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The Department of Juvenile Services dedicates this intervention model (TAMAR-Y) to the youth we serve and the brighter futures that await them, in addition to all of the men, women, and families who work tirelessly to assist youth to change their lives for the better.

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CONTENTS

Welcome ....................................................................................................................................................... 4
Rationale .......................................................................................................................................................... 4
TAMAR-Y Background .................................................................................................................................. 4
The TAMAR-Y Approach ......................................................................................................................... 5
Creating a Trauma-Informed Learning Environment ............................................................................. 6
Gender Considerations ............................................................................................................................ 6
Module Elements ....................................................................................................................................... 6
Time Management ....................................................................................................................................... 6
Module 2 Understanding the Stress Response ..................................................................................... 12
Module 3 Dealing with Triggers ............................................................................................................ 17
Module 4 Trauma and Addiction—How We Cope ............................................................................... 21
Module 5 Keeping It Together—Containment ....................................................................................... 25
Module 6 Who Am I .................................................................................................................................. 29
Module 7 Trauma, Trust, and Relationships ......................................................................................... 33
Module 8 Abuse and Betrayal .................................................................................................................. 39
Module 9 Boundaries .............................................................................................................................. 45
Module 10 Conclusion ............................................................................................................................ 53
Facilitator Resources ............................................................................................................................. 53
Suggested Videos/Music .......................................................................................................................... 73
WELCOME

Congratulations! By becoming a facilitator of Trauma, Addictions, Mental Health, and Recovery for Youth (TAMAR-Y), you will play an essential role in helping justice-involved youth understand the impact of trauma on their lives, their families, and their communities, as well as helping them develop vital skills that will build resilience for a lifetime. This manual provides everything you need to facilitate successful TAMAR-Y groups.

RATIONALE

For many youth, trauma has shaped their experience of the world in devastating and persistent ways long before they reach the juvenile justice system—both through their personal trauma experiences and encounters with other public service and educational systems. Research indicates that the vast majority of youth who enter the juvenile justice system have experienced many forms of adverse childhood experiences, including emotional, physical, and/or sexual abuse; neglect; witnessing domestic violence; or living in a home with an absent, incarcerated parent. Additional research indicates the traumatic effects of growing up in distressed neighborhoods and/or witnessing violence in the community. Loss of friends and loved ones to community violence is a common experience for justice-involved youth. We also know from scientific literature that early exposure to trauma and violence results in changes to the brain that can severely impact learning and behavior. Early intervention is integral to breaking that cycle and helping youth learn to manage their trauma symptoms and begin a sustained healing process.

Finally, it is important to recognize that the experience of being removed from one’s family, friends, and community by entering a Department of Juvenile Services (DJS) facility can be, in and of itself, a highly stressful and even potentially traumatic experience. Add to this the potential for conflict with other youth, which compounds the stress. DJS is committed to helping mitigate the impact of this stress by becoming a trauma-informed system. By acknowledging that incarceration itself is stressful, you can help promote the trauma-informed principles of trustworthiness and transparency and validate the experience of young people residing in DJS facilities.

TAMAR-Y BACKGROUND

TAMAR was developed in the late 1990s as part of a federally funded, gender-specific program for incarcerated women in Maryland. It has since been implemented in multiple justice and behavioral health systems across the country. The original TAMAR intervention was customized for DJS, in concert with youth, families, and DJS staff, to create TAMAR-Y. This clinical intervention combines psychoeducation about trauma and its impact with concrete techniques designed to help the participants identify their triggers and learn and practice skills for self-regulating trauma symptoms. The training incorporates the use of expressive arts therapies—an approach that successfully engages youth in age-appropriate, meaningful ways.

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THE TAMAR-Y APPROACH

Expressive arts. Researchers conducted by Kisiel et al.\textsuperscript{2} and Zucker et al.\textsuperscript{3} on at-risk youth found significant positive results from interventions that involve drama, storytelling, and other expressive aspects. Such expressive therapies are most likely to engage youth in a culturally competent manner and to keep them interested in learning throughout the intervention. In each TAMAR-Y module, youth learn about the impact of trauma on their lives and engage in structured exercises designed to help them creatively explore the concepts through visual art, poetry/spoken word, hip-hop/rap, and expressive movement. Including creative and expressive therapies in the TAMAR-Y intervention is well-suited to engaging a youth population in learning about self-management of trauma symptoms.

In addition to trauma-healing benefits, the inclusion of expressive therapies is a strengths-based approach that will help youth develop self-esteem; find healthy, powerful, and personal ways to express their emotions; and achieve a sense of competence and mastery. The arts have been successfully used to enhance emotional, behavioral, cognitive, and cultural competencies as resiliency factors and add a creative, engaging, and profoundly healing component to the model that cannot be achieved through talk-based group therapy alone.

Hip-hop therapy. Music is vital to youth culture and serves to engage the youth, providing a powerful jumping-off point for exploration of the concepts and skills presented. Elements of “hip-hop therapy” are incorporated throughout this training as a powerful means of engagement. Although hip-hop was once condemned as a destructive influence by many educators and clinicians working with youth, it is now increasingly validated as an important therapeutic tool in clinicians’ and educators’ toolboxes.

This manual provides information on hip-hop therapy to help you understand the full range of theoretical and practical uses of this modality. For background on teaching about trauma, addiction, and mental health using hip-hop lyrics, go to http://www.apa.org/pi/about/newsletter/2014/05/hip-hop.aspx.

\textbf{NOTE:} Kendrick Lamar’s music is used throughout this intervention because his lyrics are particularly relevant to the themes in this course. To be as culturally competent and youth-friendly as possible, ask the participants which artists and tracks they currently listen to or are favorites from their past. Asking the participants for music suggestions also helps foster an empowering, trauma-informed learning environment (see below).

It is not legal to reprint full song lyrics in this manual due to copyright laws, but you can search online for any lyrics you wish to review in advance of a session. Look for “clean” or “radio edit” lyrics of these tracks to confirm that they illustrate concepts in TAMAR-Y.

Mind–body skills practice. In addition to featuring expressive arts, the training introduces a wide variety of mind–body skills for youth to learn and practice. These include breathing techniques, mindfulness skills, gratitude practice, mindful eating, yoga, and other movement-based therapies. These skills teach youth how to activate the parasympathetic nervous system and calm the trauma response. By practicing these skills in every session, and with encouragement to practice between


sessions, youth will discover which skills they prefer. They will be able to use them in a variety of stressful situations, both in DJJS facilities and following release into the community.

CREATING A TRAUMA-INFORMED LEARNING ENVIRONMENT

Practice trauma-informed approaches to the best of your ability. For example, to facilitate a sense of safety, avoid asking students to close their eyes during mindfulness exercises or do anything that makes them feel unsafe. Review the ground rules for respectful participation in each session. Model, point out, and validate respectful and empathetic behavior.

To promote trustworthiness and transparency, clearly communicate what will be happening in each session and why. Ensure that youth understand the laws around disclosure of personal information and mandated reporting.

Encourage voice and choice by emphasizing that the participants are not required to share personal information about themselves with the group. Explain that no one (staff or peers) will be reading participants’ workbooks without their knowledge or permission. Give as many choices as possible in activities; for example, explain that participants can either write or draw their responses to an exercise.

Ask questions to engage the participants. Provide multiple opportunities for creative expression. Validate responses and show you value participants’ contributions. Encourage and validate creativity and healthy risk-taking. Ask for suggestions about musical tracks or other activities.

Support youth empowerment: whenever possible and appropriate, encourage the participants to facilitate activities or lead a mind–body skills exercise, thus strengthening their sense of themselves as leaders.

If youth have already completed all sessions of a TAMAR-Y group, consider inviting them to subsequent groups to lead portions of a session or to share how any aspect of TAMAR-Y has helped them.

Practice awareness of gender, history, and culture by using youth-friendly, gender-appropriate, and culturally competent instructional materials.

GENDER CONSIDERATIONS

Although this intervention does not feature gender-specific modules, various multimedia resources allow facilitators to customize the training based on the gender of the participants.

MODULE ELEMENTS

Each module includes the following elements:

I. A check-in at the beginning;

II. Reminder of guidelines for participation and sharing of personal information;

III. An interactive educational and discussion component using multimedia (songs, videos) as teaching tools and incorporating an art, writing, or expressive activity;

IV. Mind–body skills (soothing activity near the end of the session); and

V. A check-out at the end of the session.

TIME MANAGEMENT

Topics within TAMAR-Y will likely generate much energy and discussion. Some groups may need more time than others to complete certain exercises. Be flexible, rather than rush through all the material to fit a module into a one-hour group session. If a module is not completed in one session, resume it in a subsequent session. If you finish a module with time to spare, you can begin the next module. Use your best judgment based on the needs of your group.

 REGARDLESS OF WHERE YOU CONCLUDE, ALWAYS ALLOW TIME FOR THE CHECK-OUT AT THE END OF THE SESSION.
MODULE 1
Introduction to TAMAR-Y

LEARNING OBJECTIVES
Upon completion of this module, participants will
• know what is expected of them in this group,
• recognize how TAMAR-Y can benefit them in the short and long term, and
• be able to define trauma in their own terms.

MATERIALS
• Flip chart and markers
• Workbooks—one per participant
• VIDEO: Wounded Places trailer at https://vimeo.com/106977373 (2:51)
• VIDEO: Through Our Eyes: Children, Violence, and Trauma at https://youtu.be/z8vZxDa2KPM (0:00-2:40)
• MUSIC: Traumatized by Meek Mill (use clean mp3; video not available) (4:10) — for males
• MUSIC: Autobiography by Nicki Minaj at https://youtu.be/mFDhjXKX-XI (0-2:30) — for females
• WORKSHEET A: Well-Known People with Difficult Pasts
• WORKSHEET B: When Bad Things Happen

AGENDA

I. Check-In
Ask the participants to share how they feel using a scale of 1–10.

II. Guidelines for Participation
Introduce the guidelines by asking,

“What do we need to feel safe and respected here?”

Chart the responses, looking for and reinforcing the following:
• Listen.
• Don’t interrupt.
• No cross-talk.
• No name-calling.
• What is said here, stays here.

NOTE: Save this list of guidelines to post and review at the beginning of every session.
Hand out workbooks, explaining,

“Your workbook is for you to record any thoughts and feelings you have about this group. You do not have to share it unless you want to. We are going to be talking about some tough stuff in this group. If you want to share, please give us ‘headlines,’ not details. Remember, you do not have to share anything personal unless you want to.”

Ask group,

“What can you do if you feel numb, distressed, or angry during the group session?”

*Chart the responses*, which might include the following:
- I can tell an adult.
- I can ask to take a break.
- I can write in my workbook.
- I can practice stress management skills.

### III. Education and Discussion

#### A. WHEN BAD THINGS HAPPEN TO PEOPLE

Using *Well-Known People with Difficult Pasts* (WORKSHEET A), share examples of well-known people with traumatic pasts. Prompt discussion among the participants by asking,

“What bad or stressful things have these famous people experienced?”

*Chart the responses*, which might include the following:
- Neglect
- Abuse
- Witnessing or experiencing violence

Continue the discussion by asking,

“What about what happens outside the home/family?”

*Chart the responses*, which might include violence in the school or the community.

Explain that these bad experiences are sometimes referred to as “trauma.” Point out that the events in the celebrities’ lives could be considered traumatic, yet they did not prevent success. Trauma did not define them.
B. WHY ARE WE HERE?

Define TAMAR, which stands for Trauma, Addictions, Mental Health, and Recovery. Explain that a TAMAR-Y group explores the harmful effects of directly experienced or witnessed trauma on youth and how trauma relates to mental health, substance use, and/or involvement in the juvenile justice system. The TAMAR-Y group will

- learn how stress and trauma affect us,
- understand what we have done to cope and why, and
- learn new ways to deal with stress and trauma that don’t harm us or other people.

C. WHAT DO WE MEAN BY TRAUMA?

Show Wounded Places video and the beginning of Through Our Eyes: Children, Violence, and Trauma (until the 2:40 minute/second mark).

Review the “3 E’s” definition of trauma on When Bad Things Happen (WORKSHEET B), noting the following discussion points:

Trauma comes from the word “to wound.” Our wounds might be invisible to others, but they can still live within us. We can heal with the right knowledge and support.

**EVENTS**

Ask the group,

“What are some examples of events mentioned in the videos?”

**Chart the responses**, which might include the following:

- Getting shot
- Witnessing a body in the street
- Being threatened to be killed by dad

Ask the participants to take turns reading examples of traumatic events from WORKSHEET B before asking,

“Are examples of events not on here? What about being in a DJS facility? Is that stressful? Why or why not?”

Distinguish trauma from stress.

- Trauma makes you feel like your life is in danger or you are not safe.
- Stress is uncomfortable, like having a big test in school, but no physical danger is present.

**EXPERIENCES**

Everyone has a different reaction to bad or scary events. Two people could experience the same event, such as surviving a car accident, and react differently. One might have trouble sleeping, and the other person might sleep all the time.
EFFECTS
The *Wounded Places* video mentioned that people behave based on traumatic experiences.

Ask the group,

“What examples were mentioned in the videos?” The responses might include high anxiety, paranoia, etc.

Every person is unique, so we are all uniquely affected by trauma.

- We may have scary memories or dreams.
- We may feel jumpy, nervous, or angry.
- We may watch out for danger and worry about bad things happening.
- We may have trouble sleeping and paying attention in school.
- We may not want to talk or think about trauma(s), but traumatic memories pop into our minds anyway.
- We may feel upset and have strong reactions in our bodies (heart beating fast, sweating, stomach aching) when something reminds us of the trauma(s).
- We may do anything we can to avoid a place or a person who reminds us of the trauma or bad experience.
- We may feel empty and numb, like we can’t feel anything at all.
- We may use substances to try to cope with upsetting feelings and sensations in our body.
- We may have a hard time trusting other people.

Summarize by saying,

“Being affected by trauma does not mean you are weak. It means you are human.”

D. EXPLORING TRAUMA THROUGH MUSIC
Choose the most appropriate of the songs listed below to play to the group.

Prompt discussion with suggested questions.

- **Traumatized** by Meek Mill
  - What traumatic experiences are mentioned?
  - How did they affect him?
  - How does he feel about his father because of his experience?

- **Autobiography** by Nicki Minaj
  - What traumatic experiences are mentioned?
  - How did the traumatic experiences affect her?
  - How does she feel about her father because of her experience?
IV. Mind–Body Skills: Belly Breathing

Introduce the concept of mind–body skills by sharing the following:

- In this group, we are going to learn mind–body skills to help us cope with stress.
- Everyone is different. Not everything is helpful for every person.
- We are going to learn and try lots of different things.
- Try the activities with an open mind.
- We encourage you to practice the skills between our sessions. It may take two or three tries to get the hang of them.
- Take what you like (what works for you) and leave the rest.

Lead the exercise by explaining the following:

- Normally, we breathe very shallowly, up in our chests.
- Learning to breathe down into our stomachs naturally helps calm us down.
- It also brings more oxygen into our body and brain, which helps us think more clearly.
- Belly breathing before a stressful situation can be very helpful.

Guide the participants through belly breathing:

- First, breathe as you normally do.
- What parts of your body move as you breathe? Notice what it feels like.
- Now, I invite you to sit and place your hand on your belly.
- With your mouth closed, breathe in for four seconds or until you feel your whole chest fill with air all the way down to your belly.
- Hold in the air for four seconds.
- Slowly blow the air out until it’s all gone.
- Try this three or four times.
- Did you notice anything different about how you feel?

V. CHECK-OUT

Close the group with a 1–10 check on feelings. Encourage the participants to practice belly breathing and journal about anything they notice before the next session.
MODULE 2
Understanding the Stress Response

LEARNING OBJECTIVES
Upon completion of this module, participants will be able to
• describe the “fight-flight-freeze” or stress response,
• explain how stress and trauma affect the brain and body, and
• develop a greater awareness of their own stress response.

MATERIALS
• Flip chart and markers
• VIDEO: Fight or Flight: The Stress Response at https://youtu.be/JtSP7gJuRFE (1:33)
• VIDEO: D.F.Y.L. (Don’t Flip Yo’ Lid) at https://youtu.be/cpEaYOxKIA0 (3:52)
• VIDEO: Grounding Technique #1 Sound and Sensation at https://youtu.be/P0YMgpx_6Sk (5:27)
• WORKSHEET C: Fight, Flight, Freeze
• WORKSHEET D: Emotional Self-Awareness

AGENDA

I. Check-In

Ask the participants to share how they feel on a scale of 1–10.

II. Guidelines for Participation

Review the guidelines for participation, posting the sheet with responses from the last session. Review what the participants need to feel safe and respected during the session (listen, don’t interrupt, no cross-talk, no name-calling, what is said here stays here, etc.). Remind the participants of the following:

• We are going to be talking about some tough stuff in this group.
• You do not have to share anything personal unless you want to.
• Share “headlines,” not details.
• If you feel numb, distressed, or angry during group, remember you can tell an adult, ask to take a break, write in your workbook, practice stress management skills, etc.
III. Education and Discussion

A. REVIEW

Ask the participants,

“Did anyone try the belly breathing we introduced in the last session? Do you have any observations on how it felt to breathe that way?”

Ask the participants,

“Do you remember the 3 E’s of trauma?” If necessary, prompt memories by repeating the 3 E’s:

Trauma is an **event** or series of events that we **experience** as harmful or threatening to our life and safety. Trauma’s **effects** can cause physical, mental, and emotional difficulties.

B. FIGHT, FLIGHT, FREEZE: HOW OUR BODIES DEAL WITH STRESS AND TRAUMA

Show *Fight or Flight: The Stress Response* video and refer to the following discussion points:

The stress response is also known as the “fight-flight-freeze” response or “Triple F.” This automatic response helps us cope with danger, allowing us to survive as human beings.

- **Fight:** You may yell at someone or punch them for sneaking up on you.
- **Flight:** You may avoid going to a party because you know your ex will be there.
- **Freeze:** You may hope the danger doesn’t notice you, like how your mind goes blank when the teacher asks you a question.

Ask the participants for other examples of fight, flight, freeze. *Chart the responses.*

Sum up by explaining:

“Emotions like anger, fear, and anxiety are signs that the stress response is activated. You can feel stress even when you are not in real danger, like when you have a big test or project for school, or when you have problems with your friends or family.”

C. A STORY ABOUT OUR BRAINS

Demonstrate the hand model of the brain, explaining,

“It may help to understand what happens in the brain when we are stressed. This is a story about how we think and what happens when we ‘flip our lid.’

Flipping our lid means losing control. When people flip their lid, it means that they are no longer thinking and acting clearly.

Pretend this hand is a brain.

[Show an open hand to demonstrate—see Figure 1].

Imagine that the palm of the hand to the wrist is the part of the brain called the ‘primitive brain.’

[Trace a circle around your palm to demonstrate.]
The primitive brain controls the body’s automatic functions. These are the bodily functions we don’t think about; they happen automatically. Heartbeat and breathing are two examples of what the primitive brain controls.

This is the mid-brain, also known as the limbic system, the part of the brain that controls our “fight or flight” response.

[Cross your thumb over your palm—see Figure 2.]

This part of the brain also stores our old memories, including ones that are traumatic. Sometimes those memories make us feel scared or upset because of what happened in our past, even if what is happening right now is not the same. This represents the cortex of your brain.

[Close your fingers over your thumb, with your fingers facing toward the participants—see Figure 3.]

The front, where the fingers are, is the only place where thinking and problem-solving happens!

This is also the only place in the brain where self-control happens. The cortex talks to the primitive brain, saying things like, ‘You’re going to be okay. Stay calm. Don’t worry.’

What happens when you get really stressed out or triggered?

[Raise fingers again—see Figure 2 above.]

You ‘flip your lid! ’What’s exposed? Our fight or flight response—and our old memories.”

Review this with the participants by asking the following questions:

• What does the primitive brain (palm of the hand) control?
  – Automatic functions of the body, such as breathing and heartbeat

• What does the middle part of the brain (the “thumb”) control?
  – Our emotions, such as anger and fear
  – The fight-flight-freeze response

• What does the cortex (the “fingers”) do?
  – Talks to the primitive and middle parts of our brain
  – Tells us to ”Stay calm. Don’t worry. It going to be okay.”

• When we “flip our lids,” what happens?
  – We are reacting to memories stored in the middle brain.
  – We may go into a “fight-flight-freeze” response.
Remind the participants,

“The stress response is our body’s way of warning us when there is danger so we can get to safety, but it can be harmful if we feel stress all the time. We need to know how to ‘deactivate’ the stress response when we don’t need it. In TAMAR-Y, you will learn how to better notice when you’re about to flip your lid and how to keep your lid on.”

D. SELF-AWARENESS OF EMOTIONS

Play JusTme’s *D.F.Y.L. (Don’t Flip Yo’ Lid)*, asking the participants to listen closely for lyrics about stress, the brain, and emotions. Generate discussion by asking the following:

- What has the artist stressed?
  - People messing with him, nonsense

- How does he keep from flipping his lid?
  - Breathing, giving his brain a break, getting oxygen to his brain

- What are examples of JusTme connecting feelings and body?
  - “that feelin in my stomach Got me feelin wrong
  - In my chest I can feel the anger coming on”

E. SELF-AWARENESS OF EMOTIONS AND PHYSICAL SENSATIONS

Explain to the participants,

“As JusTme said in his lyrics, emotions are in our minds and our bodies. When we are angry, we might feel it in our chest (like JusTme). Or we may notice our shoulder muscles getting tense. When we are afraid, our stomach might clench or we might feel cold. We can practice being more aware of the connection between feelings and body sensations. We do this so we learn to recognize what’s happening inside of us and calm ourselves before we feel out of control. Let’s begin to identify our emotions and feelings and where we feel them.”

Distribute *Emotional Self-Awareness* (WORKSHEET D) and art materials, asking the participants to

1. list all the feelings they can imagine,
2. assign a color to some or all the feelings listed, and
3. color the parts of the body on the worksheet where they experience the feelings.

Debrief by asking the following questions:

- What colors did you assign to each feeling?
- Where did you place them in the body?
- Do you see any common themes in the colors (anger = red, sadness = blue, etc.)?
Remind the participants,

“It’s okay to struggle with figuring out what our emotions feel like in our bodies. With practice, it will get easier over time.”

IV. MIND–BODY SKILLS: GROUNDING

Explain that grounding is an important tool to use when we are stressed or having overwhelming feelings.

Option A: Show the video *Grounding Technique #1: Sound and Sensation*, reminding the participants that they do not have to close their eyes even though the video suggests that they do.

Option B: Lead (or invite a participant to lead) this shorter grounding exercise.

Ask the participants to take a few slow breaths while asking themselves the following:

- What three things can I hear? (examples: clock on the wall, cars going by, sounds in the next room, my breath)
- What three things can I see? (examples: a table, that sign, a person walking by)
- What three things can I feel? (examples: the chair under me, the floor under my feet, the shoes on my feet)

V. CHECK-OUT

Close the group with a 1–10 check on feelings. Encourage the participants to try grounding between now and the next session and journal on their experience.
MODULE 3
Dealing with Triggers

LEARNING OBJECTIVES
Upon completion of this module, participants will be able to
• describe a trigger as a “trauma reminder,”
• identify personal triggers, and
• describe mindfulness as a way to de-activate the stress response.

MATERIALS
• Flip chart/markers
• Markers or crayons
• VIDEO: Kendrick Lamar Talks About PTSD at https://youtu.be/KHzihgDzDul (1:09)
• VIDEO: Mindfulness: Youth Voices at https://youtu.be/kk7lBwuXWM (2:58)
• VIDEO: “Acting, Breathing, Centering” section of In-Classroom Dynamic Mindfulness at http://www.niroga.org/media/video/dynamic_mindfulness1_1.php (start at 2:20 mark and go to end for total play time of 14:17)
• WORKSHEET E: Recognizing Triggers
• WORKSHEET F: Noticing My Thoughts

AGENDA

I. Check-In
Ask the participants to share how they feel on a scale of 1–10.

II. Guidelines for Participation
Review the guidelines for participation, posting the sheet with responses from the first session. Review what the participants need to feel safe and respected during the session (listen, don’t interrupt, no cross-talk, no name-calling, what is said here stays here, etc.). Remind the participants of the following:

• We are going to be talking about some tough stuff in this group.
• You do not have to share anything personal unless you want to.
• Share “headlines,” not details.
• If you feel numb, distressed, or angry during group, remember you can tell an adult, ask to take a break, write in your workbook, practice stress management skills, etc.
III. Education and Discussion

A. REVIEW
Ask the participants,

“Did anyone try the grounding exercise that was introduced in the last session? Do you have any observations on it?”

B. INTRODUCTION TO TRIGGERS (TRAUMA REMINDERS)
Explain,

“Today, we are going to talk about triggers, which are trauma reminders. They remind us of a traumatic experience from the past, and we may respond in similar ways.”

Show the Kendrick Lamar Talks About PTSD video, in which he talks about his reaction to a popping sound while making a music video. Generate discussion by posing the following questions:

• What did Lamar do when he heard the noise?
• Was the stress response fight, flight, or freeze?”

C. TRIGGER AWARENESS ACTIVITY
Remind the participants of the 1–10 feelings scale used to open each session. Explain,

“We can think of our emotions like a thermometer. Sometimes it feels like we go from 0 to 10 in a single second. At these times, we are triggered and are at our ‘boiling point.’ Remember the stress response? When we are at a 10, our minds and bodies are usually reacting to danger, which might be real or imaginary. The more we can be aware of our triggers, the better we can manage ourselves and respond to the situation.”

Facilitate the discussion, referring to the following discussion points:

• Triggers are things that remind you about the trauma(s).
• They can include places, people, words, sounds, smells, sensations, etc.
• Triggers can be anniversaries, such as someone’s death; holidays that remind you of your loved ones; or birthdays. We may feel sad or angry on these anniversaries and not even realize why.
• When you experience these triggers, you may feel unsafe or as if you were living through the trauma(s) again.
• The important thing is to begin to be more aware of our own triggers so we can respond rather than react.
• You can use your mind–body skills to gain control over the triggers.

Prompt discussion by asking,

“What are other examples of triggers?”

Chart the responses.
Distribute Recognizing Triggers (WORKSHEET E), asking the participants to draw or write about one or more of their triggers.

Debrief by asking the following questions:
• What was that like for you?
• Was it difficult or easy to identify your triggers?

D. INTRODUCTION TO MINDFULNESS
Introduce mindfulness by explaining,

“We’re going to learn and practice some more coping tools for dealing with our triggers and with stress. They are easy to do and you can do them anywhere. So far, we have practiced belly breathing and grounding. Now, we are going to learn about mindfulness. Has anyone heard about mindfulness and want to explain it?”

Show Mindfulness: Youth Voices and George Mumford, the Sports World’s Mindfulness Whisperer videos, referring to the following discussion points:
• As shown in the video, we usually focus on the past and the future.
• Learning to stop and come back to the present helps us deal with stress, especially when we start to be triggered.
• Skills and techniques for being able to deal with what is happening right now, in the present moment, are called mindfulness.
• Mindfulness skills are like a workout for the brain. Just like lifting weights, the more you practice, the stronger your mind will be.
• Mindfulness shifts the stress response, helping us feel calmer and in more control of our bodies and actions.
• Mindfulness can be practiced by anyone.

E. NOTICING OUR THOUGHTS
This activity is designed for participants to see that their thoughts are often about the past or the future.

Explain to the participants,

“Being aware of your body and its signals can help you stay healthy and safe. Being aware of your breath can help you manage your emotions. Being aware of your thought patterns can help you understand yourself better and keep a positive outlook. Having greater awareness of these parts of yourself can help you build self-confidence, self-control, and emotional balance. By developing self-awareness, you can enhance your focus, mental clarity, ability to reach your goals, and well-being.

Trauma can make us focus on what happened in the past and worry about bad things happening again in the future. We might miss what’s in front of us right now. Let’s see how this works in our own minds.”
Ask the participants to write down all their thoughts for three minutes on WORKSHEET F, Noticing My Thoughts.

At the end of three minutes, ask the participants to label thoughts dealing with the past with a "P," an "N" for now, and an "F" for thoughts of the future.

Ask the participants to tally the thoughts they listed in the three columns: “Past," "Now,” and “Future.”

Debrief by asking,

“Are most of your thoughts in the past, now, or in the future? Why?”

IV. Mind–Body Skills: Guided Meditation
Show the Acting, Breathing, Centering section of In-Classroom Dynamic Mindfulness video. (Start at the 2:20 minute mark and go to end for a full sequence.)

Debrief by asking,

“How did that feel?”

V. CHECK-OUT
Close the group with a 1–10 check on feelings. Encourage the participants to notice their feelings and be aware of where they feel them in their body. Remind the participants to journal moments when they make a connection between an emotion and a body sensation.
MODULE 4
Trauma and Addiction—How We Cope

LEARNING OBJECTIVES
Upon completion of this module, participants will be able to

• distinguish between “feel good now, pay later” coping skills and more positive ones;
• recognize addictive/compulsive behaviors as related to trauma; and
• identify alternative, healthier coping strategies that they can use to self-regulate.

MATERIALS
• Flip chart and markers
• 5x7 postcards and pens/markers
• VIDEO: Mindful Monday: Clinch & Release Quick Body Scan at https://youtu.be/xH8qKO73qyM (6:00)
• WORKSHEET G: Addiction and Compulsion
• WORKSHEET H: Coping Kit

AGENDA

I. Check-In
Ask the participants to share how they feel on a scale of 1–10.

II. Guidelines for Participation
Review the guidelines for participation, posting the sheet with responses from the first session. Review what the participants need to feel safe and respected during the session (listen, don’t interrupt, no cross-talk, no name-calling, what is said here stays here, etc.). Remind the participants of the following:

• We are going to be talking about some tough stuff in this group.
• You do not have to share anything personal unless you want to.
• Share “headlines,” not details.
• If you feel numb, distressed, or angry during group, remember you can tell an adult, ask to take a break, write in your workbook, practice stress management skills, etc.

III. Education and Discussion

A. REVIEW
Ask the participants,

“Did anyone have a chance to observe their emotions and notice where you felt them in your body? What did you notice?”
B. HOW WE COPE

Introduce the module by explaining there are two kinds of coping with trauma or stressful experiences:

1. “Feel good now, pay later” coping, which include addictions and compulsions
2. Alternative coping strategies that don’t harm us or others. These include the mindfulness practices we have been learning about.

Play Kendrick Lamar’s *Swimming Pools*. Generate discussion on “feel good now, pay later” coping by asking the following questions:

- How does Kendrick Lamar describe the reasons people drink alcohol?
  - Because they like “…the way it feels”
  - “…to kill their sorrows” or
  - “…fit in with the popular”

- What does Kendrick Lamar mean when he talks about his grandfather who “had the golden flask?” (Sample response: Often, there is more than one person in a family who copes by drinking or using.)

C. DEFINING ADDICTION AND COMPULSION

Define addiction and compulsion for the group (WORKSHEET G: *Addiction and Compulsion*).

- Addiction = a substance we can’t stop using, even when it causes very negative consequences. We can be addicted to activities, such as gaming, stealing, or gambling.
- Compulsion = something we can’t stop doing, even when we don’t want to do it. Examples include checking 10 times to see if the door is locked, pulling your hair out, cutting yourself, or hoarding items.

Ask the participants to state examples of compulsive or addictive behaviors (gambling, video gaming, social media, self-harm/self-injury, smoking, drinking, shopping, cleaning, overeating, etc.).

*Chart the responses.*

Ask,

“What thoughts or feelings might people have about their addictions or compulsions?”

Possible responses include the following:

- When people disappointed me, I turned to drugs or alcohol to feel better.
- Even though I wanted to quit smoking, I couldn’t stop.
- If I don’t smoke weed, I feel anxious and can’t sleep at night.

Ask,

“What is the ‘cost’ of addictions or compulsions?”

Possible responses include the following:

- Feeling awful after coming down from a drug
- Not getting homework done because of checking social media too much
• Getting kicked out of the house
• Being arrested or incarcerated
• Falling in debt from gambling

D. GAINING CONTROL OVER ADDICTIONS AND COMPULSIONS = STIC!

Share with group,

“Many things in life don’t seem like they involve choice, but we almost always do have a choice. The mindfulness practices we are learning, like breathing, can help us make conscious choices, rather than just reacting to a situation or a feeling. We can be the rulers of our own lives through these practices.”

Introduce and record on the flip chart the mindfulness acronym:

**STIC = Stop, Take a breath, Imagine the future consequences, Choose.**

**NOTE:** Try different acronyms or create your own if you need one that’s more culturally appropriate for the youth with whom you work.

Lead a short, guided visualization by prompting,

“Let’s practice this, first in our minds and then together.

• Think of the last time you had the chance to get high, drunk, or do something else that got you into trouble.
• Imagine the exact scene. Think about where it is, what friends are there, etc.
• Think of yourself stopping what you’re doing physically, taking a breath, and imagining the possible consequences of your actions.
• Now choose.”

Ask the participants to think of different scenarios in which STIC could apply: drugs, anger and fighting, dealing with staff or other youth in a DJS facility.

Ask volunteers to play out the scene, first presenting the scene without STIC (reacting in ways that will have negative consequences). Then, ask volunteers to play out the same scene, but this time applying and saying out loud the four steps of STIC and imaging (out loud) the consequences.

Debrief from the role play by asking,

“How does it feel to make a choice rather than be controlled?”

E. ALTERNATIVE COPING STRATEGIES

Explain,

“Now we’re going to talk about coping strategies that don’t have a negative cost.” “When you feel bad, what do you to help yourself feel good, calm, or not afraid?”

*Chart the responses*, which might include sleeping, listening to music, texting friends, going for a walk, playing video games, watching a video, eating.
Ask,
“What can you still do while in the DJS facility?”

*Chart the responses*, which might include drawing, reading, singing, exercising, replaying favorite tracks in my mind, writing in my journal, practicing mindfulness skills like belly breathing.

**F. COPING KIT**

Distribute 5x7 postcards, pens, and markers. Introduce the exercise by explaining,

“We’ll be working on this card throughout the group and adding to it as we go. If you prefer, you can do the exercise in your workbook (WORKSHEET H: Coping Kit). You can refer to it when you are stressed and need ideas for calming down. Write down everything you can do to make yourself feel better, both in this facility and outside. Focus on strategies that don’t have a negative cost later. You can decorate it and add to it as we learn new mindfulness practices throughout this group.”

**IV. Mind–Body Skills: Body Scan**

Option A: Show the *Mindful Monday: Clinch & Release Quick Body Scan* video

Option B: Lead (or invite a participant to lead) the participants in a body scan exercise, asking the participants to do the following:

- Sit comfortably in your chair with your arms at your sides and your feet planted on the floor. You can look down at the ground while you do this exercise.
- Imagine that you have a ball of clay in your right hand.
- Squeeze that ball of clay as hard as you can!
- While you are squeezing, feel how tight the muscles of your hand and arm are.
- Count to five as you squeeze. Then, drop the ball of clay and let your hand hang loose.
- Feel the difference in the muscles of your hand and arm when they are relaxed.
- Now, do the same thing with your left hand.
- You can do this with all the parts of your body, one at a time or all at the same time.
- Try tensing up all your muscles at once (arms, feet, legs, stomach, back, chest, shoulders, face).
- Count to five as you squeeze, then let your muscles relax.
- Notice how you feel.

**V. Check-Out**

Close the group with a 1–10 check on feelings. Encourage the participants to practice STIC or a body scan at least once between now and the next session and journal on their experience.
LEARNING OBJECTIVES

Upon completion of this module, participants will be able to

• describe containment as a strategy,
• begin to transform their subjective experience of distress, and
• establish a safe place.

MATERIALS

• Flip chart and markers
• Art materials (paper/markers)
• Small box to decorate (optional)
• VIDEO: Do Yoga, Do You: Niroga Yoga for Youth at https://youtu.be/xPt_aRCB4Wk (4:02)
• VIDEO: A Life Transformed Through Yoga: Brishana’s Story at https://youtu.be/buK-bbRZ1HZEc (6:31) (for females)
• VIDEO: How the Chicago Cubs Yoga Teacher, Darnell McDonald, Encourages Athletes to Get on Their Mat at https://youtu.be/8cW9jvgw7Ac (2:16) (for males)
• VIDEO: Relaxing Short Mindfulness Sequence (for males) at https://youtu.be/p9nLdeKBAQ1 (5:46)
• VIDEO: Yoga for Youth (full) by the Niroga Institute https://youtu.be/nEUdh_3q9QU (optional) (21:18)
• WORKSHEET I: Containment

AGENDA

I. Check-In

Ask the participants to share how they feel on a scale of 1–10.

II. Guidelines for Participation

Review the guidelines for participation, posting the sheet with responses from the first session. Review what the participants need to feel safe and respected during the session (listen, don’t interrupt, no cross-talk, no name-calling, what is said here stays here, etc.). Remind the participants of the following:
• We are going to be talking about some tough stuff in this group.
• You do not have to share anything personal unless you want to.
• Share “headlines,” not details.
• If you feel numb, distressed, or angry during group, remember you can tell an adult, ask to take a break, write in your workbook, practice stress management skills, etc.

III. Education and Discussion

A. REVIEW

Ask the participants,

“Did anyone have a chance to practice STIC or do a body scan? Do you want to share your thoughts about it?”

B. INTRODUCE THE CONCEPT OF CONTAINMENT

**Facilitator background:** Containment uses the brain’s natural ability to contain material. It involves imagining a container that holds distressing or disturbing material until you feel better able and prepared to deal with it.

In this exercise, encourage youth to imagine or create a container (box, safe, vault, trunk, etc.). The container should have a door or lid that can be opened or closed at will. The container needs to be big and strong enough to hold anything causing distress. Encourage youth who are experiencing something distressing that can’t be addressed in the moment to imagine putting the traumatic material in the container temporarily.

It is not the objective of this exercise to disregard or ignore important information that the brain is trying to communicate. Rather, it is meant to allow the brain to set aside distressing information for a more appropriate time. This helps prevent being overwhelmed by trauma symptoms, which often include intrusive thoughts, images, and memories. Youth should discuss with their therapist the thoughts/images/memories/etc. they contain between sessions so that the therapist can help them sort through the material in the container a little at a time.

Explain to the group,

“The mindfulness strategies we talked about involve being in the present moment or the ‘now,’ rather than living in the past or worrying about the future. But sometimes the now is just too upsetting, sad, or scary. Today, we’re going to learn how to contain thoughts, feelings, and memories that can’t be dealt with right away. This is not the same as ‘just get over it’—instead, we can put something aside when we need to and come back to it later, when we are ready to deal with it.”

**NOTE:** This exercise can also be done with a physical box, if feasible. Boxes (shipped flat) can be ordered in bulk online at [http://www.papermart.com/natural-kraft-tuck-top-gift-boxes/id=5480#5480](http://www.papermart.com/natural-kraft-tuck-top-gift-boxes/id=5480#5480). Be sure to order boxes with a finish that allows for decoration. Provide direction for the containment art project, which will take 30–45 minutes, by explaining,

“Together, we are going to create a container in which to put thoughts, feelings, and memories that we can’t or don’t want to deal with right now. Building/drawing this container will help you imagine it in your mind and use it when you need it.”
Share the instructions for drawing a box or creating a physical box with participants.

- Identify one thought, overwhelming feeling, or behavior you would like to temporarily contain.
- Your container should have a way to close and open, completely at your control.
- Spend a few minutes thinking about what your container will look like. Where is it?
- Examples:
  - A safe in the wall for which only you know the combination
  - A locker for which only you have the key
  - A chained trunk located under the sea
  - A locked room at the end of a long hallway
  - A protective bubble in the sky
  - A deep hole in the ground covered with earth
- Draw a picture of your container (or decorate your box).
- Decide on a location for the container and add details to it.
- Once your box is done, come back to that thought or feeling you identified. Imagine it as a physical object. What is it? Imagine placing your object into the container and locking it.

Debrief by asking,

“What container did you choose? Why?”

Conclude the activity by reminding the participants,

“You can practice these steps to build your confidence in putting away difficult thoughts or memories that feel overwhelming. You can imagine it in your mind when you are alone or in public. You can create a new container any time.”

C. ESTABLISH A SAFE PLACE (GUIDED IMAGERY AND ART)

Explain,

“Creating a safe place is another form of containment. It allows us to go somewhere that feels better than where we are right now. Today, you are getting the chance to design a hideout in your imagination. This is a spot you can visit in your mind when you want to feel safe, powerful, and secure. First, we are going to imagine it, and then we are going to draw or write about it.

- Take a deep breath in, filling your stomach like a balloon. Then, breathe out, letting your stomach balloon fall flat.
- Now see in your imagination an enormous door in front of you. Behind that door is the entry to your very own spot.
- This place can be any place that you want, a place that is calm, relaxing, and feels very, very good to you. It can be an ocean, desert, island, forest, a house, a boat, the inside of a castle, a cave, or on the moon, a star, or a faraway planet.
- Think of the first image that comes to you when you hear the words, ‘Safe place.’
- Now, walk up to the door and place your hand on the doorknob. As you open the door, your safe place will unfold before you and you will be free to enter.”
• On the count of three open the door and step into your special place, one...two...three.
• What do you see before you? Know that this entire place is your own creation. If you would like to add a tree, an animal, anything at all, it is up to you.
• Practice adding a special item to your place. Now, practice making it disappear. It is all in your power; you decide what is allowed in your special place. Everything in this place is created by you. No one can enter or exit without your permission. You create every bit of it!
• What sounds do you hear? You can add other sounds if you like; just press ‘play’ in your imagination and allow the sounds to play. Wonderful!
• Now, find a comfortable spot to lie down in your special place. Relax for a few minutes, taking in the view around you, listening to what is happening in your special place. Know that this place is entirely complete and whole. You are complete and enough in your special place.
• Let go of the outside world that is beyond this place. Relax.
• Know that you can return here whenever you like.
• Now it is time to leave. Gently get up and walk back to the imaginary door, knowing that you can return at any moment.
• At the door, step back through and close it behind you. If you would like, lock the door and place the key in a special location you can find later when you want to return. The key to return is always with you in your imagination.
• Let’s take three deep breaths together to close.”

Distribute the paper and art materials, encouraging the participants to draw and/or write about the place they just visited or about an entirely new safe place.

Debrief by inviting the participants to share about their safe place and why they chose it.

D. INTRODUCTION TO YOGA

Introduce yoga as another mind–body skill. Show the Do Yoga, Do You: Yoga for Youth video to address common stereotypes and misconceptions about yoga (for males and females).

Then, for females, show A Life Transformed Through Yoga: Brishana’s Story video, or, for males, show the How the Chicago Cubs Yoga Teacher, Darnell McDonald, Encourages Athletes to Get on Their Mat video.

IV. Mind–Body Skills: Mindfulness Through Yoga

Ask the participants to follow the Relaxing Short Mindfulness Sequence video (for males) or the Energize Yourself with the Pose of the Day: Forward Warrior video (for females).

V. Check-Out

Close the group with a 1–10 check on feelings. Encourage the participants to practice using their containers and journal about their experience.
**MODULE 6**

**Who Am I**

**LEARNING OBJECTIVES**

Upon completion of this module, participants will be able to

- recognize that the past does not determine their future;
- rewrite negative self-talk; and
- identify strengths, values, and resilience factors.

**MATERIALS**

- Flip chart and markers
- VIDEO: Resilience in Kids at https://youtu.be/HYsRGe0tfZc (0:00-1:48)
- VIDEO: The Me I Once Was at https://youtu.be/PYUpdXnFSc8 (2:37)
- VIDEO: Kendrick Lamar Talks About “u,” His Depression, and Suicidal Thoughts at https://youtu.be/Hu4Pz9pjlOl (0:00-6:00)
- WORKSHEET J: Replace that Track
- WORKSHEET K: “I AM” Poem

**AGENDA**

I. **Check-In**

   Ask the participants to share how they feel on a scale of 1–10.

II. **Guidelines for Participation**

   Review the guidelines for participation, posting the sheet with responses from the first session. Review what the participants need to feel safe and respected during the session (listen, don’t interrupt, no cross-talk, no name-calling, what is said here stays here, etc.). Remind the participants of the following:
• We are going to be talking about some tough stuff in this group.
• You do not have to share anything personal unless you want to.
• Share “headlines,” not details.
• If you feel numb, distressed, or angry during group, remember you can tell an adult, ask to take a break, write in your workbook, practice stress management skills, etc.

III. Education and Discussion

A. REVIEW

Ask the participants,

“Did anyone have a chance to practice containment? What was that like?”

B. INTRODUCTION TO RESILIENCE

Show the Resilience in Kids video up to the 1:48 mark. Generate discussion by asking,

“The video talks about how resilience helps us focus on what really matters to us. What really matters to you?” (Sample responses: friends, family, music)

Show the Why Tyler Perry Says, “I’m Not Supposed to Be Alive” video. Generate discussion by asking the following questions:

• What is Perry’s relationship to his imagination? (Sample response: He credits his imagination with his survival.) Is this an example of containment?
• What does he credit with his success? (Sample responses: belief in God, hard work)
• What did the statistics say about he was supposed to be?

Show The Me I Once Was video, a spoken-word poem on resilience by a former foster youth. (The participants may need a brief explanation that this is poetry and not hip-hop.) Generate discussion by asking these questions:

• What is the artist telling her younger self? (Sample responses: it gets better, things don’t stay the same)
• What does she mean when she says, “Her situation is not her truth?”

C. STRATEGIES TO BUILD RESILIENCE

Explain to the participants,

“We are going to explore how to build resilience. It’s not something you are born with or without. It’s something that can be practiced and learned. There are many ways to build resilience:

• Understand the role trauma plays in our life.
• Learn from the past.
• Learn to ask for help.
• Find ways to release stress that won’t lead to negative consequences.
• Rewrite our story—begin to tell ourselves a new story of who we are and what is possible.”
NOTE: For more on Kendrick Lamar’s lyrics and teaching about trauma, addiction, and resilience, go to http://thelancet.com/journals/lanpsy/article/PIIS2215-0366(15)00216-3/fulltext.

Play Kendrick Lamar’s *i* as an example of resilience. Generate discussion by asking,

“How does Kendrick Lamar stay resilient despite his struggles?”

Responses might include the following:
- Optimism: “One day at a time, sun gon’ shine”
- Positive self-talk: “I love myself.” “I gotta get up, life is more than suicide.”
- Comfort in spirituality through hard times: “Trials, tribulations, but I know God.”

Show the first six minutes (until he says “that was a turning point”) of the *Kendrick Lamar Talks About...* video on trauma and healing. Generate discussion with the following comments and questions:
- Growing through change and accepting change = the hardest thing.
- How did Lamar deal with things out of his control?
- How did his visit to South Africa make him realize he was going to be alright?
- What does he mean by, “I can pimp this situation or I can fall victim to it?”

D. ACTIVITY: REPLACE THAT TRACK!

Explain,

“We tell ourselves stories in our minds. They can be compared to ‘tracks’ that play over and over. We’re going to do an exercise called ‘replace that track.’ We will identify ‘bad songs’ or negative messages that play in our mind and practice writing a new, more positive track that reminds us of our strengths and good qualities.”

Ask the participants to complete the *Replace that Track* exercise (WORKSHEET J). Debrief by asking the following questions:
- Was it easy or hard to identify your “bad” tracks?
- Was it as easy or hard to create a replacement track? Why?

E. “I AM” POEM

Revisit the idea of past trauma not defining the future by asking the participants to complete the “*I AM*” Poem (WORKSHEET K), chronicling their feelings, observations, hopes, and dreams. This should take 10–15 minutes. Ask for volunteers to share their poems and generate a discussion about some common themes and experiences reflected in the poems.
IV. Mind–Body Skills: “Take 5” Finger-Tracing Technique for Grounding and Relaxation

NOTE: This technique gives youth something to visually focus on and something to do with their hands as they count and breathe. It’s useful when there’s a lot going on, making it hard to close your eyes and focus inward. You can “Take 5” under a table or a desk without anyone noticing.

Show the Mindful-Monday: Finger-Tracing Breathing Technique video by JustMindfulness.

V. Check-Out

Close the group with a 1–10 check on feelings. Encourage the participants to try “replacing the track” in their minds and journaling about it between now and the next session.
MODULE 7
Trauma, Trust, and Relationships

LEARNING OBJECTIVES
Upon completion of this module, participants will be able to
• describe positive and negative roles of social and family connections,
• recognize how trauma can impact the ability to trust, and
• begin cultivating a personal support system.

MATERIALS
• Flip chart and markers
• Paper/art Materials
• Paper plates (Styrofoam will not work)
• MUSIC: Dear Mama by Tupac Shakur at https://youtu.be/Mb1ZvUDvLDY (4:40)
• VIDEO: Trauma-Informed Mindfulness—5 Min. Practice at https://youtu.be/PqTlee0-QHI (4:35)
• WORKSHEET L: Personal Support System
• WORKSHEET M: Goodbye Letter

AGENDA
I. Check-In
Ask the participants to share how they feel on a scale of 1–10.

II. Guidelines for Participation
Review the guidelines for participation, posting the sheet with responses from the first session. Review what the participants need to feel safe and respected during the session (listen, don’t interrupt, no cross-talk, no name-calling, what is said here stays here, etc.). Remind the participants of the following:
• We are going to be talking about some tough stuff in this group.
• You do not have to share anything personal unless you want to.
• Share “headlines,” not details.
• If you feel numb, distressed, or angry during group, remember you can tell an adult, ask to take a break, write in your workbook, practice stress management skills, etc.
III. Education and Discussion

A. REVIEW

Ask the participants,

“Did anyone have a chance to practice noticing and replacing the track in your mind? What did that feel like?”

B. RELATIONSHIPS AS SOURCES OF TRAUMA AND RESILIENCE

Explain to the participants,

“Human beings are social animals. We are meant to connect with others and we want to belong. Here is a track that explores the role of family.”

Play Tupac Shakur’s *Dear Mama*. Generate discussion by asking the following questions:

- What can these lyrics tell us about family?
- How can family help us?
- How can family hurt us?
- Is it possible to love someone and be angry at or even hate their behavior at the same time?

Explain to the participants the following points:

- Relationships that make us feel loved and supported are another way we can build resilience.
- We can turn to other people to help us tolerate distress.
- We can ask for help in difficult times.

C. TRAUMA AND TRUST

**NOTE:** What many trauma survivors have learned about the interpersonal landscape is how to identify problem people. Trauma survivors are often sensitive to the nuances of negative behavior. However, they have more trouble recognizing the positive qualities of people. Rather than being hypervigilant or suspicious, the goal is for the group member to identify something positive about another person.

Many of the initial responses to the following questions may be vague or abstract. For example, if participants list “being thoughtful” as a comforting aspect of someone else’s behavior, ask them to describe the specific actions they find soothing (e.g., the other person texts you back when you text them).

Participants will likely have an easier time giving examples of how trust was betrayed or violated than discussing how closeness can be created and maintained. At the end of this activity, you may want to ask participants if it was easier to come up with examples of trust or betrayal.
Explain to the participants,

"Trauma usually involves someone violating our trust. What are some examples of breaking trust?"

Responses might include the following:
- Being let down
- Lying to someone
- Cheating on someone
- Stealing from someone
- Abandoning someone
- Hitting or hurting someone

Generate discussion by asking,

"How do bad past experiences impact our ability to trust others?"

Responses might include the following:
- I don’t trust anyone.
- It’s extremely hard for me to trust people.
- I’ve learned that the only person I can trust is myself.

Prompt the participants to think of a person they can trust to offer comfort and understanding (e.g., mother, boyfriend, girlfriend). Ask for volunteers to share why they chose that person.

Explain to the participants,

"If you can’t think of a person like this in your life, use your imagination to think of the kind of person you would like to have in your life. What qualities appeal to you?"

Chart the responses. Responses might include the following:
- Good listener
- Understanding
- Helpful
- Not judging me
- Checking up on me to see how I am doing

Facilitate the discussion by asking,

"What makes you trust someone?"

Responses might include the following:
- When they keep my confidence
- When they accept me the way I am
- When they do what they say they will do
- When I’m there for them and they are there for me
- When they don’t try to hurt or take advantage of me
- When they listen to me
- Respect
D. MASK-MAKING

NOTE: Before the participants begin the next activity, consider presenting and explaining a sample mask of your own life (prepared ahead of time). The mask can involve current “masks” with which you struggle or ones you dealt with when you were the age of the participants. Showing your vulnerability will likely prompt the participants to follow suit, creating masks that are deeper and more meaningful.

Explain the following mask-making activity by saying,

“When we have been hurt or betrayed by others, it makes it harder for us to show people our true selves. Use the materials here to decorate a mask (paper plate) that describes you as an individual. The mask does not need any facial features, just symbols and words covering both the front and back of the mask.

The outside of the paper plate represents the side that people see, including how we want people to view us (our ‘reputation’) and how people label us. When most people think of us, this is what we believe they see. Ideas for the outside of the mask can include the following:

• The image or front you try to portray
• How you’ve been labeled by classmates, friends, teachers, parents, other adults, siblings, and/or extended family members
• Where you live or go to school
• What people typically know about what you do (sports, activities, etc.); strengths or weaknesses
• What people think they know about your life

The inside of the mask is who we really are—the parts of our lives that many people don’t know about. This is an opportunity to be honest about what people may not know about us: past experiences that have formed us, family history, hobbies, interests, hopes, feelings, and dreams. What are your deepest loves in life that few people know about? Ideas for the inside of the mask can include the following:

• What your personality is REALLY like, who you really are, and how you act when you feel the most comfortable (fun, lots to say, quiet, goofy, serious, etc.)
• What you REALLY love to do that not everyone knows (listen to oldies music, ride horses, swim, watch Lord of the Rings, play a certain sport, read, write poetry, watch movies, attend plays, etc.)
• What your life is REALLY like (family struggles, not always happy, scared of the future, nervous, etc.)”

Encourage participants to volunteer to share their masks.
E. PERSONAL SUPPORT SYSTEM

**NOTE:** The following activity is highly effective for taking inventory of personal needs and resources. If the assessment shows that participants depend too much on one or two individuals, they may decide to broaden their base of support. Reaching out for assistance when needed can be extremely empowering. It helps you nourish yourself and build bridges between yourself and others.

To initiate the next activity, ask the participants,

“Who might you begin to show the secret side of your mask to? Who are the people you turn to when you need understanding, honest feedback, encouragement, support, or assistance of any kind? This might include family members, friends, neighbors, coworkers, and professionals who provide special services. Consider these people your personal support system. Picture them in your mind’s eye and experience the feelings you have about them. Contemplate how each of these people contribute to your life. Also, picture the ways in which you support them.

On WORKSHEET L, Personal Support System, please draw a picture with you in the center and the members of your personal support group around you. Next to each person, note how they support you.

Study your picture. If you want to strengthen your support system, write down any changes you want to make.

Is this your ‘ideal’ support network? If not, how should it look? Draw a picture of your ideal support system and then write about it. How would it feel to have all the support you need?”

F. GOODBYE LETTER (PROCESSING GRIEF AND LOSS)

**NOTE:** The goal of the Goodbye Letter (WORKSHEET M) is to build positive associations with the lost relationship and to begin moving toward closure. This worksheet will help children and adolescents who have difficulty talking openly about their loss.

Explain to the group,

“Losing loved ones can be traumatic, whether they are family or friends. We are expected to ‘get over it’ and ‘move on,’ but sometimes that grief can get stuck inside of us. Birthdays, anniversaries, and holidays can bring up the loss all over again.” Ask the participants for examples of how people might deal with difficult anniversaries or holidays. Some examples might include lighting a candle, remembering the person who was lost, feeling sad, telling a story about the person who was lost.

Provide directions on creating a “Goodbye Letter” by saying,

“We’re going to do a creative activity to remember someone we have lost. Look at the Goodbye Letter (WORKSHEET M). Be creative as you write a goodbye letter to someone you’ve lost. Feel free to follow the template or explore any of the questions with visual art, art/text, spoken word/hip-hop, poetry, or journaling.”

Debrief by inviting the participants to share what it was like to write their letter or any aspect of the activity they are comfortable sharing.
IV. Mind–Body Activity: Trauma-Informed Mindfulness

Ask the participants to join you in following the *Trauma-Informed Mindfulness* video.

V. Community-Oriented Check-Out: Name, Feeling, Movement

Ask the group to form a standing circle. Everyone takes a turn saying their name and creating an accompanying movement based on how they are currently feeling. For example, if a person is feeling fatigued, he might say his name with a big stretch or a yawn. If a person is feeling excited, she may say her name in a loud voice while jumping in the air with her arms spread wide. The group then responds by repeating each person’s name and movement back to them. Hearing one’s name, motion, and feelings mirrored back can be validating, leaving one feeling listened to, seen by, and closer to the group.

Encourage the participants to journal or write a poem/lyrics about an important relationship in their lives.
MODULE 8
Abuse and Betrayal

LEARNING OBJECTIVES
Upon completion of this module, participants will be able to
• identify abuse and neglect as potentially traumatizing events,
• describe the impact of abuse and neglect on relationships with the self and others, and
• distinguish discipline from abuse.

MATERIALS
• Flip chart and markers
• Paper plates or mask template for mask-making exercise
• MUSIC: FEAR by Kendrick Lamar (clean) mp3—video not available (7:41)
• VIDEO: Teens Talk Back—Cyberbullying at https://youtu.be/SCyRK3-Fx64 (2:19)
• VIDEO: Teen advocates on dating abuse, warning signs at https://youtu.be/2la35rfQ7ic (2:00)
• WORKSHEET N: Forgiveness
• Smart Social Networking: Fifteen Tips for Teens from the Cyberbullying Research Center at http://cyberbullying.org/smart-social-networking
• Internet Safety Rules: Middle and High School from the National Center for Missing & Exploited Children at https://www.netsmartz.org/Resources/Pledges#MSHS
• Sex or Sexual Abuse? Respect Yourself—Know the Difference from The National Child Traumatic Stress Network at http://www.nctsn.org/sites/default/files/assets/pdfs/sex_or_sexual_abuse.pdf

NOTE: Periodically read the “temperature” of the group during this session. If youth seem to have been triggered or are disassociating, conduct a grounding exercise that will bring them back into their bodies, such as the sensory grounding or five-finger tracing exercise. Ideally, something physical, such as jumping jacks, will bring them back to the present moment.
AGENDA

I. Check-In

Ask the participants to share how they feel on a scale of 1–10.

II. Guidelines for Participation

Review the guidelines for participation, posting the sheet with responses from the first session. Review what the participants need to feel safe and respected during the session (listen, don’t interrupt, no cross-talk, no name-calling, what is said here stays here, etc.). Remind the participants of the following:

- We are going to be talking about some tough stuff in this group.
- You do not have to share anything personal unless you want to.
- Share “headlines,” not details.
- If you feel numb, distressed, or angry during group, remember you can tell an adult, ask to take a break, write in your workbook, practice stress management skills, etc.

III. Education and Discussion

A. REVIEW

Ask the participants,

“Did anyone have a chance to think or journal about an important relationship in their life? What was it like?”

B. INTRODUCTION TO ABUSE AND NEGLECT

Explain to the participants,

“Today, we are going to be talking about neglect and abuse and their impact on people’s lives. Neglect and abuse can be very traumatic and can affect people for a long time.”

Generate discussion by asking,

“What are some examples of abuse?”

*Chart the responses by category.* Responses might include the following:

<table>
<thead>
<tr>
<th>PHYSICAL ABUSE</th>
<th>EMOTIONAL ABUSE</th>
<th>SEXUAL ABUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hitting</td>
<td>• Name calling</td>
<td>• Rape, assault</td>
</tr>
<tr>
<td>• Biting</td>
<td>• Humiliation</td>
<td>• Poor boundaries</td>
</tr>
<tr>
<td>• Extreme punishment</td>
<td>• Harsh criticism</td>
<td>• Exposure to sexual or pornographic material</td>
</tr>
<tr>
<td>• Age-inappropriate</td>
<td>• Yelling</td>
<td>• Inappropriate touching</td>
</tr>
<tr>
<td>punishment</td>
<td>• Threats of violence</td>
<td></td>
</tr>
</tbody>
</table>


Ask the participants,
“Emotional abuse can be just as, and sometimes even more, harmful than physical or sexual abuse. Why might that be?”

Responses might include the following:
• We don’t always recognize emotional abuse as abuse.
• Emotional abuse leaves no visible wounds or scars.
• Emotional abuse is harder to “see” or report.
• We start to believe the things our abuser says are true.

Play FEAR. by Kendrick Lamar. Ask the participants to pay special attention to how old Kendrick Lamar is in each verse. (Answers: Verse 1, 7 years old; Verse 2, 17 years old; Verse 3 and 4, 27 years old).

NOTE: In FEAR., Kendrick explores three instances of fear (ages 7, 17, and 27). In the first verse, he explores the fear a young child with a strict mother experienced. The second verse explores teenage Kendrick expressing his fear of dying at a young age. In the third and fourth verse, Kendrick revisits earlier themes: lack of confidence in himself and his abilities and the fear of losing the life he built for himself.

Ask the participants the following questions:
• How do you think Kendrick Lamar felt growing up? What do you think about the things his mother said to him when he was 7?
• Why do you think he is still afraid, even at age 27?

Generate discussion by asking,
“What are examples of neglect?”

Chart the responses. Responses might include the following:
• The parent is not around.
• The parent is home, but does not pay attention to the needs of the child.
• The child has to take care of the parent.

Play Breakdown (clean version) by J. Cole and ask the following questions:
• How did J. Cole feel about his father being absent?
  – Sad, angry (“Maybe I should be telling you f--- you cause you selfish”)
  – “I feel like you barely know me.”
  – “I want a father so bad...”
• Could this be considered neglect? Why or why not?
C. ABUSE AND NEGLECT: IMPACT

Explain to the participants,

“Abuse and neglect can impact people’s lives in many ways. Here are a few examples:

• Knowing they are not supposed to be touched or hurt others
• Holding it inside like a secret and not telling anyone; shame
• Thinking the abuse is their fault
• Finding it hard to trust people
• Being afraid of getting close to people
• Replaying the abuse in their mind
• Doubting themselves
• Believing they are not good enough or broken
• Experiencing low self-esteem and depression
• Doing the same thing to someone else that was done to them”

D. DISCIPLINE VERSUS ABUSE

Ask the participants,

“What’s the difference between discipline and abuse?”

Incorporate the following points into the ensuing discussion:

• Discipline comes from the word “to teach.” It is supposed to educate.
• Discipline occurs when the child knows the rules and consequences in advance. There is a known consequence, such as, “If you don’t do your homework, I am taking away your phone.”
• Abuse is unpredictable. The child never knows when the adult is going to “snap.”
• Abuse may leave bruises, wounds, or scars; discipline should not.

E. BULLYING, CYBERBULLYING, AND DATING VIOLENCE

Introduce the discussion by explaining,

“Abuse happens not just between adults and kids but also among peers.”

Show the Teens Talk Back—Cyberbullying video. Generate discussion by asking,

“Can bullying and cyberbullying be considered abuse? Why or why not?”

Show the Teen advocates on dating abuse, warning signs video. Generate discussion by asking,

“What are the warning signs that a relationship is becoming unhealthy?”

Possible responses:

• Feeling threatened
• Dictating what to wear or where to go
• Name calling
• Refusing to accept that a relationship is over
Refer the participants to the following resources, encouraging them to read these resources between sessions:

- *Smart Social Networking: Fifteen Tips for Teens*
- *Got NetSmartz? Tips for Teens*
- *Internet Safety Rules: Middle and High School*
- *Sex or Sexual Abuse? Respect Yourself—Know the Difference*

Confirm that the participants know how to access these resources and other sources of support for anyone who has been or is being abused.

**F. LETTING GO AND FORGIVENESS**

Introduce the exercise by explaining,

> "We can hold on to old traumas and hurts and sometimes not even realize how they continue to impact us. In this quick exercise, we are going to practice letting go of things we are holding on to. We can also begin to let go of things we haven’t forgiven ourselves for, whether they happened a long time ago or recently."

Provide directions for Part I of the activity:

- On WORKSHEET N, *Forgiveness*, write down one thing someone said to you that you wish had never been said, something that made you feel bad about yourself or threatened/scared.
- Now, take the paper and rip it into shreds.
- Say together, “I am eliminating this sentence. I no longer have to carry it around.”

For Part II, encourage the participants to do the following:

- In your workbook, write down or draw a picture of something you want to forgive yourself for. It could be something you said or something you did. It can be something big or something small. If you’re not yet ready to forgive yourself, you can just intend to forgive one day.
- Share your statement with a partner or the group (as your comfort level allows).

Debrief by asking,

> “How did it feel to let go of what someone else said to you? How did it feel to practice forgiving yourself?”
IV. Mind–Body Skills: Minding My Heart

Explain to the participants,

“Paying attention to your heartbeat has a role in many mindfulness exercises and activities. You can learn how to apply this mindfulness practice to your life.”

• Ask the participants to jump up and down in place or do jumping jacks for one minute.
• When they have finished, ask them sit down and put a hand over their heart.
• Ask them to pay attention only to their heartbeat for another minute.

Debrief by asking,

“What did you notice about how you feel?”

V. Check-Out

Acknowledge the intensity of the session. Close the group with a 1–10 check on feelings. Encourage the participants to reach out for one-on-one assistance and/or to practice their coping strategies if needed.
LEARNING OBJECTIVES

Upon completion of this module, participants will be able to

• explain the importance of physical and emotional boundaries,
• set limits within their relationships,
• understand the concept of consent, and
• assertively express their needs.

MATERIALS

• Flip chart and markers
• Masking tape (for facilitator)
• VIDEO: Ask, Listen, Respect: A Video About Consent at https://youtu.be/n6X5l7oxEY (1:11)
• VIDEO: What’s Love Got to Do with It: Sex at https://youtu.be/3MQ_3UA0E88 (6:25)
• VIDEO: Mindful Minute with JusTme at https://youtu.be/KM_TJxFnZ78 (2:23)
• WORKSHEET O: Gratitude Challenge
• Roll of toilet paper for the gratitude challenge

***Be sure to arrive at this session 30 minutes early to set up the masking tape boxes.***

NOTE: Whether it is physical or sexual, abuse violates and intrudes on an individual’s personal space. Abuse survivors may find themselves confused about what constitutes safe and appropriate space for them personally and within their peer groups. The session gives participants a chance to explore the topic and receive feedback from one another.

Trauma survivors have a history of feeling in trouble when they say no to the demands of others. Survivors worry that they will hurt or disappoint others. They also worry that they will be abandoned, attacked, or disliked. Sometimes they become fearful that they themselves will counterattack and be unable to control their own anger.

Survivors must learn that they have a right to say “no” and that they can survive the consequences of saying no. They may find that others’ responses may be different than what they expect.
**AGENDA**

I. **Check-In**

Ask the participants to share how they feel on a scale of 1–10.

II. **Guidelines for Participation**

Review the guidelines for participation, posting the sheet with responses from the first session. Review what the participants need to feel safe and respected during the session (listen, don’t interrupt, no cross-talk, no name-calling, what is said here stays here, etc.). Remind the participants of the following:

- We are going to be talking about some tough stuff in this group.
- You do not have to share anything personal unless you want to.
- Share “headlines,” not details.
- If you feel numb, distressed, or angry during group, remember you can tell an adult, ask to take a break, write in your workbook, practice stress management skills, etc.

III. **Education and Discussion**

A. **WHAT’S A BOUNDARY?**

*NOTE: At least 20 minutes before the start of the session, prepare the room by creating 12–15 shapes (“boxes”) on the floor with masking tape. The floor of the room may resemble the following configuration:*
As participants enter the room, call their attention to the boxes outlined on the floor. Introduce the Masking Tape Boxes activity by explaining,

“These boxes represent boundaries. What does ‘boundary’ mean to you?”

Ask the participants to choose a box. Once the participants have selected a box in which to stand, prompt their attention to the box by asking the following questions:

- Why did you choose that box?
- How far or near it is to someone else?
- What part of the box do you feel most comfortable standing in?
- Are you in the middle of the room or near the walls?
- Is there room for anyone else to stand in your box?
- If you could choose another box, which one would you choose?
- Which one would you not choose?

Be creative and playful during this activity, but remember you may need to point out a participant’s strategy. For example,

“It looks like you need to have your back to the wall to feel safe.”

Once the participants are seated, generate discussion by asking the following questions:

- How much space do you need? (Sample response: “I need to keep people at arm’s length.”)
- What is the comfortable distance between you and others? (Sample response: “It depends on how well I know them.”)
- When you are with friends and family, how much space do you need? (Sample response: “I don’t need any space.”)
- Does the space you need change when you ride the bus, sit in a doctor’s office, go to the movies, or see someone you don’t know approaching? (Sample responses: “I need more space. I don’t like to touch anyone. I don’t like people to stand over me.”)
- Are there times when you need more space than at other times?
- What happens when you can’t get the space you need? How does it make you feel?

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If resources, time, or space do not allow for the Masking Tape Boxes activity, consider using the following Close Quarters activity.

- Ask four volunteers to form two pairs and face each other several feet apart.
- Explain,

“The goal of this activity is to get as close as possible to each other. Take turns stepping toward your partner, who must stay in his or her spot. Before you take a step, you must ask for and receive consent from your partner.”

- At the end of this exercise, ask the group,

“What words, gestures, or phrases demonstrated consent? Were any responses unclear?”

- Point out that people have different ideas of what “yes” and “no” means. When you are not sure, ask. Listen to and respect the answer.

B. CROSSING BOUNDARIES AND SETTING LIMITS

Introduce the topic by asking the following questions (Chart the responses):

- Why might people be afraid to say what they want?
- Why might they be worried about saying “no” to others?
- What makes it easier or harder to say “no” to someone? (Sample responses: someone has power over you, you want to impress someone, etc.)

Remind the participants,

“When someone crosses your boundaries, doesn’t take ‘no’ for an answer, or is abusive, what is happening may be illegal. You might need an adult’s help. Identify an adult in your life whom you trust and can talk to about these things.”

C. CONSENT

**NOTE:** As noted in the Virginia Sexual and Domestic Violence Action Alliance’s *Do You: Ask, Listen, Respect: Facilitator Discussion Guide* (p. 7), “When we talk with children and teens about consent, we help them learn how to express what they want and don’t want. We give them tools to express their limits. We teach them that they deserve to be treated in a respectful way. Teaching consent also means teaching teens that it is just as important to respect the limits and wishes of others. We teach them that their friends have a right to say “no” or “yes” and have that be respected.”

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Introduce the topic by asking the participants the following questions:

- What do you think when you hear the word “consent?”
- How would you explain consent to someone who doesn’t know what it is? Responses might include the following:
  - A clear and enthusiastic “yes”
  - An active, voluntary, and verbal agreement
  - A process that must be asked for every step of the way, and which can always be taken away

Show Ask, Listen, Respect: A Video About Consent. Generate discussion by asking participants to give two or three examples of how teens in the video asked for consent. Responses might include the following:

<table>
<thead>
<tr>
<th>REQUEST</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl: “Can I come over?”</td>
<td>Boy: “Sure.”</td>
</tr>
<tr>
<td>Boy: “Want to shoot some hoops?”</td>
<td>Girl: “Um no, not really.”</td>
</tr>
<tr>
<td>Girl: “Do you want to play [this video game]?”</td>
<td>Boy: “Yeah.”</td>
</tr>
<tr>
<td>Girl: “Hey, do you want to go see a movie?”</td>
<td>Boy: “Nah...”</td>
</tr>
<tr>
<td>Boy: “You want to kiss?”</td>
<td>Girl: (smiles) “Yeah!”</td>
</tr>
</tbody>
</table>

Point out that in a few of the examples, one of the teens did not give consent. Ask the participants, “How did each teen respond when the other said no? Do you think these responses would happen in your life? Why or why not?”

Extend the discussion to consent within dating relationships by asking the following questions:

- How do you know when someone gives their consent?
  Responses should include:
  - Someone can give their free and informed consent if they
    - know what they are consenting to;
    - can choose whether or not to do something;
    - know what their feelings are about the particular situation;
    - can communicate their choice without coercion (either a “yes” or “no” is acceptable, but not refusing is not the same as consent);
    - can understand if something is harmful; and
    - can prevent being harmed, physically or emotionally, by another.
- When is someone not able to give consent? (Sample responses: if they are asleep, if they are drunk or high)

Summarize that consent should always come before contact with another person’s body, whether sexual or not. No one should touch another person without consent.
Show the *What’s Love Got to Do With It?* video. Ask the participants, “What stood out for you in this conversation?”

Transition to the next activity by saying, “Now we’re going to practice negotiating boundaries and communicating in different role plays.”

### D. ASSERTIVENESS, EMPATHY, AND NEGOTIATION: ROLE PLAYS

**NOTE:** Distribute role play cards for the scenarios outlined below to groups of two or three participants. Ask groups to work together to create a scene that models the situation on the card. If the scenario does not feel realistic to the group, encourage them to adjust it accordingly.

Participants who don’t want to role play can join a group as a director, helping the others figure out their lines. If a group does not want to act out its scenario, participants can write the lines down and read them out loud, or you (the facilitator) can act out their lines.

After five minutes, ask the groups to reconvene to share their role plays. Lead a short discussion after each role play to discuss other options the actors could have taken or how the conversation could have been different.

Debrief by talking about the communication skills presented in the role plays. Discuss other issues that may have come up in the role play, such as sexual health, boundaries, peer pressure, etc.

If necessary, review the principles of assertive communication, empathy, and negotiating.

#### SCENARIO 1: PRACTICE ASSERTIVENESS

You meet one of your friends in the cafeteria. They are going to skip the afternoon of school to go out and have a few beers. They want you to come along. You recently got caught skipping school and you don’t want to get caught again. You decide to tell them you’re not going.

Debrief with the following questions and comments:

- **Communication:** Were the actors using assertive communication? What went well? What could have been done differently in the role play?
- Generate discussion about what to do about peer pressure to use alcohol or drugs. This could include the following:
  - Practice ways of saying no (examples: I have to drive home. I have to babysit later. I want to hook up with my crush and booze ruins my moves.)
  - Pretend to drink (fill a beer bottle with water or say the soda you are drinking has alcohol in it)
  - Hang out with different people
  - Do other activities you enjoy

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4 Source of activity and scenarios: Teentalk.ca
SCENARIO 2: PRACTICE ASSERTIVENESS

Your partner thinks that it is time to have sex, but you don’t feel like you’re ready. Your partner says, “You’re just a prude. If you loved me, you’d have sex with me.” Although you are scared it may end the relationship, you decide to tell your partner you are not ready to have sex right now.

Debrief with the following questions and comments:

- Communication: Were the actors using assertive communication? What went well? What could have been done differently in the role play?

- Generate discussion about sexual abuse. A partner not respecting your decision to wait to have sex may be an example of sexual abuse. When someone coerces or pressures you into having sex, you are not actually saying yes. Forcing or pressuring someone into sexual activity without permission is called sexual assault. Inform the participants that consent is asking permission before any kind of sexual activity, including kissing. Only “yes” means yes; anything else means no. When someone tries to change “no” into “yes,” coercion is taking place.

- Ask youth to list what people could do instead of sex if they want to wait or don’t have protection. (Sample responses: making out, touching, kissing, cuddling, watching a movie, masturbating alone or together, hanging out with friends, talking, etc.)

SCENARIO 3: PRESENT EMPATHY

It’s Monday morning in the school hallway. You are talking about what happened over the weekend with your friends. One of your friends is bragging about a party where people did drugs, got drunk, and had sex. A couple of people are impressed by your friend and make statements that make what was happening at the party sound cool. You are not impressed with the story because you’re worried that people were not being safe. What could you say to let your friends know about being safe and avoiding things like getting a sexually transmitted infection/HIV, getting drunk, or having a bad experience with drugs?

Debrief with the following questions and comments:

- Communication: Were the actors using assertive communication? What went well? What could have been done differently in the role play? Was the person understanding of what happened at the party or did they tell the other people off? Did they use empathy when looking at the situation? Sometimes it can be hard to be a good listener when we want to give advice or if our values are different from the other person’s values.

- Generate discussion about ways to party safer, such as drinking less, only drinking what you brought, eating first, going with a buddy, not mixing substances, and/or bringing condoms if you think you might have sex.
SCENARIO 4: PRACTICE NEGOTIATION

Your partner is very possessive, wanting to be with you all the time and jealous of your friends. You want to spend time together, too, but feel like you need more time with your friends. You really like your partner, but decide to say you want more time to yourself.

Debrief with the following questions and comments:

- Communication: Were the actors using assertive communication? What went well? What could have been done differently in the role play? It can be hard to talk to your partner about your boundaries. What makes negotiating easier? (Sample responses: talking about it in private, not getting angry or upset, being prepared to be assertive, asking for what you need, respecting the other person’s needs)
- Generate discussion about setting boundaries as part of a healthy relationship. If one partner cannot respect the other person’s boundaries, it may be time to end the relationship.

E. GRATITUDE CHALLENGE

Pass around a roll of toilet paper and ask each person to take off how much they need, which is sure to draw giggles. When everyone has some toilet paper, ask the participants to tear their tissue into individual squares.

For each square, ask the participants to say one thing for which they are grateful. Participants who thought it would be funny to grab a bunch of toilet paper might have a hard time listing enough items that they’re grateful for, but challenge them to try.

Debrief by explaining,

“Expressing gratitude helps us see the positive aspects in life. Remember our fight-flight-freeze response? Our brains are always looking for something wrong, some kind of danger. Gratitude helps us see things from a broader perspective. We don’t have to be grateful only for big things. It can be something as small as the socks that we like to wear, receiving a funny text, or our favorite breakfast cereal.”

Present the Gratitude Challenge, in which participants write in their journals (WORKSHEET O) one thing each day for which they are grateful. Remind participants that what they write is for their eyes only.

IV. Mind–Body Skills: Mindful Minute

Show the Mindful Minute with JusTme video.

V. Check-Out (Takeaway Activity)

Explain to the participants,

“At our last session, you will have an opportunity to show what you’ve learned, something you discovered, something you will do differently, or a memory from the class. Please create a drawing, story, skit, poem, spoken word, hip-hop, etc., to present at the last session.”

NOTE: It will be necessary to schedule a separate session (30–60 minutes) before the concluding session for participants to work on their final project. Provide supplies (paper, markers, etc.) during this work session.
LEARNING OBJECTIVES
Upon completion of this module, participants will be able to
• demonstrate their growth over the duration of the course,
• present positive feedback to their peers, and
• apply their learning and awareness to plans for the future.

MATERIALS
• Two pieces of chocolate (small bars, chocolate kisses, etc.) per participant
• VIDEO: We Gon’ Be Alright: LTAB 2016 Crossing the Street (group poem exercise) at https://youtu.be/51QKwc68abg (1:50)

AGENDA

I. Check-In
Ask the participants to share how they feel on a scale of 1–10.

II. Guidelines for Participation
Review the guidelines for participation, posting the sheet with responses from the first session. Review what the participants need to feel safe and respected during the session (listen, don’t interrupt, no cross-talk, no name-calling, what is said here stays here, etc.).

Remind the participants of the following:
• We are going to be talking about some tough stuff in this group.
• You do not have to share anything personal unless you want to.
• Share "headlines," not details.
• If you feel numb, distressed, or angry during group, remember you can tell an adult, ask to take a break, write in your workbook, practice stress management skills, etc.

III. Education and Discussion

A. PARTICIPANT PRESENTATIONS
Ask participants to present their expressive art, illustrating what they’ve learned and how they’ve grown during TAMAR-Y. When each person is done, the group shares what they appreciate about that person, giving compliments, affirmations, and naming their strengths. Model an example for the participants:

“I liked how . . .” or “I appreciated . . .”
IV. Mind–Body Skills: Mindful Eating

Give everyone a piece of chocolate, asking them to eat it like they normally would. Then, hand out another piece, asking the participants not to unwrap it yet.

Explain,

“Mindfulness isn’t just about breathing and sitting still. It’s about learning to pay attention in all aspects of our lives. You can even eat mindfully, and we’re going to try it.

• Try to focus all your attention on this piece of chocolate.
• Pick up the chocolate, but don’t unwrap it yet.
• Place it in the palm of your hand and notice the colors and shapes on the package. Feel the weight of it in your hand.
• Pretend you have never seen a wrapped piece of chocolate before and examine it closely.
• Touch the packaging with your fingers and feel the texture. Pay attention to any sound the wrapper makes. Examine the wrapper, noticing all the colors. Look at the different sides of the chocolate wrapper and notice any place that the light reflects off the package, any shadows.
• If your mind starts to wander and think about other things, that’s ok. Notice the thoughts and bring your attention back to the chocolate.
• Now, slowly begin to open the wrapper. Listen for the sounds of the wrapper tearing. Notice the movement of your hand, fingers, and arm muscles as you open the chocolate.
• You may hear other people or other noises in the room. Notice the sounds and bring your attention back to the chocolate.
• Raise the chocolate to your nose and smell the chocolate. Slowly breathe in several times and focus on the different smells. Does smelling the chocolate trigger anything else in your body?
• Is your mouth watering? Are you thinking, ‘Hurry up and let me eat the chocolate! What’s taking so long?’ If so, notice those thoughts and bring your attention back to smelling the chocolate.
• Now, slowly take a small bite of the chocolate, but do not chew it or swallow it. Notice the feeling and taste of the chocolate in your mouth. How does it feel as it melts? Notice the taste and sensations of the chocolate on your tongue. Move the chocolate around in your mouth. Try to notice the moment where you feel like you want to swallow. Slowly swallow the chocolate, focusing on the sensations. Notice any lingering tastes or sensations.”

Debrief by asking the following questions:

• How was this different from your usual way of eating chocolate?
• What did you notice during the exercise?
• How might these principles apply to other areas of your life?
V. Check-Out

A. FOR THE FUTURE

Encourage the participants to keep their workbooks and use them both in the DJS facility and upon discharge into the community.

Remind the participants that it can be easy to forget the skills they learned. Practicing makes it easier to remember to use a skill when needed.

B. CLOSING RITUAL: GROUP POEM ON RESILIENCE

Introduce this activity by showing the video *We Gon’ Be Alright: LTAB 2016 Crossing the Street (group poem exercise)*.

Explain to the participants,

“When you create a group poem, no one knows exactly how it will end up. It can be very powerful.”

Provide direction for the activity:

- The participants should journal about their resilience for a few minutes. What does it mean to “be alright?”
- Each participant picks a few words or a sentence that stands out from what he or she wrote to contribute to a group poem.
- One participant writes their selected words or sentence on a piece of paper and folds the paper over so it is not visible to the next participant.
- The next participant repeats the process with the same piece of paper.
- After it goes around the circle, read the collectively created poem.
- The participants may wish to title the poem.
- After the session, distribute copies of the poem to the participants.
MODULE 1

WORKSHEET A: WELL-KNOWN PEOPLE WITH DIFFICULT PASTS

Can you guess who these people are?

a) This politician grew up wondering if something was wrong with him because his mom was white and his dad was black. He wondered how his life would have been different if his father had not left him at a very early age.

ANSWER: Former U.S. President Barack Obama

b) As a child, this mega-famous female rapper, TV star, and film star was sexually abused by a teenager charged with her care.

ANSWER: Queen Latifah

c) This TV celebrity billionaire’s growing-up years involved poverty, drugs, sexual abuse, and pregnancy (at age 14) of a baby who died shortly after birth.

ANSWER: Oprah Winfrey

d) This federal judge grew up in housing projects, was diagnosed with diabetes at age 7, and experienced the death of her father at age 9.

ANSWER: Sonia Sotomayor, first Latina Supreme Court Justice in U.S. history

e) This singer-turned-actress' father was addicted to crack cocaine, was sometimes violent, and would steal from her mother. At one point, he burned down their home and her mother barely escaped.

ANSWER: Nikki Minaj

f) This former Sacramento Kings basketball star was arrested 15 times in his early life and adolescence.

ANSWER: Caron Butler

g) This famous filmmaker and creator of the Madea series experienced physical and sexual abuse as a child and recalls that he “never felt safe” growing up.

ANSWER: Tyler Perry
WORKSHEET B: WHEN BAD THINGS HAPPEN

What is trauma?

Individual trauma results from an event, series of events, or set of circumstances . . .

that is experienced by an individual as physically or emotionally harmful or life threatening and . . .

has lasting negative effects on the person’s functioning and mental, physical, social, emotional, or spiritual well-being.¹

Examples of Traumatic Events

- Childhood sexual, physical, emotional abuse
- Neglect, abandonment
- Rape, date rape, sexual assault
- Trafficking
- Domestic violence
- Experiencing/witnessing other violent crime
- Serious injury or illness
- Death, loss, grief
- Institutional abuse and neglect
- War/terrorism
- Community and school violence, bullying
- Chronic stressors like racism, poverty
- Natural disasters like earthquakes, floods, hurricanes
- Any misuse of power by one person over another

MODULE 2

WORKSHEET C: FIGHT, FLIGHT, FREEZE

Stress response is also known as the “fight-flight-freeze” response or “Triple F.” This automatic response helps us cope with danger and has helped us survive as human beings.

- **Fight:** You may yell at someone or punch them for sneaking up on you.
- **Flight:** You may avoid going to a party because you know a certain person will be there.
- **Freeze:** You may hope the danger doesn’t notice you, like how your mind goes blank when the teacher asks you a question.

Can you think of any times that you responded with fight, flight, or freeze?

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**WORKSHEET D: EMOTIONAL SELF-AWARENESS**

Feelings are what we feel in our bodies and hearts. We have many different feelings, and they may change from moment to moment. Sometimes we even feel two or more feelings at the same time.

*Please write down as many feelings as you can think of in the space below.*

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________________________________________________________________________________________________________________________________________

Now put a color next to each feeling to describe the feeling.

*We’re going to use those colors to show where in your body you experience each feeling. For each feeling you choose, imagine having that feeling right now. Where do you experience that feeling in your body? Please color in the places on your body where you experience each feeling. You don’t have to do all the feelings you listed; you can choose which feelings you want to include.*

*Our bodies tell us how we are feeling!*
MODULE 3

WORKSHEET E: RECOGNIZING TRIGGERS

Trauma reminders are things that remind you about the trauma(s). They can include certain places, people, words, sounds, smells, sensations, etc. When you experience these reminders, you may feel unsafe or as if you were living through the trauma(s) over again. But you can use your coping and relaxation skills to gain control over these reminders.

Please draw or write a few of your trauma reminders below.

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In this group, we will learn how to work with our triggers so we can feel more in control of our emotions and reactions.
WORKSHEET F: NOTICING MY THOUGHTS

Trauma can make us focus a lot on what happened in the past and worry about bad things happening again in the future. We can miss the life that’s in front of us right now. Let’s see how this works in our heads.

Please write down all your thoughts for the next three minutes.

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• Label your thoughts dealing with the past with a “P,” an “N” for now, and an “F” for thoughts of the future.
• Tally the Ps, Ns, and Fs in this chart.

<table>
<thead>
<tr>
<th>Past (P)</th>
<th>Now (N)</th>
<th>Future (F)</th>
</tr>
</thead>
<tbody>
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</table>

• Are most of your thoughts in the past, now, or in the future? Why?
MODULE 4

WORKSHEET G: ADDICTION AND COMPULSION

Addiction = a substance we can’t stop using, even when it causes very negative consequences. We can be addicted to activities, such as gaming, stealing, or gambling. Can you think of other examples?

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________________________________________________________________________________________________________________

Compulsion = something we can’t stop doing, even when we don’t want to do it. Examples include checking 10 times to see if the door is locked, pulling your hair out, cutting yourself, or hoarding items. Can you think of other examples?

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GAINING CONTROL: STIC

Stop

Take a breath

Imagine the future consequences

Choose
WORKSHEET H: COPING KIT

When you strongly experience an upsetting feeling, you can do something to lessen the intensity of the feeling. For example, if your anger is at a 10 (very strong), you can do things to lower it to a 1 or 2. When you feel very sad, scared, mad, or worried, what can you do to feel better? What can you tell yourself that would make you feel better?

*Please draw or write a list of things you can do to feel better.*

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*Congratulations! You have just made your own personal coping kit.*
MODULE 5

WORKSHEET I: CONTAINMENT

Wouldn’t it be great to set aside thoughts, feelings, and memories that you can’t or don’t want to deal with right now? You can!

- Identify one thought, overwhelming feeling, or behavior you would like to temporarily contain.
- Imagine a container that you—and only you—can close and open at will.
- What does your container look like? Here are some examples:
  - A safe in the wall for which only you know the combination
  - A locker for which only you have the key
  - A chained trunk located under the sea
- Draw a picture of your container.
- Decide on a location for the container and add details to the image.
- Once your picture is done, go back to that thought, feeling, or behavior you identified. Think of it as a physical object. Imagine placing your object into the container and locking it.
WORKSHEET J: REPLACE THAT TRACK

Sometimes we think about bad things over and over (like a song you don’t like that gets stuck in your head). We’ll call this a bad track because it can make us feel bad. But you can stop that bad track! Notice when it plays in your head. As soon as you hear it, press STOP! Then, you can replace it with a track that makes you feel better. With practice, you will get better and better at switching tracks.

*How does your bad track go? Write or draw your bad track here.*

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*What is your replacement track? Write some of the words or draw a picture of your new track.*

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MODULE 6

WORKSHEET K: “I AM” POEM

I am ______________________________________________________________
   (Two special characteristics)

I wonder ___________________________________________________________
   (Something you are curious about)

I hear _____________________________________________________________
   (An imaginary sound)

I see ______________________________________________________________
   (An imaginary sight)

I want _____________________________________________________________
   (A desire you have)

I am ______________________________________________________________
   (The first line of the poem repeated)

I pretend __________________________________________________________
   (Something you pretend to do)

I feel _____________________________________________________________
   (A feeling about something imaginary)

I touch _____________________________________________________________
   (An imaginary touch)
I worry _____________________________________________________________
(Something that bothers you)

I cry _____________________________________________________________
(Something that makes you sad)

I am _____________________________________________________________
(The first line of the poem repeated)

I understand _______________________________________________________
(Something you know is true)

I say _____________________________________________________________
(Something you believe in)

I dream _____________________________________________________________
(Something you dream about)

I try _____________________________________________________________
(Something you make an effort on)

I hope _____________________________________________________________
(Something you hope for)

I am _____________________________________________________________
(The first line of the poem repeated)
MODULE 7

WORKSHEET L: PERSONAL SUPPORT SYSTEM

Whom do you turn to when you need understanding, honest feedback, encouragement, support, or help of any kind? Family members? Friends? Neighbors? Coworkers? Service providers?

*Please draw a picture with you in the center and the members of your personal support group around you. Next to each person, note how he or she supports you.*
Do you want to make your support system stronger? Write down any changes you want to make.

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Is this your “ideal” support network? If not, how should it look?

*Draw a picture of your ideal support system and then write about it.*
MODULE 7

WORKSHEET M: GOODBYE LETTER

To: ______________________________________________________________________________________________________________

I am saying goodbye because: ______________________________________________________________________________________

________________________________________________________________________________________________________________

Saying goodbye makes me feel: ____________________________________________________________________________________

________________________________________________________________________________________________________________

I remember a time when we: _______________________________________________________________________________________

________________________________________________________________________________________________________________

You taught me: _________________________________________________________________________________________________

________________________________________________________________________________________________________________

Something I want you to know is: _________________________________________________________________________________

________________________________________________________________________________________________________________

I will always remember: __________________________________________________________________________________________

________________________________________________________________________________________________________________

From: ___________________________________________________________________________________________________________
WORKSHEET N: FORGIVENESS

Write down or draw a picture of something you want to forgive yourself for.

It could be something you said or something you did. It can be something big or something small. If you're not yet ready to forgive yourself, you can just intend to forgive.

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WORKSHEET O: GRATITUDE CHALLENGE

Write down at least one thing each day for which you are grateful.

Day 1: ________________________________________________________________

_____________________________________________________________________

Day 2: ________________________________________________________________

_____________________________________________________________________

Day 3: ________________________________________________________________

_____________________________________________________________________

Day 4: ________________________________________________________________

_____________________________________________________________________

Day 5: ________________________________________________________________

_____________________________________________________________________

Day 6: ________________________________________________________________

_____________________________________________________________________

Day 7: ________________________________________________________________

_____________________________________________________________________
FACILITATOR RESOURCES


SUGGESTED VIDEOS/MUSIC

<table>
<thead>
<tr>
<th>TITLE</th>
<th>URL</th>
<th>LENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Introduction to TAMAR-Y</td>
<td></td>
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<tr>
<td>VIDEO: Through Our Eyes: Children, Violence, and Trauma (0:00-2:40)</td>
<td><a href="https://youtu.be/z8vZxa2KPM">https://youtu.be/z8vZxa2KPM</a></td>
<td>2:40</td>
</tr>
<tr>
<td>MUSIC: Traumatized by Meek Mill</td>
<td>Use clean mp3; video not available</td>
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<tr>
<td>MUSIC: Autobiography by Nicki Minaj (0:00-2:30)</td>
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<tr>
<td>Module 2: Understanding the Stress Response</td>
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<tr>
<td>VIDEO: Fight or Flight: The Stress Response</td>
<td><a href="https://youtu.be/JtSP7gJuRFE">https://youtu.be/JtSP7gJuRFE</a></td>
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<td>VIDEO: Grounding Technique #1: Sound and Sensation</td>
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<td>Module 3: Dealing with Triggers</td>
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<td>VIDEO: Kendrick Lamar Talks About PTSD</td>
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<td>VIDEO: George Mumford, the Sports World’s Mindfulness Whisperer</td>
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<td>VIDEO: “Acting, Breathing, Centering” section of In-Classroom Dynamic Mindfulness (from 2:20-end)</td>
<td><a href="http://www.niroga.org/media/video/dynamic_mindfulness1_1.php">http://www.niroga.org/media/video/dynamic_mindfulness1_1.php</a></td>
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<td>Module 4: Trauma and Addiction—How We Cope</td>
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<td>Duration</td>
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<td>Module 5:</td>
<td>Keep It Together—Containment</td>
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<td>Video: Mindful Monday: Clinch &amp; Release Quick Body Scan</td>
<td>6:00</td>
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<td></td>
<td>Video: Do Yoga, Do You: Niroga Yoga for Youth</td>
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<td></td>
<td>Video: A Life Transformed Through Yoga: Brishana’s Story (for females)</td>
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<td>Video: How the Chicago Cubs Yoga Teacher, Darnell McDonald, Encourages Athletes to Get on Their Mat (for males)</td>
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<td></td>
<td>Video: Relaxing Short Mindfulness Sequence (for males)</td>
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<td>OPTIONAL</td>
<td>Video: Yoga for Youth (full)</td>
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<td>Module 6:</td>
<td>Who I Am</td>
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<td>Video: Resilience in Kids (0:00-1:48)</td>
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<td>Video: Why Tyler Perry Says, “I’m Not Supposed to Be Alive”</td>
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<td>Video: The Me I Once Was</td>
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<td>MUSIC: i by Kendrick Lamar</td>
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<td>Video: Kendrick Lamar Talks About “u,” His Depression, and Suicidal Thoughts (0:00-6:00)</td>
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<td>Module 7:</td>
<td>Trauma, Trust, and Relationships</td>
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<td>MUSIC: Dear Mama by Tupac Shakur</td>
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<td>Video: Trauma-Informed Mindfulness—5 Min. Practice</td>
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<td>Module 8:</td>
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<td>MUSIC: FEAR. by Kendrick Lamar</td>
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<td>Video: Teens Talk Back—Cyberbullying</td>
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<td>Video: Teen advocates on dating abuse, warning signs</td>
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<td>Module 9:</td>
<td>Boundaries</td>
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<td>Video: What’s Love Got to Do with It: Sex</td>
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<td>Video: Mindful Minute with JusTme</td>
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<td>Module 10:</td>
<td>Conclusion</td>
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