

**EMOTIONS/COMMUNICATIONS GROUP #7**  
Understanding How Emotions Affect Us Physically

**Activity:**

Discussion and group exercises

**Purpose:**

Learning how our emotions affect us physically and emphasizing the need to communicate them honestly.

**Materials Needed:**

Dry board marker

One can of pop

Page 1

Handouts: “Emotions Can Affect Your Eating”

“Inside Outside”

**Procedure:**

1. Hand out page 1. Complete name handout by writing your complete name in the box and making emotion words from each letter. First one done wins a can of pop. Discuss. (5 min.)
2. Discuss how emotions affect your body as well as your mind. When you are angry, what happens to your body? When you are scared, what happens to your body? Etc. They can even affect your eating habits. Handout and complete page 2. Discuss and list on the board: Do you overeat when stressed: What kinds of foods do you eat? Carrots?
3. Discuss how emotions affect our body if we feel one way but show others something different. (This is not to say that when you are in a really bad mood you should take it out on everyone at work or in group. Or to say that you should say to your Grandmother: Yuck! I hate the gift you gave me.) Handout page 3 while explaining that grief is caused by all kinds of losses, including a move, a divorce, giving up the drug of your choice or using friends, etc. Complete and discuss.

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“Emotions Can Affect Your Eating” is taken from Korb-Khalsa, K.L., Azok, S.D., & Leutenberg, E.A. (2000). *S.E.A.L.S. III* (pg. 56). Available from Wellness Reproductions & Publishing, Inc., 1-800-440-4403, <http://store.guidance-group.com>.

“Inside Outside” is taken from Korb-Khalsa, K.L., Azok, S.D., & Leutenberg, E.A. (2000). *S.E.A.L.S. Plus* (pg. 26). Available from Wellness Reproductions & Publishing, Inc., 1-800-440-4403, <http://store.guidance-group.com>.



Write your entire name  
vertically on this page

Thanks!

This page is a placeholder for the handouts “Emotions Can Affect Your Eating” and “Inside Outside”, which are not available electronically.  
For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

## **EMOTIONS/COMMUNICATIONS GROUP #8**

### A Study of Three Styles of Communication

**Activity:**

Discussion and group exercises

**Purpose:**

Recognition of communication styles and the advantages of the assertive style.

**Materials Needed:**

Dry board marker

Colored markers

Handout: "Passive, Assertive, Aggressive"

**Procedure:**

1. Write three emotions on the board. Ask for their meaning and use in a sentence.
2. Pass out handout. Ask each to consider the handout appropriate to their gender and chose the character that best describes the way they communicate. Notice word descriptors and posture. Color code. Discuss.
3. Brainstorm list descriptors of each style on the board.
4. Ask the following questions and have class answer "yes" or "no". Add up totals:
  - a. I knew it was wrong, but did it because my boy/girl friend asked me to.
  - b. I have apologized for mistakes I did not make.
  - c. I've dressed the way others do just to fit in.
  - d. It's hard for me to let people know that I don't agree with them.
  - e. When someone is mad at me, I am really bothered.
5. Point out that all the "yes" questions indicate instances when it was hard to communicate assertively.
6. Review: Passive does not communicate in a direct way. Aggressive is usually hostile and demanding. Assertive is stating what you mean and feel. List advantages of being assertive.
7. Discuss how we have been socialized such that males are taught to be aggressive (toys, games, sports, etc.), while females are taught by society to be passive (be helpless, don't talk back, take care of everybody). What do they often call females that are assertive?
8. Prepare slips of paper with situations to be role-played listing also which style of communication to use. Divide into two teams. Opposite team must guess which style of communication is being used.

"Passive, Assertive, Aggressive" is taken from Korb-Khalsea, K.L., Azok, S.D., & Leutenberg, E.A. (2000). *S.E.A.L.S. Plus* (pg. 7-8). Available from Wellness Reproductions & Publishing, Inc., 1-800-440-4403, <http://store.guidance-group.com>.

This page is a placeholder for the handout “Passive, Assertive, Aggressive”, which is not available electronically. For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

**EMOTIONS/COMMUNICATIONS GROUP #9**  
Re-Experiencing Emotions from Our Past

**Activity:**

Discussion and group exercises

**Purpose:**

To gain a deeper understanding of why we feel the way we do.

**Materials Needed:**

Dry board marker

Page 1

**Procedure:**

1. Review how our thinking contributes to the way we feel.
2. Pass out and discuss handout 1. Write answers on the board.
3. Discuss individual family culture:
  - a. If our parent(s) had (has) an addiction problem, we remain affected by it.
    - We may keep it a secret or cover it over, which is a heavy burden or protect them from consequences (enabling).
    - We may feel that we somehow caused the problem by what we did or didn't do but the fact is, we cannot control anyone but ourselves.
    - We might try to get As in school or excel in sports so as to help our parents.
    - We may feel resentful (with reason) or ashamed.
    - We may rebel and do drugs ourselves, steal, let our grades drop as a way to show our resentment.
    - We may try to parent our parent.
    - We may joke around all the time to relieve tension.
    - Or we may simply give up and withdraw from everyone or find an escape in drugs.
4. What emotions might be exaggerated by this type of experience? Empty, depressed, unworthy, out of control, etc.
5. Physical or emotional abuse can bring about some of the same affects. Discuss. Give examples.
6. Governed by unspoken rules, such as you can express your feelings "as long as they are pleasant.
7. Review.

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# feelings

I feel -----today.

I usually feel-----.

When people yell at me I feel-----.

When the teacher tells me to be quiet I feel-----.

When someone says I look good I feel-----.

When someone dumps on me I feel-----.

When I am alone, I feel-----.

I feel-----in the dark.

When things are going well I feel-----.

I feel -----walking alone at night.

I feel-----when I see a baby.

When I do a good job I feel-----.

When my girl/boy friend is mad at me, I feel-----.

When my Mom is happy, I feel-----.

When someone lets me down I feel-----.

When I work hard I feel-----.

**EMOTIONS/COMMUNICATIONS GROUP #10**  
Understanding How Our Communication Affects Emotions

**Activity:**

Discussion and group exercises

**Purpose:**

To practice two-way communication and emphasize the importance of it.

**Materials Needed:**

Pages 1 and 2

Pencils

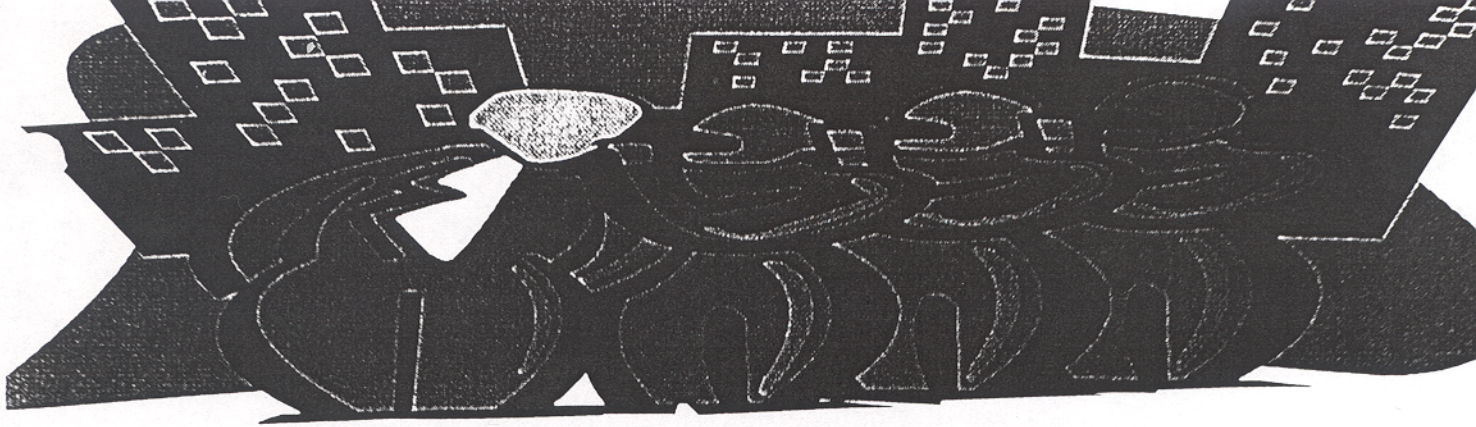
Index cards

**Procedure:**

1. Start an old-fashioned game of telephone. The hearer cannot ask for clarification from the teller. Discuss. This is like being talked at and not talked to. Do you ever talk at others? It can be real frustrating for the hearer.
2. Pass out page 1. Complete and discuss.
3. Introduce the “I feel” communication as a way to assert yourself. Handout page 2. Complete and discuss. Discuss page 3 and write examples on the board. Write some “you statements” on index cards. Pass out to each student and have them practice the steps out loud: “I feel”... “because” ... “I want or need”...

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## HOW GOOD ARE YOUR CONVERSATION SKILLS?

- 1) Do you look into the eyes of the person you are talking to?  
Y    N
- 2) Do you avoid argumentative subjects such as religion?  
Y    N
- 3) Do you talk a lot about yourself? (Sometimes we do this because we are nervous and do not know what else to talk about.)  
Y    N
- 4) Are you honest, but not too blunt?  
Y    N
- 5) Do you give sincere compliments?  
Y    N
- 6) Do you accept compliments by saying "Thanks"?  
Y    N
- 7) Do you end the conversation by saying something nice, such as "I hope to see you again"?  
Y    N
- 8) Which one of the above do you need to work on? \_\_\_\_\_

**YOU have more power when YOU accept responsibility for your feelings!**

**Pick the most powerful statement?**

+ **"You make me feel embarrassed when you scream at me in front of others."**

+ **"I feel embarrassed when you scream at me in front of others."**

**YOU can let a person know how their actions affect others without passing judgment on what they do.**

**"I feel embarrassed when you scream at me in front of others."**

**Ex:**

**AFTER you let a person know how their actions have affected you, tell them what you need or want to happen in the future. Remember, do not expect them to be mind-readers.**

**"I need for you to talk civil to me in front of others."**

**EMOTIONS/COMMUNICATIONS GROUP #11**  
Developing Effective Skills in Listening

**Activity:**

Group exercises, discussion, and a group game.

**Purpose:**

To increase listening skills.

**Materials Needed:**

Pencils

Extra paper

Flashlight

Handouts: “Listen Carefully – Then Draw”

“A Narrow Escape”

“Good or Bad Listener, Which?”

**Procedure:**

1. Hand out paper and pencils and complete “Listen Carefully – Then Draw”. Discuss.
2. Hand out “A Narrow Escape”. Complete and Discuss.
2. Read “Good or Bad Listener, Which?”. Are you a good or bad listener? Ask for a vote of good versus bad listening skills.

“Listen Carefully – Then Draw” is taken from Khalsa, S.S. (2000). *Group Exercises for Enhancing Social Skills and Self-Esteem* (pg. 15). Sarasota, FL: Professional Resource Press. Available at <http://www.prpress.com>.

“A Narrow Escape” is taken from Horb-Khalsa, K.L., Leutenberg, E.A., and Azok, S.D. (2000). *S.E.A.L.S. II* (pg. 5). Available from Wellness Reproductions & Publishing, Inc., 1-800-440-4403, <http://store.guidance-group.com>.

“Good or Bad Listener, Which?” is the property of CHS and can be copied.



## **GOOD OR BAD LISTENER, WHICH?**

- a) Facing the speaker
- b) Interrupting the speaker before he/she is done
- c) Paying close attention to body language
- d) Giving advice
- e) Putting down his/her feelings
- f) Trying to understand how he/she feels
- g) Asking questions
- h) Trying to tell a more interesting story
- i) Perhaps offering suggestions
- j) Talking to someone else at the same time
- k) Excessive yawning
- l) Head nodding
- m) Making off the wall remarks
- n) Laughing at the speaker
- o) Watching television as you are spoken to
- p) Using a sarcastic voice

This page is a placeholder for the handouts “Listen Carefully – Then Draw” and “A Narrow Escape”, which are not available electronically.  
For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

**EMOTIONS/COMMUNICATIONS GROUP #12**  
Beyond the Basics of Communication

**Problem:**

Group discussion, role-play, and group exercises.

**Activity:**

Recognizing emotional abuse and effectively interacting with difficulty people.

**Materials Needed:**

Dry board marker

Handouts: “Sticks and Stones”

“First Aid for Life”

“Interacting and Coping with Difficult People”

Situations to role-play

**Procedure:**

1. Hand out “Sticks and Stones”, “First Aid for Life”, and “Interacting and Coping with Difficult People”. Discuss and fill in the blanks. Share. Note that if what you usually do does not work, why do it? It would be better to try something different. Here are some suggestions. Role-play after each two suggestions.
  - a. When quarrelling find something that the other person says that you can agree with. Often, they will stop arguing and begin to agree with you.
  - b. Avoid arguing who is right or wrong that accomplishes nothing. If you can save face, the argument will likely stop.
  - c. Try to understand how the other person is feeling. Ask them if your perception is correct. “I feel you are disappointed with me, am I right?” Accept their feelings. Remember feelings are neither right nor wrong.
  - d. Many people are afraid to express their true feelings. They deny them, but they come out in one way or another. Ask the person why they are angry. If unpleasant feelings aren’t talked about, they usually get more intense.
  - e. Avoid you statements. They trigger arguments. Examples: You make me feel mad. You are crazy. You never...
  - f. Use, “I” statements. Talk about your feelings so that you do not need to act on them by slamming the door, pouting, negative body language, and acting like a martyr, etc. I feel... angry, frustrated, misunderstood, unloved, sad, ignored, disappointed, etc.
  - g. Most people want to be appreciated. Let them know that they are important to you even when you are angry or disappointed with them.

“Sticks and Stones”, “First Aid for Life”, and “Interacting and Coping with Difficult People” were taken from Korb-Khalsa, K.L. & Leutenberg, E.A. (2000). *S.E.A.L.S III*. Available from Wellness Reproductions & Publishing, Inc., 1-800-440-4403, <http://store.guidance-group.com>.

This page is a placeholder for the handouts “Sticks and Stones”, “First Aid for Life”, and “Interacting and Coping with Difficult People”, which are not available electronically. For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

**EMOTIONS/COMMUNICATIONS GROUP #13**  
The Art of Saying No!

**Problem:**

Discussion and group exercises.

**Activity:**

To practice saying no by being assertive and to understand that we all have the right to say no, reinforced by a discussion of two recent times when the clients were able to say no.

**Materials Needed:**

Handouts: “Assertive Rights”  
“Saying No”

**Procedure:**

1. Discuss how saying no is hard for some people to do.
2. Hand out “Assertive Rights”. Complete and discuss.
3. Ask what recognizing one’s needs have to do with being able to say no.
4. Hand out “Saying No”. Have the clients write out two true stories about saying no that have happened within the last two weeks that include the following:
  - What happened?
  - How did you say no?
  - How did the others respond?
  - How did you feel?
  - How would you do it differently next time?
  - How can you apply this in your future?
5. Share stories (with permission). It is okay to pass.

“Assertive Rights” is taken from Korb-Khalsa, L.L., Azok, S.D., & Leutenberg, E.A. (2000). *S.E.A.L.S. Plus* (pg. 11). Available from Wellness Reproductions & Publishing, Inc., 1-800-440-4403, <http://store.guidance-group.com>.

“Saying No” is the property of CHS and can be copied.



This page is a placeholder for the handout “Assertive Rights”, which is not available electronically. For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

## ANGER MANAGEMENT GROUP #1

**Activity:**

Treatment exercises and discussion related to anger management.

**Purpose:**

To increase awareness of problems in normal anger chain and anger triggers.

**Materials Needed:**

Paper  
Pencils

**Procedures:**

1. Discuss characteristics of angry people
2. Discuss why people become angry.
3. Define what an anger trigger is and discuss common anger triggers.
4. Have clients make a list of their anger triggers.
5. Discuss awfulize and devilize.
6. Discuss thoughts that keep people angry and counter thoughts.

Potter-Efron, R. (1994). *Angry All the Time* (ch. 2, 8). Oakland, CA: New Harbinger. Available at <http://www.newharbinger.com>.

**ANGER MANAGEMENT GROUP #1**  
**Alternative**

**Activity:**

Treatment exercises and discussion related to anger management.

**Purpose:**

To increase awareness of anger and anger management strategies.

**Materials Needed:**

Video: “Why are You So Angry”

**Procedures:**

View “Why are You So Angry” (33 min.) and discuss.

Rogers, G.T. (producer). (1991). *Why are You So Angry* [video]. Available from FMS Productions, P.O. Box 2000, Georgetown, TX 78627, 1-800-421-4609, [www.fmsproductions.com](http://www.fmsproductions.com).

## ANGER MANAGEMENT GROUP #2

**Activity:**

Treatment exercises and discussion related to anger management.

**Purpose:**

To increase awareness why people stay angry and what anger has cost them.

**Materials Needed:**

Handout: "Getting to Know Your Anger" (Korb-Khalsa, et al., 1992, p. 1)

Paper

Pencils

**Procedures:**

1. Complete anger pie and what area of your life has been damaged due to your anger.
2. Complete handout "Getting to Know Your Anger" and discuss.

Potter-Efron, R. (1994). *Angry All the Time* (ch. 1). Oakland, CA: New Harbinger. Available at <http://www.newharbinger.com>.

Korb-Khalsa, K.L., & Leutenberg, E.A. (1992). *S.E.A.L.S. Plus Self-Esteem and Life Skills 3<sup>rd</sup> in a Series* (pg. 1). Beachwood, OH: Wellness Reproductions and Publishing, Inc. Available at <http://store.guidance-group.com>.

This page is a placeholder for the handout “Getting to Know Your Anger”, which is not available electronically. For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

**ANGER MANAGEMENT GROUP #2**  
**Alternative**

**Activity:**

Treatment exercises and discussion related to anger management.

**Purpose:**

To increase awareness of the different types of anger and anger/violence ladder.

**Materials Needed:**

None

**Procedures:**

1. Discuss different types of anger and definitions.
2. Discuss anger/violence ladder, defining and discussing what each step is.
3. Discuss how to climb down the anger/violence ladder.

Potter-Efron, R. (1994). *Angry All the Time* (ch. 4, 6, 7). Oakland, CA: New Harbinger.  
Available at <http://www.newharbinger.com>.

## ANGER MANAGEMENT GROUP #3

**Activity:**

Treatment exercises and discussion related to anger management.

**Purpose:**

To increase awareness of anger management.

**Materials Needed:**

Handouts

“Anger Styles Stuffing” (Korb-Khalsa, et. al., 1992, p.2)

“Anger Styles Managing I” (Korb-Khalsa, et. al., 1992, p.4)

Pencils

**Procedures:**

1. Complete worksheet “Anger Styles Stuffing” and discuss.
2. Complete worksheet “Anger Styles Managing I” and discuss.

Korb-Khalsa, K., Azok, S., & Leutenberg, E. (1992). *SEALS Plus, Self-Esteem and Life Skills* (pg. 2, 4). Beachwood, OH: Wellness Reproductions and Publishing. Available at <http://store.guidance-group.com>.

This page is a placeholder for the handouts “Anger Styles Stuffing” and “Anger Styles Managing I”, which are not available electronically.  
For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).



**ANGER MANAGEMENT GROUP #3**  
**Alternative**

**Activity:**

Treatment exercises and discussion related to alternative solutions.

**Purpose:**

To increase awareness of alternate solutions to anger.

**Materials Needed:**

Rap Sheet (Interventions, p.21)

Paper

Pencils

**Procedures:**

1. Discuss alternatives to fighting.
2. Break group into small groups or can be done individually. Have participants write their own song about what to do instead of fighting.
3. Have songs read.

Stumbo, N.J. (1999). *Intervention Activities for At-Risk Youth* (pg. 21). State College, PA: Venture Publishing. Available at <http://www.venturepublish.com>.

## ANGER MANAGEMENT GROUP #4

**Activity:**

Treatment exercises and discussion related to anger management.

**Purpose:**

To increase awareness of physical, emotional, and behavioral symptoms of anger.

**Materials Needed:**

Handouts

“Anger Styles Escalating” (Korb-Khalsa, et. al., 1992, p.3)

“Anger Styles Managing II” (Korb-Khalsa, et. al., 1992, p.5)

Pencils

**Procedures:**

1. Complete handout “Anger Styles Escalating” and discuss.
2. Complete “Anger Styles Managing II” and discuss different types of anger.

Korb-Khalsa, K., Azok, S., & Leutenberg, E. (1992). *SEALS Plus, Self-Esteem and Life Skills* (pg. 3, 5). Beachwood, OH: Wellness Reproductions and Publishing. Available at <http://store.guidance-group.com>.

This page is a placeholder for the handouts “Anger Styles Escalating” and “Anger Styles Managing I”, which are not available electronically.  
For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

## **ANGER MANAGEMENT GROUP #4** **Alternative**

**Activity:**

Treatment exercises and discussion related to leisure as it relates to aggression/anger control.

**Purpose:**

To increase awareness of the role of leisure in anger management.

**Materials Needed:**

Dry Erase Board  
Markers

**Procedures:**

1. Play a modified form of the “Wheel of Fortune” game using personality traits of aggressive people, leisure activities, possible solutions to aggressive situations and consequences to aggressive behavior.

Stumbo, N.J. (1999). *Intervention Activities for At-Risk Youth* (pg. 31). State College, PA: Venture Publishing. Available at <http://www.venturepublish.com>.

## ANGER MANAGEMENT GROUP #5

**Activity:**

Treatment exercises and discussion related to anger styles.

**Purpose:**

To increase awareness of anger styles.

**Materials Needed:**

Handouts

“Anger Style Stuffing” (Korb-Khalsa, et. al., 1992, p.2)

“Anger Style Escalating” (Korb-Khalsa, et. al., 1992, p.3)

Pencils

**Procedures:**

1. Complete “Anger Style Stuffing” and discuss.
2. Complete “Anger Style Escalating” and discuss.

Korb-Khalsa, K., Azok, S., & Leutenberg, E. (1992). *SEALS Plus, Self-Esteem and Life Skills* (pg. 2-3). Beachwood, OH: Wellness Reproductions and Publishing. Available at <http://store.guidance-group.com>.

**ANGER MANAGEMENT GROUP #5**  
**Alternative**

**Activity:**

Treatment exercises and discussion related to forgiveness.

**Purpose:**

To increase knowledge of forgiving.

**Materials Needed:**

None

**Procedures:**

1. Discuss forgiving.
2. Review tips on forgiving.
3. Discuss six stages of forgiving.

Potter-Efron, R. (1994). *Angry All the Time* (pg. 112-115). Oakland, CA: New Harbinger.  
Available at <http://www.newharbinger.com>.

## STRESS MANAGEMENT GROUP #1

### Activity:

Treatment exercises and discussion related to physical causes of stress, family stressors, job related stress, and stressors in different age groups.

### Purpose:

To increase awareness of different causes of stress.

### Materials Needed:

Handouts

“Physical Causes of Stress” (Rizzo Toner, 1993, p.2)

“Family Stressors” (Rizzo Toner, 1993, p.3)

“Stress Comparison” (Rizzo Toner, 1993, p.5)

“Job-Related Stress” (Rizzo Toner, 1993, p.7)

Pencils

### Procedure:

1. Complete worksheet “Physical Causes of Stress” individually and discuss as a group.
2. Complete worksheet “Family Stressors” and discuss.
3. Complete worksheet “Stress Comparison” and discuss.
4. Complete worksheet “Job-Related Stress” and discuss.

Rizzo Toner, P. (1993). *Stress Management and Self-Esteem Activities* (pg. 2-3, 5, 7). West Nyack, NY: Center for Applied Research Education.

This page is a placeholder for the handouts “Physical Causes of Stress”, “Family Stressors”, “Stress Comparison”, and “Job-Related Stress”, which are not available electronically. For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).



## **STRESS MANAGEMENT GROUP #1**

### **Alternative**

**Activity:**

Treatment exercises and discussion related to stressors, comfort zone, and physical, emotional, and behavioral symptoms of stress.

**Purpose:**

To increase awareness of personal stressors and emotional, physical, and behavioral symptoms of stress.

**Materials Needed:**

Handouts

“Do Any of These Stressors Hit Home” (Korb-Khalsa et. al., 1992, p. 61)

“Stress and Illness” (Rizzo Toner, 1993, p.34)

“Scoring For Stress and Illness” (Rizzo Toner, 1993, p.35)

“Check This Out” (Rizzo Toner, 1993, p.10)

Pencils

**Procedure:**

1. Brainstorm possible list of irritants that cause stress.
2. Distribute “Do Any of These Stressors Hit Home” worksheet and discuss.
3. Complete worksheets “Stress and Illness” and “Scoring For Stress and Illness” and discuss.
4. Complete worksheet “Check This Out” and discuss.

Rizzo Toner, P. (1993). *Stress Management and Self-Esteem Activities* (pg. 10, 34-35). West Nyack, NY: Center for Applied Research Education.

Korb-Khalsa, K., Azok, S., & Leutenberg, E. (1992). *SEALS Plus Self-Esteem and Life Skills* (pg. 61). Beachwood, OH: Wellness Reproductions and Publishing. Available at <http://store.guidance-group.com>.

This page is a placeholder for the handouts “Do Any of These Stressors Hit Home”, “Stress and Illness”, “Scoring for Stress and Illness”, and “Check This Out”, which are not available electronically. For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

## STRESS MANAGEMENT GROUP #2

**Activity:**

Treatment exercises and discussion related to stress relievers.

**Purpose:**

To increase awareness of different types of stress relievers.

**Materials Needed:**

Handout: "Have a Laugh" (Rizzo Toner, 1993, p.14)

Pencils

**Procedure:**

1. Distribute handout and brainstorm ways of dealing with stress.
2. Complete worksheet "How Do You Spell Relief" and discuss.
3. Complete worksheet "Have a Laugh" and discuss.
4. Complete "No One Is An Is-Land" and discuss.

Rizzo Toner, P. (1993). *Stress Management and Self-Esteem Activities* (pg. 12, 14). West Nyack, NY: Center for Applied Research Education.

This page is a placeholder for the handout “Have a Laugh”, which is not available electronically. For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

## **STRESS MANAGEMENT GROUP #2**

### **Alternative**

**Activity:**

Treatment exercises and discussion related to the stress cycle.

**Purpose:**

To increase awareness of the stress cycle.

**Materials Needed:**

Handouts

    “The Stress Cycle” (Korb-Khalsa, et. al., 1996, p.71)

    “Stress and Pleasure Hierarchy” (Korb-Khalsa, et. al., 1996, p.72)

Pencils

**Procedure:**

1. Discuss warning signs and positive and negative coping mechanisms.
2. Complete worksheet “The Stress Cycle” and discuss.
3. List stressors and pleasures. Complete worksheet “Stress and Pleasure Hierarchy” and discuss.

Korb-Khalsa, K., Leutenberg, E., & Azok, S. (1996). *S.E.A.L.S. II Self-Esteem and Life Skills, Too!* (pg. 71-72). Beachwood, OH: Wellness Reproductions & Publishing. Available at 1-800-440-4403, <http://store.guidance-group.com>.

This page is a placeholder for the handouts “The Stress Cycle” and “Stress and Pleasure Hierarchy”, which are not available electronically.  
For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

### STRESS MANAGEMENT GROUP #3

**Activity:**

Treatment exercises and discussion related to decreasing stress.

**Purpose:**

To increase awareness of relaxation techniques and stress relievers using stress balls, muscle relaxation and deep breathing.

**Materials Needed:**

Balloons (2 for each person)  
Styrofoam cups  
Sand or rice  
Plastic bags (lunch)

**Procedure:**

1. Make stress balls and discuss how the stress ball could be effective in dealing with stress management.
2. Have clients practice muscle relaxation and deep breathing.

Stumbo, N.J. (1999). *Intervention Activities for At-Risk Youth* (p. 23). State College, PA: Venture Publishing. Available at <http://www.venturepublish.com>.

## **STRESS MANAGEMENT GROUP #4**

**Activity:**

Treatment exercise and practice of stress management techniques.

**Purpose:**

To increase awareness of the use of music, yoga, and guided imagery.

**Materials Needed:**

Relaxation music

Yoga tape

Guided imagery exercise

**Procedures:**

1. Have clients get comfortable in seat or on the floor.
2. Use music, yoga, and guided imagery to demonstrate use in relaxation.



## **STRESS MANAGEMENT GROUP #4**

### **Alternative**

**Activity:**

Treatment exercises and discussion related to attitude.

**Purpose:**

To increase awareness of effective attitude and how attitude affects stress.

**Materials Needed:**

Handouts

“How’s Your Attitude” (Rizzo, Toner, 1993, p.15)

“Attitude Adjustment” (Rizzo, Toner, 1993, p.16)

“Assertive Rights”(Korb-Khalsa, 1992, p.11)

Pencils

**Procedure:**

1. Discuss attitude and how it affects your life.
2. Complete worksheet “How’s Your Attitude” and discuss.
3. Complete worksheet “Attitude Adjustment” and discuss.
4. Discuss rights and assertiveness. Complete worksheet “Assertive Rights”.

Rizzo Toner, P. (1993). *Stress Management and Self-Esteem Activities* (pg. 15-16). West Nyack, NY: Center for Applied Research Education.

Korb-Khalsa, K., Azok, S., & Leutenberg, E. (1992). *SEALS Plus Self-Esteem and Life Skills* (pg. 11). Beachwood, OH: Wellness Reproductions and Publishing. Available at <http://store.guidance-group.com>.

This page is a placeholder for the handouts “How’s Your Attitude”, “Attitude Adjustment”, and “Assertive Rights”, which are not available electronically. For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

## STRESS MANAGEMENT GROUP #5

**Activity:**

Treatment exercises and discussion related to procrastination and time management.

**Purpose:**

To increase awareness of how time management and procrastinating affects stress level.

**Materials Needed:**

Handouts

“Procrastination” (Korb-Khalsa, et. al., 1992, p. 70)

“Balance Your Life” (Korb-Khalsa, et. al., 1992, p. 69)

“Time Management” (Rizzo Toner, 1993, p. 23)

Pencils

**Procedure:**

1. Define and discuss procrastination.
2. Complete worksheet “Procrastination” and discuss.
3. Complete worksheet “Balance Your Life” and discuss.
4. Discuss how time management can affect your stress level.
5. Complete worksheet “Time Management” and discuss.

Rizzo Toner, P. (1993). *Stress Management and Self-Esteem Activities* (pg. 23). West Nyack, NY: Center for Applied Research Education.

Korb-Khalsa, K., Azok, S., & Leutenberg, E. (1992). *SEALS Plus Self-Esteem and Life Skills* (pg. 69-70). Beachwood, OH: Wellness Reproductions and Publishing. Available at <http://store.guidance-group.com>.

This page is a placeholder for the handouts “Procrastination”, “Balance Your Life”, and “Time Management”, which are not available electronically. For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

**STRESS MANAGEMENT GROUP #5**  
**Alternative**

**Activity:**

Treatment exercises and discussion related to goal setting.

**Purpose:**

To increase awareness of how goal setting can affect stress.

**Materials Needed:**

Handouts

    “Goal Setting” (Rozzo Toner, 1993, p.19)

    “Do I Make Myself Clear” (Rizzo Toner, 1993, p.20)

Pencils

**Procedure:**

1. Discuss and complete worksheet “Goal Setting”.
2. Complete worksheet “Do I Make Myself Clear” and discuss.

Rizzo Toner, P. (1993). *Stress Management and Self-Esteem Activities* (pg. 19-21). West Nyack, NY: Center for Applied Research Education.

This page is a placeholder for the handouts “Goal Setting” and “Do I Make Myself Clear”, which are not available electronically. For additional information, please contact Dr. Susan Harrington Godley at [sgodley@chestnut.org](mailto:sgodley@chestnut.org) or Kelli Wright at [kwright@chestnut.org](mailto:kwright@chestnut.org).

## RELAPSE PREVENTION SKILLS GROUPS

**NOTE:** The materials used in groups #1 through #7 and groups #9 through #11 utilize a copyrighted workbook. Following is a reference for the workbook and where it can be ordered.

Daley, D.C., & Sproule, C.R. (1999). *Adolescent Relapse Prevention Workbook: A Guide to Staying Off Drugs and Alcohol* (rev. ed.). Holmes Beach, FL: Learning Publications, Inc.

The Daley and Sproule workbook can be ordered from:

Learning Publications, Inc.  
P.O. Box 1338, Dept. Q  
Holmes Beach, FL 34218-1338  
1-800-222-1525, ext. Q

## **RELAPSE PREVENTION GROUP #1**

### Understanding Relapse

**Activity:**

Written treatment exercises and discussion regarding the relapse process.

**Purpose:**

To increase group members' understanding of relapse and the relapse process and to increase their comfort level in talking about relapse.

**Materials Needed:**

Handouts: pg. 1-6 “(Introduction and Chapter 2, Understanding the Relapse Process”) from *Adolescent Relapse Prevention Workbook* by Daley and Sproule (1999).  
Poster Board  
Markers/Pens

**Procedure:**

1. Complete pages 7-9.
  - a. Review responses of group members.
2. Generate the following lists on the board:
  - a. Most common thoughts that can lead to relapse
  - b. Most common feelings that can lead to relapse
  - c. Most common behaviors that can lead to relapse
3. Complete pages 9-10.
  - a. Complete “Relapse Risk Factor 1” on the board to demonstrate how to complete the task. Use a common relapse sign for the example (e.g., boredom, being around people who are using).
  - b. Review responses. Have group members help each other complete the coping strategies.

**Additional/Alternative Activity:** Relapse Monster

**Activity:** Visually expressing (through drawing, painting, or a collage) the dangers and triggers of relapse.

**Purpose:** Identify triggers to relapse and ways to respond to these.

**Materials Needed:** Markers and paper

- Procedure:**
1. Discuss how you can illustrate relapse as a monster that tries to get you to make bad decisions. Ask the group members to draw their interpretation of their relapse monster. Ask them to write what the monster tells them to do, and ask them to write constructive responses to these demands. Utilize skills such as assertive communication, rational decision-making, thinking on terms of consequences, etc.
  2. Discuss and process each member's relapse monster. How can thinking in these terms help clients combat relapse?



## **RELAPSE PREVENTION GROUP #2**

### Identifying Personal Relapse Signs

**Activity:**

Written treatment work and discussion regarding identifying personal relapse signs.

**Purpose:**

To identify personal relapse signs and positive coping strategies in order to avoid relapse.

**Materials Needed:**

Handouts: Pages 7-10 (“Identifying and Handling High Risk Situations”) from *Adolescent Relapse Prevention Workbook* by Daley and Sproule (1999).

**Procedure:**

1. Introduce concepts related to relapse and relapse prevention.
  - a. First step is to make a decision about whether or not to be in recovery.
  - b. Relapse is often part of the recovery process. Many people relapse at some point during their first attempt at recovery.
  - c. Relapse, like recovery, is a process rather than an event. Discuss the concept.
  - d. We are going to be looking at the process of relapse for each of you. We will be identifying ways to intervene early in the relapse process so that you can continue your recovery program.
2. Read handout entitled “Introduction” (pp. 1-3).
  - a. Discuss the difference between a lapse and a relapse.
3. Complete handout entitled “Understanding the Relapse Process” (pp. 4-6)
  - a. Review responses of group members.
4. Discuss feelings related to relapse (e.g., fear, hopelessness, anger).
  - a. It can be scary for people who are new in recovery to start talking about relapse, but it is very important that we do.

## **RELAPSE PREVENTION GROUP #3**

### Anger Management and Recovery

**Activity:**

Written treatment exercises and discussion regarding the role of anger management in recovery.

**Purpose:**

To learn how to deal with anger appropriately and constructively, since anger can lead to relapse.

**Materials Needed:**

Handout: Pages 11-13 (“Anger Management in Recovery”) from *Adolescent Relapse Prevention Workbook* by Daley and Sproule (1999).

Pens

**Procedure:**

1. Complete pages 11-12. Discuss how different group members express anger and what triggers anger. Discuss how anger affects their behavior, physiology, and thinking (question 1)
2. Discuss the origin of the way they handle anger. How do family members express anger?
3. Discuss consequences of expressed anger, for self and for others (question 3).
4. Discuss how members’ anger relates to their usage. Read pages 12-13. What are alternative ways of dealing with anger?
5. Sometimes feeling guilty about things you have done makes people angry, and they do not really deal with the guilt or shame. Have you ever felt guilty?

**RELAPSE PREVENTION GROUP #4**  
Refusing Social Pressures to Use

**Activity:**

Written treatment exercises and discussion related to resisting peer pressure to use.

**Purpose:**

To explore the relationship between relapse and using peers, and to develop strategies to avoid relapse.

**Materials Needed:**

Handout: Pages 14-16 (“Refusing Social Pressures to Use”) from *Adolescent Relapse Prevention Workbook* by Daley and Sproule (1999).

Pens

**Procedure:**

1. Read and complete handouts (pages 14-16) together.
2. Discuss situations that have been particularly difficult to handle in terms of peer pressure.
3. Discuss ways to handle these situations.
4. Go over the six different responses on page 15. What are other responses? What response does the individual group member prefer?

**RELAPSE PREVENTION GROUP #5**  
Handling Cravings or Desires to Use

**Activity:**

Written treatment exercises and discussion regarding cravings or desires to use.

**Purpose:**

To increase awareness and ability to cope with cravings or desires to use.

**Materials Needed:**

Handouts: Pages 17-19 (“Handling Cravings or Desires to Use”) from *Adolescent Relapse Prevention Workbook* by Daley and Sproule (1999).

Pens

**Procedure:**

1. Remind group members that it is normal to experience cravings or desires to use drugs or alcohol. Ask for their experiences.
  - a. Also remind them that this does get better and they can do something about it.
2. Read and complete handouts as a group.
3. Discuss the list of ways to deal with desires to use. Which ways have been helpful to the clients? Any other techniques that have helped to avoid using?

**RELAPSE PREVENTION GROUP #6**  
Dealing with Family Members Who Use

**Activity:**

Written treatment work and discussion regarding how to deal with family members who use drugs and/or alcohol.

**Purpose:**

To increase the ability to cope with using family members (parents, brothers, sisters, cousins, aunts, uncles).

**Materials Needed:**

Handouts: Pages 20-21 (“Dealing with Family Members Who Use”) from *Adolescent Relapse Prevention Workbook* by Daley and Sproule (1999).

Pens

**Procedure:**

1. Introduce topic to the group. This issue/problem can be related to close friends who are using.
2. Read and complete handouts as a group.
3. Discuss thoughts and feelings related to the topic.
  - a. unfair that others can keep using
  - b. concept of enabling with other users (not telling on a using brother or sister)
  - c. possibility of violence when a parent is using
  - d. lack of consistency/increased confusion about expectations from parents

**RELAPSE PREVENTION GROUP #7**  
Use of Leisure Time in Recovery

**Activity:**

Written treatment exercises and discussion regarding the importance of leisure time and reducing stress in recovery.

**Purpose:**

To recognize the relationship between using and leisure activities and to identify recovery-oriented activities.

**Materials Needed:**

Handouts: Pages 22-23 (“Use of Leisure Time in Recovery”) from *Adolescent Relapse Prevention Workbook* by Daley and Sproule (1999).

Handout: “Natural Highs”

Pens

**Procedure:**

1. Begin group with discussion of the importance of replacing using-oriented activities with recovery-oriented activities. Ask for examples of when they included using in their leisure activities. Discuss how this relates to decreasing one’s relapse potential.
2. Read and complete handouts as a group.
3. Review handout entitled “Natural Highs”. Ask for additional suggestions of natural highs. On the board, list possible hobbies and specific activities that have been rewarding to the clients.
4. Discuss things members dream about doing (job, travel, hobby). Are there stereotypes about non-using activities?
5. Discuss what needs to be done in order to accomplish personal leisure goals.
6. Discuss how members feel about spending time alone. Discuss the difference between alone and lonely. How can being alone sometimes be beneficial? What do/don’t members like about being along? Generate a list of activities that can be pursued on their own.

## **RELAPSE PREVENTION GROUP #8**

### Recovery Road Map

**Activity:**

Draw Recovery Road Map

**Purpose:**

To identify the “Road to Recovery” with its bumps and dead-ends; to recognize that recovery is a long process.

**Materials Needed:**

Markers  
Poster Board or Paper

**Procedure:**

1. Discuss how the “Road to Recovery” is different for everyone, but that there are many common features as well. Ask group members to think about their recovery process, from the beginning to where they are today, and ask them to illustrate it on a paper. Ask them to identify all bumps in the road, or hard times, and what dead-end alleys that are lurking by the side of the road. Also identify people standing by the road and what they are noticing about you (e.g. parents, friends, teachers, girl/boyfriends, etc.).
2. Write on the board the many different traffic/road symbols that can represent life events (e.g., stop sign, yield sign, holes in the road, dead end, slow down/speed limit, one-way street, fast cars, slow cars, going by bars or friend’s houses, out of gas, mechanical problems with car).
3. Talk about and process each group member’s road map. Discuss how they would like their future road map to look.
4. Discuss how recovery is more than abstinence, how it is a lifestyle. Introduce concept of never being “cured”, that recovery will always be a part of their lives.

**Additional/Alternative Activity:** “Recovery Song/Poem”

**Activity:** Write a song or poem about recovery and the process of recovery.

**Materials Needed:** Pens and Paper

- Procedure:**
1. Each client will write about their life in terms of how being in recovery affects them. They may include their using lifestyle and the transitions/changes they have made to where they are now.
  2. As a group, list on board definitions of “recovery” and the life experiences that exemplify a recovery lifestyle.
  3. Have the clients write single lines/sentences about recovery and have them read them out loud to the group. The group leader can help them combine several sentences to make a rhyme.
  4. Break clients into 2 or 3 groups to work on developing a song/poem.

**RELAPSE PREVENTION GROUP #9**  
Developing Your Recovery Plan and Important People

**Activity:**

Written treatment exercises and discussion regarding developing a recovery plan.

**Purpose:**

To encourage group members to establish a realistic recovery plan and identify supportive people.

**Materials Needed:**

Handouts: Pages 24-28 (“Developing Your Recovery Plan” and “Important People”) from *Adolescent Relapse Prevention Workbook* by Daley and Sproule (1999).

Pens

**Procedure:**

1. Introduce the topic:
  - a. Discuss how planning and setting goals has helped them in the past.
  - b. Discuss the importance of having a recovery plan.
  - c. Establishing a recovery plan can be especially helpful when you are struggling and feeling lost. It can provide you with direction and guidance during difficult times.
2. Complete the handouts.
  - a. Review the responses.
3. Discuss thoughts and feelings related to the exercise, particularly AA/NA involvement.
  - a. Role-play how each client can ask someone else for help. Use various problems (relapse, wanting to use, family problems, school problems, peer pressure).
  - b. Use the following scenarios for role-plays. Discuss feelings and difficulties that come up during a role-play.



## **ROLE-PLAYS – RESISTING PEER PRESSURE**

1. You are at a party. One of your using friends is lighting up a joint and passes it over to you. There are no adults around and you feel certain nobody will tell on you if you used. What do you do?
  
2. You are invited to a New Years party at which there will be lots of users. You really want to stay clean, yet you do not want to miss out on the fun. You decide to go. Once you are at the party, a very attractive girl/guy asks you to go outside and smoke some weed. What do you do?
  
3. You have just received a paycheck from your job and are feeling really proud about yourself. A close friend of yours asks you to borrow \$100.00 that you know he/she will use for drugs. Your friend does not have a job and you are not sure how long it will take to get your money back. What do you tell him/her?
  
4. You are determined to shape-up in school this term and get better grades. A friend asks you to skip school with him/her to go smoke pot. What do you say/do?
  
5. It's your mom's birthday and you know it would mean a lot to her if you stayed home tonight. A friend asks you to go to a big party that is supposed to be really fun. What do you say/do?
  
6. You are at a party and it is about time to get home. You and all your friends have been drinking or smoking pot so it is not a good idea to drive. Some friends of yours jump into a car and tell you to get in with them. What do you say/do?
  
7. You are at a party where you see one of your friends try to pressure another person into trying pot. It makes you uncomfortable to watch this. What do you say/do?

**RELAPSE PREVENTION GROUP #10**  
Setting Goals

**Activity:**

Written treatment exercises and discussion regarding setting recovery goals.

**Purpose:**

To establish recovery-oriented life goals.

**Materials Needed:**

Handouts: Pages 29-31 (“Setting Goals”) from *Adolescent Relapse Prevention Workbook* by Daley and Sproule (1999).

Pens

**Procedure:**

1. Introduce the topic. Discuss goals that clients have had in the past. Did using affect accomplishing their goals?
2. Complete the handout.
  - a. Review the responses.
3. Discuss thoughts and feelings related to setting goals.
  - a. Have they ever set goals too high; impossible to attain?
  - b. How do you determine “realistic” goals?
  - c. Does fear of failure affect the goals you set?

**RELAPSE PREVENTION GROUP #11**  
What to Do if Relapse Occurs and Action Reminders

**Activity:**

Written treatment exercises and discussion on how to deal with relapse.

**Purpose:**

To learn strategies to deal with a relapse; to review how to avoid relapse (to “catch Yourself” prior to the actual relapse and maintain abstinence).

**Materials Needed:**

Handouts: Pages 32-34 (“What to Do If a Relapse Occurs” and “Action Reminders”)  
from *Adolescent Relapse Prevention Workbook* by Daley and Sproule (1999).  
Pens

**Procedure:**

1. Discuss how clients think they might feel if they relapsed.
  - a. Would they be honest about it and tell others?
  - b. What is the most important thing they could do (or not do) to avoid relapse.
2. Complete the handouts. Have the clients give specific, personal examples for each “Action Reminders” (page 34).
3. Encourage reading about relapse and recovery (such as AA/NA literature).

**RELAPSE PREVENTION GROUP #12**  
Spirituality and the Twelve Steps

**Activity:**

Written treatment exercises and discussion.

**Purpose:**

To develop an understanding of spirituality and the Twelve Steps and principles.

**Materials Needed:**

Handouts: (“Spirituality and the Twelve Steps” and “The Twelve Steps and Principles”) developed by R.A. Risberg for CHS (1999).

Pens

**Procedure:**

1. Complete the handouts as a group exercise. Process each questions, eliciting answers from clients.
2. On question 4, read each Step and the alternative wording that follows each Step. Have clients explain how each Step addresses the respective principle.

## **Spirituality and the Twelve Steps**

1. What is “spirituality”?
2. What is a “Higher Power”?
3. How can “spirituality” or “Higher Power” affect your values?
4. Look at the handout titled, The Twelve Steps and Principles. We will review all 12 Steps. Explain how the Principles are related to the first five Steps.

Step 1

Step 2

Step 3

Step 4

Step 5

5. Do you think any of the Principles are valuable to you? In other words, do your values include any of the Principles?

6. Why do you think that Step 1 is considered the most important Step for someone who has had problems with drugs and/or alcohol? Why is honesty so important to not using?
  
7. Steps 4 and 5 are very difficult, but also very helpful to anyone who has hurt others or themselves. What is an “inventory”? Why is it important to tell another person “the exact nature of our wrongs”?
  
8. What Step or Steps do you think would help you the most to not use again? How would it help you?
  
9. How does spirituality relate to recovery?
  
10. Steps 10, 11, and 12 are called the “maintenance Steps”. Each Step addresses a relationship. Describe the relationships.
  
11. Do you see the Twelve Steps as spiritual? Why or why not?

## ANSWER SHEET

Relapse Prevention Skills Group #12  
Worksheet

R. A. Risberg, 11/1999

### Spirituality and the Twelve Steps

1. What is “spirituality”?

*Supernatural; moral or religious beliefs; sacred beliefs or objects; reality is spiritual, living in the moment honestly; pertaining to the church; nature, either the material or non-material seasons, beauty; transpersonal/universal/community (that which transcends people: love).*

2. What is a “Higher Power”?

*God; moral code or rules; represents relationships, how we relate to others and ourselves; ten commandments; AA Steps; love/caring for others and self; defines values.*

3. How can “spirituality” or “Higher Power” affect your values?

*What you value affects your behaviors; affects how you deal with other people.*

4. Look at the handout titled, The Twelve Steps and Principles. We will review all 12 Steps. Explain how the Principles are related to the first five Steps.

Step 1     *Honesty – admitting we can control only ourselves and not others; admitting when you need help; accepting situations (in treatment, in jail, being poor).*

Step 2     *Hope*

Step 3     *Faith*

Step 4     *Courage*

Step 5     *Integrity (being honorable and honest); adhering to moral and ethical principles.*

5. Do you think any of the Principles are valuable to you? In other words, do your values include any of the Principles?

*Step 1/Honesty: not trying to control others; accepting things you cannot control (death); being honest with yourself and other leads to strong, trusting relationships.*

6. Why do you think that Step 1 is considered the most important Step for someone who has had problems with drugs and/or alcohol? Why is honesty so important to not using?

*Step 1 is about working through denial; you will not make any changes until you admit that using is a serious problem.*

7. Steps 4 and 5 are very difficult, but also very helpful to anyone who has hurt others or themselves. What is an “inventory”? Why is it important to tell another person “the exact nature of our wrongs”?

*Inventory: a complete listing; a detailed list.*

*“Tell another person”: sharing is practicing honesty; helps you realize that you can move on with you life, start over, and that you can be accepted for who you are (which includes your past).*

8. What Step or Steps do you think would help you the most to not use again? How would it help you?

9. How does spirituality relate to recovery?

*Can provide strength to deal with problems; can provide guidance as to what is right and wrong; reminds us that we cannot do it (recovery) on our own.*

10. Steps 10, 11, and 12 are called the “maintenance Steps”. Each Step addresses a relationship. Describe the relationships.

*Step 10: to ourselves*

*Step 11: to a Higher Power*

*Step 12: to other people*

11. Do you see the Twelve Steps as spiritual? Why or why not?



## THE TWELVE STEPS AND PRINCIPLES

STEP	PRINCIPLE
<p>1. We admitted we were powerless over alcohol – that our lives had become unmanageable.            There is a problem... that I can't solve by myself that is ruining my life (killing me).</p>	1. Honesty
<p>2. Came to believe that a Power greater than ourselves could restore us to sanity.            There is a solution (came to believe there is a solution).</p>	2. Hope
<p>3. Made a decision to turn our will and our lives over to the care of our Higher Power as we understood Him.            I'll try the solution (decided to try the solution).</p>	3. Faith
<p>4. Made a searching and fearless moral inventory of ourselves.            Exactly what is the problem? (What's wrong with me? What's right with me? Exactly who am I? Who do I want to be?)</p>	4. Courage
<p>5. Admitted to our Higher Power, to ourselves, and to another human being the exact nature of our wrongs.            Shared who I am with another person and owned it myself. (Here's what's right with me... and what's wrong with who I am... who I want to be.)</p>	5. Integrity
<p>6. Were entirely ready to have our Higher Power remove all these defects of character.            I'm ready to change (we are entirely ready to change).</p>	6. Willingness
<p>7. Humbly asked Him to remove our shortcomings.            Asked the Power I've found in the Program for help to change from who I am to who I want to be.</p>	7. Humility
<p>8. Made a list of all persons we had harmed and became willing to make amends to them all.            Who have I hurt?</p>	8. Brotherly Love
<p>9. Made direct amends to such people wherever possible, except when to do so would injure them or others.            I'll begin to work to make things right with the people I have hurt.</p>	9. Discipline
<p>10. Continued to take personal inventory and when we were wrong, promptly admitted it.            Kept track of who I am today, and when I got off course, admitted it</p>	10. Perseverance

right away. (How am I doing? What's right? What's wrong? Am I going forward... or backward?)

11. Sought through prayer and mediation to improve our conscious contact with our Higher Power as we understood Him, praying only for knowledge of His will for us and the power to carry that out.

    Took quiet time to get in touch with the Power I've found in Program, and asked for help from that Power to stay on the path of Recovery.

12. Having had a spiritual awakening as the result of these steps, we tried to carry this message to alcoholics, and to practice these principles in all our affairs.

    Having found the solution (freedom from the problem) in these Steps, tried to share that solution with others who have the same problem, and continued to work to apply what I've found here to all areas of my life.

11. Higher Power  
Consciousness

12. Service