28. I let my feelings out somehow.
29. Realized I brought the problem on myself.
30. I came out of the experience better than when I went in.
31. Talked to someone who could do something concrete about the problem.
32. Got away from it for a while; tried to rest or take a vacation.
33. Tried to make myself feel better by eating, drinking, smoking, using drugs or medication, etc.
34. Took a big chance or did something very risky.
35. I tried not to act too hastily or follow my first hunch.
36. Found new faith.
37. Maintained my pride and kept a stiff upper lip.
38. Rediscovered what is important in life.
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39. Changed something so things would turn out all right.
40. Avoided being with people in general.
41. Didn't let it get to me; refused to think too much about it.
42. I asked a relative or friend I respected for advice.
43. Kept others from knowing how bad things were.
44. Made light of the situation; refused to get too serious about it.
45. Talked to someone about how I was feeling.
46. Stood my ground and fought for what I wanted.
47. Took it out on other people.
48. Drew on my past experiences; I was in a similar situation before.
49. I knew what had to be done, so I doubled my efforts to make things work.
50. Refused to believe that it had happened.
51. I made a promise to myself that things would be different next time.
52. Came up with a couple of different solutions to the problem.
53. Accepted it, since nothing could be done.
54. I tried to keep my feelings from interfering with other things too much.
55. Wished that I could change what had happened or how I felt.
56. I changed something about myself.
57. I daydreamed or imagined a better time or place than the one I was in.
58. Wished that the situation would go away or somehow be over with.
59. Had fantasies or wishes about how things might turn out.
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____ 60. I prayed.

____ 61. I prepared myself for the worst.

____ 62. I went over in my mind what I would say or do.

____ 63. I thought about how a person I admire would handle this situation and used that as a model.

____ 64. I tried to see things from the other person’s point of view.

____ 65. I reminded myself how much worse things could be.

____ 66. I jogged or exercised.