TAMAR-Y

Trauma, Addictions, Mental Health, and Recovery for Youth
Trauma, Addictions, Mental Health, and Recovery for Youth
Facilitators’ Manual
Prepared for the Maryland Department of Juvenile Services

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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 will provide you with 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, through both their personal trauma experiences and encounters with other public service and educational systems.\(^1\) 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. By acknowledging that incarceration is traumatic, 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 Maryland 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

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designed to help participants identify their triggers and learn and practice skills to self-regulate trauma symptoms. The training incorporates the use of expressive arts therapies, an approach that successfully engages youth in age-appropriate, meaningful ways.

The TAMAR-Y Approach

_Expressive arts_. Researchers conducted by Kisiel et al.\(^2\) and Zucker et al.\(^3\) 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 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_. Elements of “hip-hop therapy” are incorporated throughout this training as a powerful means of engagement. Music is vital to youth culture, and these elements serve to engage the youth and provide a powerful jumping-off point for exploration of the concepts and skills presented. While 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](http://www.apa.org/pi/about/newsletter/2014/05/hip-hop.aspx)

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**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 participants which artists and tracks they currently listen to or favorites from their past. Search the internet for lyrics of these tracks to see if they can be used to illustrate concepts in TAMAR-Y. Please use clean or “radio edit” versions only. Lyrics obtained online will need to be similarly cleaned up. Youth-generated suggestions can keep the playlist current and relevant. Asking participants for music suggestions also helps foster an empowering, trauma-informed learning environment (see below).

*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 DJS 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 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. Clearly explain the laws around disclosure of personal information and mandated reporting.

Encourage **voice and choice** by emphasizing that participants are not required to share personal information about themselves with the group. Explain that no one (staff or peers) will be reading their workbooks without participants’ 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** 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 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**

While this intervention does not feature gender-specific components, a variety of multi-media resources allows facilitators to customize the training based on the gender of 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)

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. It can be challenging to cover the contents of each module in the allotted time, especially with larger groups. 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. Use your best judgment of the needs of your group.

Regardless of where you conclude, always allow time for the check-out at session end.
Module 1: Introduction to TAMAR-Y

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

- engage in behaviors expected of TAMAR-Y participants,
- recognize short- and long-term benefits of TAMAR-Y, and
- define trauma in their own terms.

MATERIALS
- Flip chart and markers
- Workbooks – one per participant
- VIDEO: Through Our Eyes: Children, Violence, and Trauma at https://youtu.be/z8vZxDa2KPM (0:00-2:40)
- MUSIC: Autobiography by Nicki Minaj at https://youtu.be/mFDhjXKX-XI (0:00-2:30)
- LYRICS: Nicki Minaj’s “Autobiography”
- LYRICS: Meek Mill’s “Traumatized”
- WORKSHEET A: Well-known People with Difficult Pasts
- WORKSHEET B: When Bad Things Happen

AGENDA
I. Check-in
   Ask participants to share how they feel using a scale of 1-10.

II. Guidelines for participation
   A. Introduce guidelines by asking, “What do we need to feel safe and respected here?”
   Chart 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.

   B. 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.”

   C. Ask group, “What can you do if you feel numb, distressed, or angry during the group
      session?” Chart responses, which may 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 participants by asking, “What bad or stressful things have these famous people experienced?” Chart responses, which may include the following:
• Neglect
• Abuse
• Witnessing or experiencing violence

Continue discussion by asking, “What about what happens outside the home/family?” Chart responses, which may 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.

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 and how it relates to mental health, substance use, and/or involvement in the juvenile justice system. The TAMAR-Y group will
• learn what trauma is and how stress and trauma affect us;
• understand what we have done to cope and why; and
• learn new ways to deal with our trauma that doesn’t harm us or other people.

C. What do we mean by trauma?
Show Wounded Places video and beginning of Through Our Eyes: Children, Violence, and Trauma (until 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. They can be healed with the right knowledge and support.
Events
Ask group, “What are some examples of events mentioned in the videos?” Chart responses, which may include the following:

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

Ask participants to take turns reading examples of traumatic events on WORKSHEET B before asking, “Are examples of traumatic events not on here? What about being in a DJS facility? Is that traumatic? Why or why not? How does trauma differ from stress?”

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?” 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 or 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 ache) 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.
Ask group, “What else might people do?” before summarizing that 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 and distribute lyrics. Prompt discussion with suggested questions.

- LYRICS: “Traumatized,” Meek Mill
  - What traumatic experiences are mentioned in this track?
  - How did they affect him?
  - How does he feel about his father because of his experience?

- LYRICS: “Autobiography” by Nicki Minaj (play until 2:30 mark)
  - What traumatic experiences are mentioned in this track?
  - 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 concept of mind-body skills, by sharing the following:

- In this group, we are going to learn mind-body skills to help us cope.
- 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 exercise by explaining:

- 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 participants on 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 all 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 participants to practice belly breathing and journal about anything they notice before the next session.
Module 2: Understanding Trauma’s Impact

**LEARNING OBJECTIVES**
Upon completion of this module, participants will be able to
- recognize physical, emotional, and behavioral responses to trauma;
- describe a trigger and identify their own triggers; and
- understand loss as a traumatic event.

**MATERIALS**
- Flip chart and markers
- VIDEO: Fight or Flight: The Stress Response at [https://youtu.be/JtSP7gJuRFE](https://youtu.be/JtSP7gJuRFE) (1:33)
- WORKSHEET C: Goodbye Letter

**AGENDA**
I. Check-in
   Ask participants to share how they feel on a scale of 1-10.

II. Guidelines for participation
   Review guidelines for participation, posting sheet with responses from the last session. Review what 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 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 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 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 trauma
      Show *Fight or Flight: The Stress Response* video, referring to the following discussion points:
Stress response is also known as “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.

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

Fight-flight-freeze is like having superhero powers that you can activate when you need to protect yourself from danger. But sometimes your body doesn’t know the difference between real and “fake” danger. You will learn tools to calm the stress response when you are not actually in danger and don’t need it.

**C. Releasing trauma**
Show *Trauma Bear* video. Point out how the bear released trauma after being shot with a tranquilizer dart. Explain that humans are not always able to discharge trauma so easily. Trauma can become “stuck” in the body, building up over time.

Animals naturally release trauma through shaking. Children often rock to comfort themselves, but learn that it’s “weird,” so stop doing it.

**D. Shake it off**
Talk through exercise while demonstrating to the group.

- Experiment by shaking just one hand and then stop. Feel the difference between the two hands. Does one feel more “alive” than another?
- **Now, shake**
  - Right leg
  - Left Leg
  - Both legs (fast feet like a football player)
  - Hips side to side
  - Belly
  - Torso/chest
  - Shoulder (shrug up and down, exhaling on the down while making “ha” sounds)
  - Arms
  - Hands
  - Fingers
  - Gently through head and neck
  - Whole body

Debrief with participants by asking, “How did that feel? Did you notice a difference before and after the shaking?” Explain, “Shaking is just one way to release stress or trauma stuck in
our bodies. We will be learning many different things to do when we are scared, angry, stressed, or tense.”

E. Introduction to triggers (trauma reminders)
Show Kendrick Lamar Talks About PTSD, 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 that the fight, flight, or freeze response?

Facilitate 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 responses.

F. Goodbye letter (processing grief and loss)

**NOTE:** The goal of the Goodbye Letter (WORKSHEET C) 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 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 participants for examples of how people might deal with difficult anniversaries or holidays. Examples include lighting a candle, remembering the person lost, feeling sad, telling a story about the person lost.

Provide directions on creating a “Goodbye Letter” by saying, “We’re going to do a creative activity together remembering someone we have lost. Look at the Goodbye Letter page. 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, journaling.”

Debrief by inviting participants to share what it was like to write their letter or any aspect of the activity they are comfortable sharing.
IV. Mind-body skills: Grounding

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

Ask participants to take a few slow breaths and ask themselves the following:

- What three things can I hear? (examples: clock on the wall, car going by, music in the next room, my breath)
- What three things can I see? (examples: this 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 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

- anticipate stress responses in the body,
- develop deeper awareness of triggers, and
- describe mindfulness as a means of soothing stress responses.

Materials
- Flip chart/markers
- Markers or crayons
- VIDEO: Acting, Breathing, Centering—Guided Meditation by Youth for Youth at http://www.niroga.org/media/video/dynamic_mindfulness1_1.php (14:17)
- WORKSHEET D: About Feelings
- WORKSHEET E: Experiencing Feelings in Your Body
- WORKSHEET F: Recognizing Triggers

Agenda
I. Check-in
   Ask participants to share how they feel on a scale of 1-10.

II. Guidelines for participation
   Review guidelines for participation, posting sheet with responses from the first session. Review what 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 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 participants, “Did anyone try the grounding that was introduced in the last session? Do you have any observations on it?”

   B. Connecting emotions and the body
      Share with participants, “Emotions are in our minds and our bodies. When we are angry, we might notice our muscles getting tense. When we are afraid, our stomach might twist. We
can practice being more aware of the connection between feelings and body sensations and learn how to calm ourselves before we feel out of control. Let’s begin to identify our emotions and feelings and where we feel them."

Distribute *About Feelings* (WORKSHEET D), asking participants to identify feelings and assign a color to those feelings.

Distribute *Experiencing Feelings in Your Body* (WORKSHEET E), asking participants to place the corresponding colors to where they feel them in their bodies.

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 participants, “It’s okay if you can’t figure out where your emotions live in your body. With practice, it will get easier over time.”

C. Trigger awareness activity
Remind participants of the 1-10 feelings scale used to open each session. Explain, “We can think of our feelings like a thermometer. Sometimes it feels like we go from 0-10 in a second. At these times, we are triggered and are at our ‘boiling point.’ Remember the stress response we talked about in our last group? 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 the situation.”

Distribute *Recognizing Triggers* (WORKSHEET F), asking 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 hard or easy to identify your triggers?

Ask for volunteers to share their drawing or poem.

D. Introduction to mindfulness
Introduce mindfulness by explaining, “We’re going to learn and practice some coping tools. 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 World’s Sports 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 get triggered.
• Skills and techniques for being able to be with what is happening now 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 more calm and in control of our bodies.
• Mindfulness can be practiced by anyone, no matter what your religion.

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 participants, “Trauma can make us focus a lot on what happened on 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.”

Ask participants to open their workbook and write down all their thoughts for three minutes.

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

Ask participants to turn the sheet over and divide it into three columns: “Past,” “Now,” and “Future.” Ask participants to tally their thoughts from the front per category.

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

IV. Mind-body skills: Guided meditation
Show Acting, Breathing, Centering. Guided Meditation by Youth for Youth video. Start at 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 participants to notice their feelings and be aware of where they feel them in their body. Remind 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-soothe.

**MATERIALS**
- Flip chart and markers
- 5x7 postcards and pens/markers
- VIDEO: What is Addiction? by Dr. Gabor Mate at [https://youtu.be/T5sOh4gKPlg](https://youtu.be/T5sOh4gKPlg) (3:24)
- LYRICS: Kendrick Lamar’s “Swimming Pools (Drank)”
- WORKSHEET G: Coping Kit

**AGENDA**

I. **Check-in**
   Ask participants to share how they feel on a scale of 1-10.

II. **Guidelines for participation**
   Review guidelines for participation, posting sheet with responses from the first session.
   Review what 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 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 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 module by explaining 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.
Show *What is Addiction?* video, which describes how pain (trauma) is the root of addictive behaviors.

Play Kendrick Lamar’s *Swimming Pools* and distribute LYRICS.

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
  - to “…fit in with the popular”
- What does Kendrick Lamar mean when he talks about his grandfather who “had the golden flask?” (Expected 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.

- 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 one’s hair out, cutting one’s self, or hoarding items.

Ask 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 responses.

Ask, “What thoughts or feelings do 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 smoked cigarettes, I hated the taste.
- 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 kings or queens of our lives through these practices.”

Introduce and record on 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 more culturally appropriate for the youth with whom you work.

Lead 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 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 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.”

Ask, “When you feel bad, what do you to help yourself feel good, calm, not afraid?” Chart responses, which may 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 responses, which may 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 exercise by explaining, “We’ll be working on this card throughout the group and adding to it as we go along. If you prefer, you can do the exercise in your workbook (WORKSHEET G: 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
Lead participants in a body scan exercise. Ask participants to:

- 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 participants to practice STIC or a body scan at least once between now and the next session and journal on their experience.
Module 5: Keeping it Together–Containment

LEARNING OBJECTIVES
Upon completion of this module, participants will be able to
- describe containment as 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: A Life Transformed Through Yoga: Brishana’s Story at https://youtu.be/buKbRZ1HZEc (6:31)
- VIDEO: How the Chicago Cubs Yoga Teacher, Darnell McDonald, Encourages Athletes to Get on Their Mat at https://youtu.be/8cW9iywg7Ac (2:16)

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

II. Guidelines for participation
   Review guidelines for participation, posting sheet with responses from the first session. Review what 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 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 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 they 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 distressing, 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 ‘get over it,’ but recognizes that we can put something aside 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. Drawing this container will help you imagine it in your mind and use it when you need it.” The instructions for drawing a box or creating a physical box are as follows:

- 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 the image.
- Once your picture 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 activity by reminding 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, one...two...three. Open the door and step into your special place.
- 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 to 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 in 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.
- Take three deep breaths together to close.

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

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

D. Introduction to yoga
Introduce yoga as a mind-body skill by showing A Life Transformed Through Yoga: Brishana’s Story (for females) or How the Chicago Cubs Yoga Teacher, Darnell McDonald, Encourages Athletes to Get on Their Mat (for males).

IV. Mind-body skills: Mindfulness through yoga
Ask participants to try the Energize Yourself with the Pose of the Day: Forward Warrior video.

V. Check-out
Close the group with a 1-10 check on feelings. Encourage participants to practice using their containers and journal about their experience.
Module 6: Who I Am

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 Created by First to Draw 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 (0:00 – 6:00) at https://youtu.be/Hu4Pz9PjolI (6:00)
- VIDEO: Relaxing Short Mindfulness Sequence at https://youtu.be/p9nLdeKBAQI?list=PLRVhP11Jjck2tdz24LlXOad3B-1JQknmj (5:46)
- LYRICS: Kendrick Lamar’s “i”
- WORKSHEET H: Replace that Track
- WORKSHEET I: “I Am” Poem

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

II. Guidelines for participation
   Review guidelines for participation, posting sheet with responses from the first session.
   Review what 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 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 participants, “Did anyone have a chance to practice containment? What was that like?”

B. Introduction to resilience
Show Resilience in Kids, up to 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?” Expected responses include my friends, family, music.

Show Film Director Tyler Perry Talks About His Journey on Oprah’s Next Chapter. Generate discussion by asking the following questions:

- What is Perry’s relationship to his imagination? (Expected response: He credits his imagination with his survival.) Is this an example of containment?
- What does he credit with his success? (Expected 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. Generate discussion by asking, “What is she telling her younger self?” Response may include the following:

- Out of this chaos comes priceless beauty.
- This is the first chapter in your book
- The is the prequel to your movie.
- Her situation is not her truth.

C. Strategies to build resilience
Explain to 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 strategies for building 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 (LYRICS) as an example of resilience. Generate discussion by asking, “How does Kendrick Lamar stay resilient despite his struggles?” Expected responses include the following:
• Optimism: “One day at a time, sun gone 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 first six minutes (until “that was a turning point”) of 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 does he deal with survivor’s guilt? (Expected response: his release therapy is “writing the music”)
• 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 strength and good qualities.”

Ask participants to complete the Replace that Track (WORKSHEET H). 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 idea of past trauma not defining the future by asking participants to complete the “I Am” Poem (WORKSHEET I), chronicling feelings, observations, hopes, and dreams. This should take 10-15 minutes. Ask for volunteers to share their poems and generate a discussion about common themes and experiences reflected in the poems.

IV. Mind-body skills: Mindfulness
Ask participants to join you in following the Relaxing Short Mindfulness Sequence video.

V. Check-out
Close the group with a 1-10 check on feelings. Encourage participants to try “replacing the track” in their minds and journal about it between now and the next session.
Module 7: Connections

LEARNING OBJECTIVES
Upon completion of this module, participants will be able to
- describe positive and negative roles of social and familial connections,
- recognize how trauma can impact current relationships, 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/PqTLe0-QHI (4:35)
- LYRICS: Tupac Shakur’s “Dear Mama”
- LYRICS: Nicki Minaj’s “Autobiography”

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

II. Guidelines for participation
   Review guidelines for participation, posting sheet with responses from the first session. Review what 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 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 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 participants, “Human beings are social animals. We are meant to connect with
others and we want to belong. Here are a couple of tracks by artists that explore the role of family in their lives.”

Play Tupac Shakur’s *Dear Mama*. Distribute LYRICS.

Optional for females: Play Nicki Minaj’s *Autobiography*. Distribute LYRICS.

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 them or hate them at the same time?

Explain to 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 (i.e., 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 participants, “Trauma usually involves someone violating our trust. What are some examples of breaking trust?” Expected responses 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 past bad experiences impact our ability to trust others?” Examples 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 participants to think of a person they can trust to offer comfort and understanding (e.g., mother, boyfriend). Ask for volunteers to share why they chose that person.

Explain to 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 responses. Examples include the following:
• Good listener
• Understanding
• Helpful
• Not judging me
• Checking up on me to see how I am doing

Facilitate discussion by asking, “What makes you trust someone?” Examples 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 participants begin the next activity, consider presenting and explaining a sample mask of your own life (prepared ahead of time). The mask can include current masks with which you struggle or ones you dealt with when you were the age of participants. Showing your vulnerability will likely prompt 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 include the following:

- The image or front you try to portray
- How you’ve been labeled by classmates, friends, teachers, parents, other adults, siblings, 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 aspects of our lives that many people don't know. This is the 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 include the following:

- What your personality is **REALLY** like, who you really are, 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 students to volunteer to share their masks.

E. Personal support system

**NOTE:** The following activity is highly effective for inventorying 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 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, co-workers, 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.
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.

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?”

IV. **Mind-body activity: Trauma-informed mindfulness**
Ask 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, and closer to the group.

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

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

MATERIALS
- Flip chart and markers
- Paper
- VIDEO: Bullying, “They’ll never break me” by Lamont Carey (spoken word) at https://youtu.be/PV5i9QS9UhM (4:00)
- VIDEO: Teens Talk Back–Cyberbullying at https://youtu.be/5CyRK3-Fx64 (2:19)
- Smart Social Networking: Fifteen Tips for Teens from the Cyberbullying Research Center at http://cyberbullying.org/smart-social-networking

NOTE: Periodically read the “temperature” of the group during this session. If youth seem to have triggered or are disassociating, conduct a grounding exercise that will bring them back in their bodies, such as the whole-body shake exercise or the sensory grounding in Module 2. Ideally, something physical, such as jumping jacks, will bring them back to the present moment.

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

II. Guidelines for participation
   Review guidelines for participation, posting sheet with responses from the first session.
   Review what 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 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 participants, “Did anyone do a creative project? Did you think or journal about relationships? What was it like?”

B. Introduction to abuse and neglect
Explain to participants, “Today, we are going to be talking about the impact of neglect and abuse on people’s lives.”

Show the What is Neglect and Abuse? video. Generate discussion by asking, “What examples of abuse were in the video? Can you think of other examples?” Chart responses by category. Expected responses include the following:

<table>
<thead>
<tr>
<th>Neglect</th>
<th>Physical abuse</th>
<th>Emotional abuse</th>
<th>Sexual abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Parent is not around</td>
<td>• Hitting</td>
<td>• Name calling</td>
<td>• Rape, assault</td>
</tr>
<tr>
<td>• Parent is home, but not emotionally available</td>
<td>• Biting</td>
<td>• Humiliation</td>
<td>• Poor boundaries</td>
</tr>
<tr>
<td>• Child has to take care of parent</td>
<td>• Extreme punishment</td>
<td>• Harsh criticism</td>
<td>• Exposure to sexual or pornographic material</td>
</tr>
<tr>
<td></td>
<td>• Age-inappropriate punishment</td>
<td>• Yelling</td>
<td>• Inappropriate touching</td>
</tr>
</tbody>
</table>

C. Impact of abuse and neglect
Explain to 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 lifelong self-esteem and depression
- Doing the same thing to someone else that was done to them”

Generate discussion by saying, “Studies show that emotional abuse might be more harmful to children than physical or sexual abuse. Why might that be?” Responses might include the following:

- We usually know that beating and sexual abuse is wrong.
- 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.

D. Letting go and forgiveness
Introduce exercise by explaining, “In this quick exercise, we are going to practice letting go of things we are holding onto. We can hold on to old traumas and hurts and sometimes not even realize how they continue to impact us. We also can 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 a piece of paper, 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, “We are eliminating this sentence. I no longer have to carry it around.”

For Part II, encourage 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.
• Share your statement with a partner or the group (as 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?”

E. Discipline versus abuse
Ask participants, “What do you think the difference between discipline and abuse is?”
Incorporate the following points into the ensuing discussion:
• Discipline is used to educate young people, teaching them right from wrong.
• Discipline occurs when the child knows in advance the rules and consequences for breaking them. There is a logical or natural consequence, such as, “If you don’t do your homework, I am taking away your phone.” When the child doesn’t do his homework, his phone is taken away.
• Abuse is unpredictable. The children never knows when the adult is going to “snap.”
• Abuse may leave bruises, wounds, or scars; discipline should not.

F. Bullying (abuse by peers)
Show Lamont Carey’s spoken word poem on bullying and the Teens Talk Back – Cyberbullying video.

Generate discussion by asking, “Can bullying and cyberbullying be considered abuse? Why or why not?”
Refer participants to *Smart Social Networking: Fifteen Tips for Teens* and *Sex or Sexual Abuse? Respect Yourself—Know the Difference* and *Sex? Or Sexual Abuse? Respect Yourself—Know the Difference*. Encourage participants to read them between sessions.

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

**IV. Mind-body skills: Minding my heart**

Explain to 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 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 participants to reach out for one-on-one assistance and/or to practice their coping strategies if needed.
Module 9: Boundaries

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)
- Roll of toilet paper

***Be sure to arrive at this session 30 minutes early to set up 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.

Survivors of trauma 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 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 participants to share how they feel on a scale of 1-10.

II. Guidelines for participation
   Review guidelines for participation, posting sheet with responses from the first session.
   Review what 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 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 *Masking Tape Boxes* activity by explaining, “These boxes represent boundaries. What does ‘boundary’ mean to you?”

Ask participants to choose a box. Once 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 would you choose?
- Which one would you not choose?

---

Be creative and playful during this activity, but remember you may need to elicit 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?

**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 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 topic by asking the following questions (chart 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? (Expected responses: someone has power over you, you want to impress him or her, etc.)

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Remind 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

Introduce topic by asking 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?

Show the *Ask, Listen, Respect: A Video About Consent*. Generate discussion by asking participants to give two-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 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 discussion to consent in dating relationships by asking the following questions:

- How do you know when someone gives their consent?
- When is someone not able to give consent? (Sample responses: if they are asleep, if they are drunk or high)

Explain enthusiastic consent and the importance of asking permission to kiss or touch someone. Only “yes” means “yes.” Not saying “no” does not imply consent. Re-emphasize asking, listening, and respecting.

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 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 to go.

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?
- Other issues: Generate discussion about what to do about peer pressure to use alcohol or drugs. This could include the following:
  - Practice ways to say 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 pop you are drinking has alcohol in it)
  - Hang out with different people
  - Do other activities you enjoy

Scenario 2: Practice Assertiveness

Your partner thinks that it is time to have sex, but you don’t feel like you are 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 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?
- Other issues: 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 participants that consent is asking permission before any kind of sexual activity, including kissing. Only “yes” means yes; everything 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 is Monday morning in the school hallway. You are talking about what happened on 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 are worried that people were not being safe. What could you say to let your friends know about being safe from things like getting a sexually transmitted disease/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.
- Other issues: 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, 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)
- Other issues: Generate discussion on 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.

IV. Mind-body skills: Gratitude game

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

For each square, ask 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 for only big things. It can be something as small as socks that we like to wear, receiving a funny text, or our favorite breakfast cereal.”

V. Check-out (take-away activity)

Explain to participants, “The next session will be our last. We have learned a lot. Next time, you will have an opportunity to show what you learned, something you discovered, or a memory from the class.”

Ask participants to prepare expressive art (drawing, skit, poem, spoken word, hip hop etc.) to present at the last session.

Ask participants to also jot down (for their eyes only) one thing each day for which they are grateful.
Module 10: Conclusion

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
- One small bar of non-dairy chocolate per participant
- VIDEO: A letter to my future self by Boris Berian at https://youtu.be/qd6gR6npm_k (2:23)

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

II. Guidelines for participation
    Review guidelines for participation, posting sheet with responses from the first session. Review what 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 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.

       Model how to provide positive feedback (“I liked how . . .” or “I appreciated . . .”). After each presentation, ask each participant to give the performer positive feedback.

IV. Mind-body skills: Mindful eating
    Explain to participants, “Mindfulness isn’t just about breathing and sitting still. It’s about learning to pay attention in all aspects of our lives. 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 chocolate bar 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 them 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?

IV. Check-out

A. Letter to your future self

As an introduction to the activity, show Letter to My Future Self videos.
• For males: Boris Barian
• For females: Alexis Sablone

Explain to participants, “Trauma can make us feel like the future is going to be bad or that we have no future. We may not make or set goals because we might not believe in
ourselves or our future. We are going to practice imagining ourselves in the future, and write ourselves a letter like these athletes did.”

Ask participants to write a letter, song, rhyme, etc. to themselves 10 years from now, using the following prompts:

- What do you want your future self to know?
- What is your wish for your future self?
- What do you want your future self to do? Include at least one goal, hope, or dream.
- How you will achieve it?
- How will you encourage your future self to achieve their goals?

B. For the future

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

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

C. Closing ritual

Choose one of the options for closing below or create your own closing ritual.

Option 1: Intention and appreciation circle

This activity focuses on honoring each participant, one by one. Usually, a person sits in the center of a circle (but can choose to stay where currently seated).

- The person in the center starts by saying what they got out of the group, i.e. appreciations, feelings, what they learned, what they will take with them, etc. (Model an example for participants).
- When the person in the center is done, the group shares what they appreciate about that person, giving compliments, affirmations, and naming their strengths. (Model an example for participants.)
- After the last person expresses appreciation, a new person moves to the center of the circle and repeats the process.

Option 2: Group poem

This activity creates a group closing poem, with no one in the group knowing exactly how it will end up. It can be very powerful.

- Participants spend a few minutes journaling their experiences in group.
- They pick one sentence that stands out to them from what they wrote to contribute to a group poem.
- One participant writes his or her selected sentence on a piece of paper and folds the paper over so that the sentence 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.
• Participants may wish to title the poem.
• After the session, distribute copies of the poem to participants.
Worksheet A

Well-known People with Difficult Pasts

Guess 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.

b) At age 15, this actress witnessed her mother kill her alcoholic father.

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

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.

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.

f) This former basketball star and author of *Tuff Juice: My Journey from the Streets to the NBA* was arrested 15 times in his early life and adolescence before pursuing his love of the game.

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

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.8

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

[Verse 1]
It really hurt me when they killed Shotty
I was locked down in my cell and I had to read about it
And when they killed Diddy, left him out in Philly
We was young and gettin' money, man we used to run the city
We was rockin' all them shows, ------ all them ------
And when they killed Darryl, Renee had to see him froze on the ground
Downtown, I can hear the sounds now
When she walked up to that casket seen her son and fell down
I drop tears for my n------ that ain't here
And still think about you even though that it been years
'Cause half the n------ that I grew up with is all dead
All this pain and all this stressin' I should have a bald head
'Cause when my Aunt Rhonda died she looked Tock in his eyes
Saw death comin', when she seen it she just cried
Prolly part of the reason we drink and we get high
When I find the n------ that killed my daddy know I'mma ride
Hope you hear me, I'mma kill you n------
To let you know that I don't feel you n------
Yeah, you ripped my family apart and made my momma cry
So when I see you n------ it's gon' be a homicide
Cuz I was only a toddler, you left me traumatized
You made me man of the house and it was grindin' time
So I'mma let this flame hit you just to let this pain hit you
And for all them cloudy days I'mma let this rain hit you n------

[Hook]
I know, I know, I know, I know, I know, I know, I know, I know
You ripped my family apart and made my momma cry
So when I see you nigga it's gon' be a homicide
I know, I know, I know, I know, I know, I know, I know
So I'mma let this flame hit you just to let this pain hit you
And for all them cloudy days I'mma let this rain hit you n------

[Verse 2]
And I ain't ready
N------ wanna murder me I'm ridin' around heavy
I think they wanna wet me like New Orleans and the levees
But I got this mac elevy, these n------'ll never get me
Lord knows, I got alotta homies in the dirt
N------ sprayin' metal tryna take you off the earth
Really over nothin', tell me what it's worth
Tryna take you out the game just to put you on a shirt
I rose from the jungle like Derrick
Death to anybody that oppose my spirit
My future looking brighter than this rose I'm staring at
We be ------ on the ----- y'all cherish
Rest in peace to my --------, I swear I miss them to death
My hammer sing murda music, I'll let you listen to death
I'll have you walk with the reaper when hollows rip through your chest
'Cause if you throw 'em I throw back like Mitchell & Ness
I'm gone

[Hook]
I know, I know, I know, I know, I know, I know, I know, I know, I know
You ripped my family apart and made my momma cry
So when I see you -------- it's gon' be a homicide
I know, I know, I know, I know, I know, I know, I know, I know, I know
So I'mma let this flame hit you just to let this pain hit you
And for all them cloudy days I'mma let this rain hit you n--------

[Verse 3]
Man my life so real
Last night I went to sleep and woke up with the chills
Started with a dollar now I got a couple mil
And I make a hundred thousand every time a n------ spill
Man I almost got murked in front of the same church
My dad got carried in, family got married in
That was in my older days, this is now, that was then
Had the block jumpin' for them dollars, Shawn Marion
Young n------ gon' get my own that's why I'm arrogant
Homie need the bail, for them bonds we'll bury 'em
Lock 'em like a terrier
Breakin' all barriers
Just to beat the trial we go miles like Darius
'Cause cops tryna catch me, n------ tryna clap me
Haters runnin at me, know they wanna get at me
And people got the nerve to ask why I don't look happy
I did it for my n------, and I did this ------ for Kathy

[Hook]
I know, I know, I know, I know, I know, I know, I know, I know, I know
You ripped my family apart and made my momma cry
So when I see you n------ it's gon' be a homicide
I know, I know, I know, I know, I know, I know, I know, I know, I know
So I'mma let this flame hit you just to let this pain hit you
And for all them cloudy days I'mma let this rain hit you n------
I know, I know, I know, I know, I know, I know, I know, I know, I know
LYRICS: Nicki Minaj’s “Autobiography”

This is the autobiography of Nicki Maraj

[Hook]
May the lord protect me, as the world gets hectic
My voice projected, my life reflected

[Verse 1]
Daddy was a crack fiend, two in -
The morning, had us running down the block, like a track team
When you burnt the house down and my mother was in it
How could I forget it? The pain is -
Infinite, she's my Queen, and I ain't even British
She is the only reason, that I went to school and I finished
She told me that I had talent, got on her knees
And prayed for me, when I started being violent
She saw something in me that, 'til this day -
I don't know if I could be that
But I'mma die tryin', and when I'm done cryin' -
Grab the iron and black out, like I'm retiring
Nightmares of you, killing my mother
The reason that I sleep, with my head under the covers
And they should've thrown a book at you -
Cause I hate you so much, that it burn when, I look at you

[Hook x2]

[Verse 2]
Damn, I wanna run to you -
Hold you and kiss you, and tell you how I miss you -
Thought I would have a son for you, but now?
It's official, it's over and I can't let you go
But I gotta let you know, all the shit I did
Made me feel like, I'm dyin' real slow
Cause no one understands me, they don't know -
What to do when I'm hurt, when I'm angry
You was my friend, and my man and my daddy
You was there, when that b---- tried to stab me
Anything I ever needed, knew you had me
Cause of you, all them chicks couldn't stand me
So why I hurt you? That's the question
It took this long, for me to learn my lesson
Cause now all I want is peace, forget drama
I finally understand, the true meaning of karma

[Hook x2]
[Verse 3]
Please baby forgive me, mommy -
Was young, mommy was too busy, tryna have fun
Now I don't pat myself on the back, for sending -
You back, cause God knows, I was better than that
To conceive you, then leave you, the concept -
Alone seems evil, I'm trapped in my conscience
I adhered to the nonsense, listened -
To people who told me, I wasn't ready for you
But how the...----- would they know, what I was ready to do?
And of course, it wasn't your fault
It's like, I feel it in the air, I hear you sayin' -
"Mommy don't cry, can't you see I'm right here?"
I gotta let you know, what you mean to me
When I'm sleeping, I see you in my dreams with me
Wish I could touch your little face, or just hold your -
Little hand, if it's part of God's plan, maybe, we can meet again
Worksheet C

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:

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Worksheet D

About Feelings

Feelings are what we feel in our bodies and hearts. We have many different feelings, and our feelings 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 below on the left side of this paper:

Great! Now put a color next to each feeling to describe the feeling.
Worksheet E

Experiencing Feelings in Your Body

Remember the feelings and colors you listed in the last worksheet? We’re going to use those colors now to show where in your body you experience each feeling. You don’t have to do all the feelings you listed; you can choose which feelings you want to include. 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.

Our bodies tell us how we are feeling.
Worksheet F

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

In this group, we will learn how to work with our triggers so we can feel more in control of our emotions and reactions.
LYRICS: Kendrick Lamar’s "Swimming Pools (Drank)"

[Hook:]
Pour up (drank), head shot (drank)
Sit down (drank), stand up (drank)
Pass out (drank), wake up (drank)
Faded (drank), faded (drank)

[Verse 1:]
Now I done grew up
Round some people living their life in bottles
Granddaddy had the golden flask
Back stroke every day in Chicago
Some people like the way it feels
Some people wanna kill their sorrows
Some people wanna fit in with the popular
That was my problem
I was in the dark room
Loud tunes, looking to make a vow soon
That I'm a get ------- up, fillin' up my cup
I see the crowd mood
Changing by the minute and the record on repeat
Took a sip, then another sip, then somebody said to me:

[Chorus:]
Why you babysittin' only 2 or 3 shots?
I'm a show you how to turn it up a notch
First you get a swimming pool full of liquor, then you dive in it
Pool full of liquor, then you dive in it
I wave a few bottles, then I watch em all flock
All the girls wanna play Baywatch
I got a swimming pool full of liquor and they dive in it
Pool full of liquor I'm a dive in it

[Hook:]
Pour up (drank), head shot (drank)
Sit down (drank), stand up (drank)
Pass out (drank), wake up (drank)
Faded (drank), faded (drank)

[Verse 2:]
Okay, now open your mind up and listen to me, Kendrick
I'm in your conscience, if you do not hear me
Then you will be history, Kendrick
I know that you're nauseous right now
And I'm hopin' to lead you to victory, Kendrick
If I take another one down
I'm a drown in some poison abusin' my limit
I think that I'm feelin' the vibe
I see the love in her eyes, I see the feelin'
The freedom is granted as soon as the damage of vodka arrive
This how you capitalize
This is parental advice
Then apparently, I'm over influenced by what you are doin'
I thought I was doin' the most then someone said to me

[Chorus:]
Why you babysittin' only 2 or 3 shots?
I'm a show you how to turn it up a notch
First you get a swimming pool full of liquor, then you dive in it
Pool full of liquor, then you dive in it
I wave a few bottles, then I watch em all flock
All the girls wanna play Baywatch
I got a swimming pool full of liquor and they dive in it
Pool full of liquor I'm a dive in it

[Hook:]
Pour up (drank), head shot (drank)
Sit down (drank), stand up (drank)
Pass out (drank), wake up (drank)
Faded (drank), faded (drank)

[Bridge:]
I ride, you ride, bang
One chopper, one hundred shots, bang
Hop out. Do you, bang
Two chopper, two hundred shots, bang
I ride, you ride, bang
One chopper, one hundred shots, bang
Hop out. Do you, bang
Two chopper, two hundred shots, bang

[Chorus:]
Why you babysittin' only 2 or 3 shots?
I'm a show you how to turn it up a notch
First you get a swimming pool full of liquor, then you dive in it
Pool full of liquor, then you dive in it
I wave a few bottles, then I watch em all flock
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I got a swimming pool full of liquor and they dive in it
Pool full of liquor I'm a dive in it

[Hook:]
Pour up (drank), head shot (drank)
Sit down (drank), stand up (drank)
Pass out (drank), wake up (drank)
Faded (drank), faded (drank)
Worksheet G

Coping Kit

When we strongly experience an upsetting feeling, we can take action 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.

You have just made your own personal Coping Kit.
LYRICS: Kendrick Lamar’s “i”

[Sample]
This is a world premiere!
This is a world premiere!

[Intro]
I done been through a whole lot
Trial, tribulation, but I know God
Satan wanna put me in a bow tie
Pray that the holy water don't go dry
As I look around me
So many ------ wanna down me
But an enemigo never drown me
In front of a dirty double-mirror they found me

[Hook]
And I love myself
(The world is a ghetto with big guns and picket signs)
I love myself
(But it can do what it want whenever it want, I don't mind)
I love myself
(He said I gotta get up, life is more than suicide)
I love myself
(One day at a time, sun gonna shine)

[Verse 1]
Everybody lookin' at you crazy (crazy!)
What you gonna do? (what you gonna do?)
Lift up your head and keep moving (keep moving)
Or let the paranoia haunt you (haunt you)?
Peace to fashion police, I wear my heart
On my sleeve, let the runway start
You know the miserable do love company
What do you want from me and my scars?
Everybody lack confidence, everybody lack confidence
How many times my potential was anonymous?
How many times the city making me promises?
So I promise this

[Hook]
I love myself
(The world is a ghetto with big guns and picket signs)
I love myself
(But it can do what it want whenever it want, I don't mind)
I love myself
(He said I gotta get up, life is more than suicide)
I love myself
(One day at a time, sun gonna shine)

[Verse 2]
They wanna say it's a war outside and a bomb in the street
And a gun in the hood, and a mob of police
And a rock on the corner, and a line for the fiend
And a bottle full of lean, and a model on the scene yup
These days of frustration keep y'all on tuck and rotation
I duck these cold faces, post up fi-fie-fo-fum basis
Dreams of reality's peace
Blow steam in the face of the beast
The sky could fall down, the wind could cry now
The strong in me, I still smile

[Hook]
I love myself
(The world is a ghetto with big guns and picket signs)
I love myself
(But it can do what it want whenever it want, I don't mind)
I love myself
(He said I gotta get up, life is more than suicide)
I love myself
(One day at a time, sun gonna shine)

[Bridge]
Walk my bare feet (walk my bare feet)
Down, down valley deep (down, down valley deep)
Fi-fie-fo-fum (fi-fie-fo-fum) (I love myself)
My heart undone (my heart undone)(I love myself)

[Hook]
The world is a ghetto with big guns and picket signs
(I love myself)
But it can do what it want whenever it want, I don't mind
(I love myself)
He said I gotta get up, life is more than suicide
(I love myself)
One day at a time, sun gonna shine
(I love myself)

[Verse 3]
I went to war last night
With an automatic weapon, don't nobody call a medic
I'ma do it till I get it right
I went to war last night
I've been dealing with depression ever since an adolescent
Duckin' every other blessin' I can never see the message
I could never take the lead, I could never bob and weave
From a negative and letting them annihilate me
And it's evident I'm moving at a meteor speed
Finna run into a building, lay my body in the street
Keep my money in the ceiling, let my mama know I'm free
Give my story to the children and a lesson they can read
And the glory to the feeling of the holy unseen
Seen enough, make a ----------- scream, "I love myself!"

[Outro]
I lost my head
I must've misread what the good book said
Oh woes keep me, it's a jungle inside
Give myself again 'til the well runs dry (i)
Worksheet H
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 really bad. But, you can stop that bad track! All you have to do is notice when it plays in your head. As soon as you hear it, press STOP! And 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 song go? You can write or draw your bad song here:

What is your replacement track? Write some of the words or draw a picture of your new track here:
Worksheet I

“"I AM” Poem

I am (two adjectives to describe you)

I wonder

I hear

I see

I want

I am (repeat the first line of the poem)

I pretend

I feel

I remember

I worry (something that concerns you)

I cry (something that upsets you)

I am (repeat the first line of the poem)
I understand

I say (something you believe in or that you often say)

I dream

I try (something you work hard to do)

I hope (something you long for)

I am (repeat the first line of the poem)
LYRICS: Tupac Shakur’s “Dear Mama”

You are appreciated
When I was young me and my mama had beef
Seventeen years old kicked out on the streets
Though back at the time, I never thought I'd see her face
Ain't a woman alive that could take my mama's place
Suspended from school, and scared to go home, I was a fool
With the big boys, breaking all the rules
I shed tears with my baby sister
Over the years we was poorer than the other little kids
And even though we had different daddy's, the same drama
When things went wrong we'd blame mama
I reminisce on the stress I caused, it was hell
Hugging on my mama from a jail cell
And who'd think in elementary?
Hey! I see the penitentiary, one day
And running from the police, that's right
Mama catch me, put a whooping to my backside
And even as a crack fiend, mama
You always was a black queen, mama
I finally understand
For a woman it ain't easy trying to raise a man
You always was committed
A poor single mother on welfare, tell me how ya did it
There's no way I can pay you back
But the plan is to show you that I understand
You are appreciated
Lady
Don't ya know we love ya? Sweet lady
Dear mama
Place no one above ya, sweet lady
You are appreciated
Don't ya know we love ya?
Now ain't nobody tell us it was fair
No love from my daddy cause the coward wasn't there
He passed away and I didn't cry, cause my anger
Wouldn't let me feel for a stranger
They say I'm wrong and I'm heartless, but all along
I was looking for a father he was gone
I hung around with the Thugs, and even though they sold drugs
They showed a young brother love
I moved out and started really hanging
I needed money of my own so I started slanging
I ain't guilty cause, even though I sell rocks
It feels good putting money in your mailbox
I love paying rent when the rent's due
I hope ya got the diamond necklace that I sent to you
'Cause when I was low you was there for me
And never left me alone because you cared for me
And I could see you coming home after work late
You're in the kitchen trying to fix us a hot plate
Ya just working with the scraps you was given
And mama made miracles every Thanksgiving
But now the road got rough, you're alone
You're trying to raise two bad kids on your own
And there's no way I can pay you back
But my plan is to show you that I understand
You are appreciated

Lady
Don't ya know we love ya? Sweet lady
And dear mama
Place no one above ya, sweet lady
You are appreciated
Don't ya know we love ya?
Pour out some liquor and I reminisce, cause through the drama
I can always depend on my mama
And when it seems that I'm hopeless
You say the words that can get me back in focus
When I was sick as a little kid
To keep me happy there's no limit to the things you did
And all my childhood memories
Are full of all the sweet things you did for me
And even though I act crazy
I gotta thank the Lord that you made me
There are no words that can express how I feel
You never kept a secret, always stayed real
And I appreciate, how you raised me
And all the extra love that you gave me
I wish I could take the pain away
If you can make it through the night there's a brighter day
Everything will be alright if ya hold on
It's a struggle everyday, gotta roll on
And there's no way I can pay you back
But my plan is to show you that I understand
You are appreciated
Lady
Don't ya know we love ya? Sweet lady
And dear mama
Place no one above ya, sweet lady
You are appreciated
Don't ya know we love ya?
Sweet lady
And dear mama
Dear mama
Lady, lady, lady
Facilitator Resources


# Suggested Videos/Music

<table>
<thead>
<tr>
<th>Module 1: Introduction to TAMAR</th>
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<tbody>
<tr>
<td>VIDEO: <em>Through Our Eyes: Children, Violence, and Trauma</em> (0:00-2:40)</td>
<td><a href="https://youtu.be/z8vZxDa2KPM">https://youtu.be/z8vZxDa2KPM</a></td>
<td>2:40</td>
</tr>
<tr>
<td>MUSIC: <em>Autobiography</em> by Nicki Minaj (0:00-2:30)</td>
<td><a href="https://youtu.be/mFDhjXX-XI">https://youtu.be/mFDhjXX-XI</a></td>
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<thead>
<tr>
<th>Module 2: Understanding Trauma’s Impact</th>
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<tbody>
<tr>
<td>VIDEO: <em>Fight or flight: The Stress Response</em></td>
<td><a href="https://youtu.be/JtSP7gJuRFE">https://youtu.be/JtSP7gJuRFE</a></td>
<td>1:33</td>
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<tr>
<td>VIDEO: <em>Trauma Bear</em></td>
<td><a href="https://youtu.be/eT4060GeodI">https://youtu.be/eT4060GeodI</a></td>
<td>2:33</td>
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<tr>
<th>Module 3: Dealing with Triggers</th>
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<tbody>
<tr>
<td>VIDEO: <em>Acting, Breathing, Centering – Guided Meditation by Youth for Youth</em> (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>
<td>14:17</td>
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<tr>
<th>Module 4: Trauma and Addiction – How We Cope</th>
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<tbody>
<tr>
<td>VIDEO: <em>What is Addiction?</em> by Dr. Gabor Mate</td>
<td><a href="https://youtu.be/T5sOh4gKPjg">https://youtu.be/T5sOh4gKPjg</a></td>
<td>3:24</td>
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<tr>
<th>Module 5: Keeping it Together – Containment</th>
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<tr>
<td>VIDEO: <em>A Life Transformed Through Yoga: Brishana’s Story</em></td>
<td><a href="https://youtu.be/buKbRZ1HZEc">https://youtu.be/buKbRZ1HZEc</a></td>
<td>6:31</td>
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<tr>
<td>VIDEO: <em>How the Chicago Cubs Yoga Teacher, Darnell McDonald, Encourages Athletes to Get on Their Mat</em></td>
<td><a href="https://youtu.be/8cW9iywg7Ac">https://youtu.be/8cW9iywg7Ac</a></td>
<td>2:16</td>
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### Module 6: Who I Am

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<tr>
<th>Video</th>
<th>Duration</th>
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<tr>
<td>Resilience in Kids Created by First to Draw</td>
<td>1:48</td>
<td><a href="https://youtu.be/HYsRGe0tfZc">https://youtu.be/HYsRGe0tfZc</a></td>
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<tr>
<td>The Me I Once Was</td>
<td>2:37</td>
<td><a href="https://youtu.be/PYUpdXnFSc8">https://youtu.be/PYUpdXnFSc8</a></td>
</tr>
<tr>
<td>i by Kendrick Lamar</td>
<td>4:20</td>
<td><a href="https://youtu.be/KhGCqRzweVw">https://youtu.be/KhGCqRzweVw</a></td>
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<tr>
<td>Relaxing Short Mindfulness Sequence</td>
<td>5:46</td>
<td><a href="https://youtu.be/p9nLdeKBAQI?list=PLRVhP11jck2tdz24ltXOad3B-1JQknmj">https://youtu.be/p9nLdeKBAQI?list=PLRVhP11jck2tdz24ltXOad3B-1JQknmj</a></td>
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### Module 7: Connections

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<thead>
<tr>
<th>Music</th>
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<tbody>
<tr>
<td>Dear Mama by Tupac Shakur</td>
<td>4:40</td>
<td><a href="https://youtu.be/Mb1ZvUDvLDY">https://youtu.be/Mb1ZvUDvLDY</a></td>
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<tr>
<td>Trauma-informed Mindfulness – 5 Min. Practice</td>
<td>4:35</td>
<td><a href="https://youtu.be/PqTLe0-QHI">https://youtu.be/PqTLe0-QHI</a></td>
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### Module 8: Betrayal and Abuse

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<tr>
<th>Video</th>
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<th>Link</th>
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<tr>
<td>Bullying, “They’ll Never Break Me” by Lamont Carey (spokenword)</td>
<td>4:00</td>
<td><a href="https://youtu.be/PV5I9QS9UhM">https://youtu.be/PV5I9QS9UhM</a></td>
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<tr>
<td>Teens Talk Back—Cyberbullying</td>
<td>2:19</td>
<td><a href="https://youtu.be/5CyRK3-Fx64">https://youtu.be/5CyRK3-Fx64</a></td>
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### Module 9: Boundaries

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<tr>
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<tr>
<td>Ask, Listen, Respect: A Video About Consent</td>
<td>1:11</td>
<td><a href="https://youtu.be/n6X5I7xoxEY">https://youtu.be/n6X5I7xoxEY</a></td>
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### Module 10: Conclusion

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<thead>
<tr>
<th>Video</th>
<th>Duration</th>
<th>Link</th>
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<tbody>
<tr>
<td>A Letter to My Future Self by Boris Berian</td>
<td>2:23</td>
<td><a href="https://youtu.be/qd6gR6npm_k">https://youtu.be/qd6gR6npm_k</a></td>
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