



FOCUS MODULE



Focus Module

Rationale

Participants learn through the course that being aware of their own thinking, self talk and comfort zones they can positively motivate themselves and learn to set goals to keep them thinking forward in a positive direction rather than dwelling on what they don't want. The aim of the whole course is to develop self esteem, or the appraisal of oneself. As participants learn the importance of feeling better about themselves, this encourages them to think ahead and move forward. The 'Focus' intervention provides the participants with a 'mental tool kit' designed to help them in all areas of their lives.

This is a progressive course. It starts with a look at some of their beliefs, and how they affect their behaviour. By helping participants to understand how they regulate their behaviour according to their beliefs. This gives a starting point for each individual to look at where they came from and to work with them to decide where they are going. The participants also develop knowledge of how their own thinking and 'self talk' keeps either negative or positive behaviour going. Knowing how to develop the confidence to think forward effectively rather than think back negatively motivates change in everyone. Planning for a life outside of prison is an essential ingredient of 'Focus' and gives the participants ample opportunity to discuss their personal fears and concerns and put into place their strategic plans to prepare for release.

Aims of the course:

- To develop self worth, self esteem, respect for participants and others.
- To encourage self motivation, personal goal setting and problem solving.

FOCUS SESSION CONTENTS

Number of sessions: 16

Session	Title	Outline of content
One	Introduction	Introduction to the module What is belief?
Two	Understanding our thinking	Exploring why we think the way we do.
Three	Know Yourself	Introduces the concept of looking at self and identifying that there is good in everybody.
Four	Forgiveness	The concept of forgiveness Stories of forgiveness Can I forgive? Can I forgive myself?
Five	Johari's window 2	The open The blind The hidden The unknown self
Six	Looking At ourselves	Exploring behavioural patterns and how our self image plays a part in behaviour.
Seven	Comfort Walls	Looking at how people protect themselves emotionally.
Eight	Where do I want to go?	Exploring how our thinking steers our actions.
Nine	Motivation and choices	Different types of motivation and the way choices affect our lives.

Ten	Choices	Consequences of choices and actions Making better choices Behaviours.
Eleven	The cycle of change 2	The circle Entry into changed behaviour Escape relapse Choosing right behaviour
Twelve	Challenge to Change	Taking hold of life The Kainos challenge
Thirteen	Temperance	Self control in eating and drinking Dangers of smoking Motivation for change The decision balance
Fourteen	How can I change?	Personal affirmations
Fifteen	Keeping focused	Different ways of setting realistic goals for the future
Sixteen	Preferred futures	Identifying a preferred future Starting to live the preferred future Making the goal real



FOCUS

SESSION ONE



FOCUS

SESSION One: Focus and Belief

SESSION AIMS:

- To make participants feel welcome to the programme.
- To introduce programme themes and content.
- To introduce participants to the Focus course within the context of self-improvement and for participants to develop an awareness of negative thinking patterns.

REHABILITATIVE NEEDS TARGETED:

- To reduce responsivity issues of:
 - Lack of programme transparency
 - Distrust
- Resistance to change
- Treatment compliance

MATERIALS:

Flipchart, Marker Pens, OHP & Acetates

HANDOUTS:

1. Focus session plan
2. What is belief?
3. F Card
4. Fly Card
5. Negative/Positive Wizards
6. Perspective Taking
7. Leepers Lady
8. My Learning Points

Group member welcome

Facilitator welcome

TUTOR: Welcome the group to the focus module.

Explain that the module is called 'Focus', as it aims to focus on who they are now, and goes on to focus on their future; where they want to be and how change is likely to occur.

Explain that the programme looks helps them to understand themselves better by looking at how their thinking can help or hinder change, and how they can start taking control of the choices they make in life.

HANDOUT: *Session plan for the focus programme*

Answer any questions they may have

Time: 5 minutes

Elapsed time: 5 minutes

TUTOR: Explain that in order for us to be able to fully understand what and how to change, we must first start to challenge and change some of our thinking. As we go through life, right from childhood, we accept statements from others about how we are, what we can do, about our skills and about our potential. We often take on all these outside opinions and we believe them, whether they are really true or not. We then "Act as if" they are true.

We will see, as we go through this module, that by learning to think effectively - a very simple process - we can begin to change some of these beliefs and take charge of our thinking and behaviour.

DISCUSSION

ASK: Have you ever made a personal promise **NOT** to do something?

- New year's resolution?
- Never to take drugs?
- Never to return to prison?

DISCUSS: Allow for each participant to offer any examples.

Have any of these promises failed?

DISCUSS: Allow for discussion of when and how they failed.

TUTO PROMPTS:

New year resolutions failing due to temptation

Failure thoughts like 'just one won't hurt'

Failure behaviours like testing themselves by e.g. being with drug using friends and convincing themselves they will not be tempted

LEARNING POINTS

- We make change either happen or not through our thoughts and behaviours
- We can set ourselves up to succeed, or to fail without realising it

Time: 15 minutes

Elapsed time: 20 minutes

TUTOR: We will learn why some of these promises have failed and why we keep repeating negative behaviour - even when we don't want to. We will learn how to make positive and permanent change in the area we want to.

First we need to look at ourselves and identify some of our negative thoughts and beliefs, which will be the first steps to change. To challenge ourselves is sometimes a painful and frightening experience, but a very necessary experience in allowing ourselves to move forward.

ASK: What is a belief?

FLIPCHART:

Dictionary definition of belief:

- Acceptance of a fact/statement.
- A firm opinion.

HANDOUT: *What is a belief?*

ASK: Why are beliefs important?

LEARNING POINTS

- Beliefs determine how we see the world and ourselves
- Our beliefs may be different to other people's beliefs
- If we do not understand our beliefs, we cannot use them effectively

Time: 10 minutes

Elapsed time: 30 minutes

TUTOR: Our beliefs are formed by our experiences, by what we are told, how we are taught and by the way we think. To illustrate this, I am going to give everyone a card and I would like you to keep the card face down.

HANDOUT: *Give everyone an F Card*

F CARD EXERCISE

TUTOR: Please turn your card face up. **Keeping it to yourself** all the time. Please read the sentence on the card and place it face down again. Now, again keeping the card to yourself, read the card again and this time count the number of F's on your card. Write the number of F's you have counted on the back of the card and place it face down.

Then go around the group asking for numbers and the tutor is then to write down the numbers given.

TUTOR: If everyone has done that, who has the card with 1 F?, 2F's, 3F's, etc.

F/CHART: As each participant gives his answer, tally it next to the number on the flipchart (TIP: the answer is 6 f's. it is a good idea to count past the number 6 as some people have counted up to 10 f's in the past.)

TUTOR: Now please look at the card of the person sitting next to you. You will see that you all have the same card and all those cards have six F's. Are you surprised?
How many of you think that if you have not seen all the F's it has something to do with intelligence? In fact it has absolutely nothing to do with intelligence, but everything to do with our past experiences.

LEARNING POINTS

- Our ways of seeing the world around us, is affected by our beliefs, which all come from our past experiences, or 'conditioning'.

Time: 10 minutes

Elapsed time: 40 minutes

F/CHART: PAST CONDITIONING

How we were taught

Past experiences

Environments in which we grew up

What we have been told

TUTOR: Because of the way most of us were taught to read - phonetically, using the sounds of the letters - the F in the word OF becomes a V (OV). We then record this in our minds and it becomes a belief. So when we are looking for the word OF, we don't let ourselves see the F because it does not match our belief. WE DO NOT LET OURSELVES SEE THE F.

So our conditioning from the past can limit us.

To understand that we all see things from a different point of view will help us to become more tolerant and understanding, both of ourselves and others.

To do this we need to change the way we see things and to change the way we think, which means changing some of our unhelpful beliefs. This takes courage, strength and confidence to make these changes within yourself. But with commitment it can be done a lot easier than you think.

Time: 10 minutes

Elapsed time: 50 minutes

TUTOR: I am going to give everyone another card now, please keep it face down.

FLY CARD EXERCISE

HANDOUT: Give everyone a FLY card.

TUTOR: Turn the cards face up, you will see a selection of shapes on the card. The easiest shape you will see is the arrow. If you have the arrow pointing down, working from left to right The other shapes resemble:

- A hat on its side
- An eagle with a feather sticking up
- A house with a door opening out
- The arrow
- A side silhouette of a cat.

Can anyone see any other shapes? (Give time for this)

TUTOR: Can anyone see the word FLY? The lettering is in white (help everyone to see the word). Whether you could see the word FLY or not has nothing to do with intelligence, but again our past conditioning. Because we are used to seeing black lettering, or images on a white background, we focus on the black shapes and

miss that there could be anything in white.

We have a blindness to the white letters.
You were also unaware that I was drawing your attention away from the white word FLY, by drawing your attention to the black shapes.

LEEPERS LADY CARD EXERCISE

HANDOUT: *Give out Leepers Lady Card, face down*

TUTOR: Keep the cards face down as I give them out. Now turn the cards face up and say what you see.
(Await the responses)

Who sees the Young lady? Who sees the Old Lady? Who sees both?
(Help everybody to see both)

Would it be fair to say that even when you see both ladies, you cannot see them both clearly at exactly the same time?
This is because of a principle in the way we think called Lock On / Lock Out

F/CHART: Write - LOCK ON /LOCK OUT on flipchart.

TUTOR: We cannot hold two conflicting or different ideas in our mind at the same time without getting upset or anxious. So once we have locked on to a belief, opinion or attitude we lock out anything that does not match our belief.

TUTOR: Then we only see information that does back up what we believe and what we think - whether it is right or wrong. We can also lock on to experiences recorded in our early lives.

LEARNING POINTS

We often see only what we expect to see
If we LOCK on to one view, we cannot see any other views
We can therefore often miss what is really there

Time: 15 minutes

Elapsed time: 65 minutes

DISCUSSION

ASK: Where else in your life have you only seen part of what is there and have missed something else?

Where have you limited yourself because of your beliefs?

TUTOR PROMPTS

Advertising leads us into only seeing what they want us to see
People/friends can try to mislead us

Sometime we don't hear what people say and 'only listen to half the story'- The half that fits in with our beliefs

Stereotypes are forms of SCOTOMA, as they distort how we see people

LEARNING POINTS

- We often distort the world around us based on our beliefs
- What we see is often NOT what is true

Time: 15 minutes

Elapsed time: 80 minutes

TUTOR: We build some of our beliefs by listening to and accepting what other people tell us. We listen to both negative and positive people who will tell us their opinion of us. It is important that we choose to listen to the constructive people who will help us, but we must be aware of the negative people who tell us things only as they see them.

What is important to realise is that we have the power to CHOOSE whom we listen to and what we accept.

HANDOUT: *Positive and negative Wizards*

TUTOR: Take a look at this handout with you in the middle, and the positive and negative Wizards on each side. That is positive and negative people who have influenced you either way. Take time to look at and identify people on each side, this will give you an awareness of who will be constructive in your future and will help you to make the choice of who to listen to.

F/CHART:

ASK: Who had influence on the development of your own beliefs? Chart list the responses into all negative, all positive and mixed

TUTOR PROMPTS

Parents probably mixed
Negative teacher
Positive teacher
Negative friend
Positive friend

F/CHART:

Encourage the group to consider beliefs they may have about themselves, other people or the world that could affect how they will behave in an unhelpful way. Chartlist the responses

TUTOR PROMPTS (Negative Statements):

Today is going to be a bad day.
Things never work out for me
People can never be trusted
I can't keep relationships going
I can't change

TUTOR: Do these statements sound familiar? Or maybe you are thinking of your own negative statements.

DISCUSSION

Take one of the negative beliefs above, e.g. people can't be trusted. Get the group to consider the consequences of believing this 100% at all times. Encourage them to consider how they would be every time they saw someone new (on guard, suspicious), if someone was nice to them (what do they want?) etc., and the consequences for them on developing relationships (distant, very few- Confirming belief that people can't be trusted).

LEARNING POINTS

- Beliefs not only LOCK what we see, they Lock how we behave
- We often behave in a way that confirms our beliefs (called self fulfilling prophecies)

Time: 20 minutes

Elapsed time: 100 minutes

TUTOR: To let ourselves move forward, we must challenge and change some of our beliefs, because until we learn to do this we will not see other possibilities.

TUTOR:

Explain that change is a gradual process, but the first important step to change is an awareness of our negative or destructive attitudes and beliefs that we hold on to.

Explain that the next few sessions will help them get to know their unhelpful attitudes and beliefs in more detail, and allow them to consider how to begin to replace them with more helpful alternatives

HANDOUT: *My Learning Points, Cell work exercises*

Time: 10 minutes

Elapsed time: 110 minutes

Focus

Session 1 - Handout One

Session plan for module

Session	Title	Outline of content
One	Introduction	Introduction to the module What is belief?
Two	Understanding our thinking	Exploring why we think the way we do.
Three	Know Yourself	Introduces the concept of looking at self and identifying that there is good in everybody.
Four	Forgiveness	The concept of forgiveness Stories of forgiveness Can I forgive? Can I forgive myself?
Five	Johari's window 2	The open The blind The hidden The unknown self
Six	Looking At ourselves	Exploring behavioural patterns and how our self image plays a part in behaviour.
Seven	Comfort Walls	Looking at how people protect themselves emotionally.
Eight	Where do I want to go?	Exploring how our thinking steers our actions.
Nine	Motivation and choices	Different types of motivation and the way choices affect our lives.
Ten	Choices	Consequences of choices and actions Making better choices Behaviours.
Eleven	The cycle of change 2	The circle Entry into changed behaviour Escape relapse Choosing right behaviour
Twelve	Challenge to Change	Taking hold of life The Kainos challenge

Thirteen	Temperance	Self control in eating and drinking Dangers of smoking Motivation for change The decision balance
Fourteen	How can I change?	Personal affirmations
Fifteen	Keeping focused	Different ways of setting realistic goals for the future
Sixteen	Making plans	Identifying a preferred future Starting to live the preferred future

Focus

Session One - Handout 2



Dictionary Definition:



- ~ Firm opinion
- ~ Acceptance of a fact
- ~ Acceptance of a statement

Focus

Session One - Handout 3

F' Card.



**FINISHED FILES ARE
THE RESULT
OF YEARS OF
SCIENTIFIC STUDY
COMBINED WITH THE
EXPERIENCE OF MANY
YEARS**

Focus

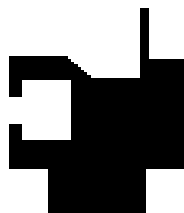
Session One - Handout 4

What can you see in these shapes?

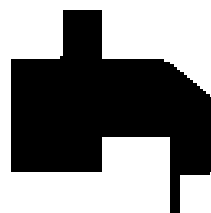
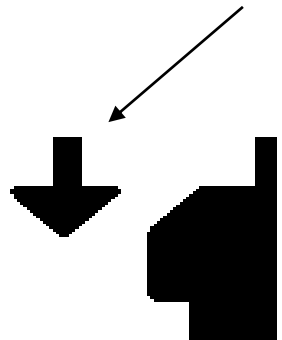
A hat on
its side



A house
with a door
opening out



Arrow



An eagle with
its feather
sticking up

Silhouette
of cat



Focus

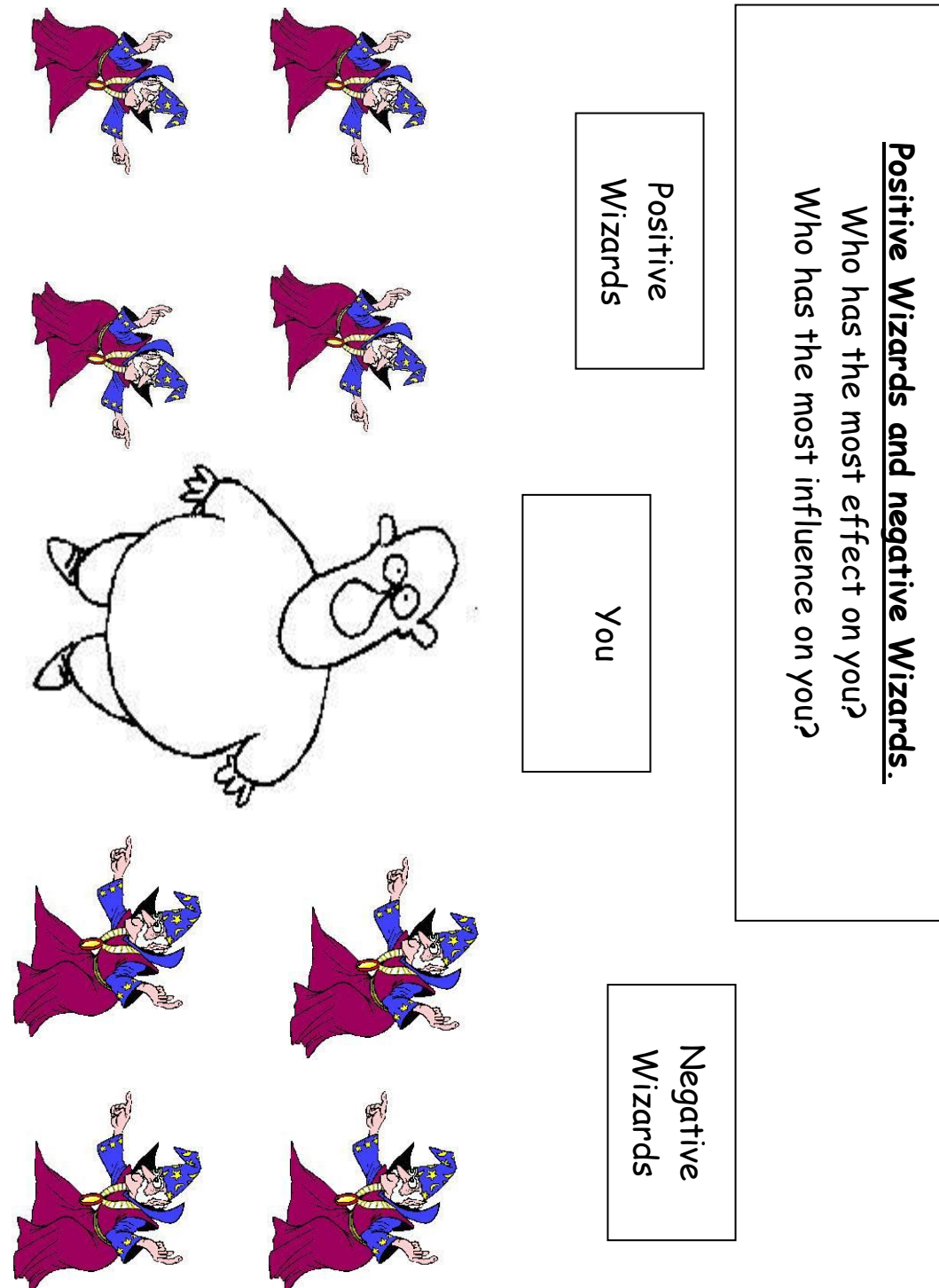
Session One - Handout 5 Leepers Lady

What do you see here?



Focus

Session one - Handout 6



Session one - Handout 8

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-

Cell work

What do you see?



Exercise 2

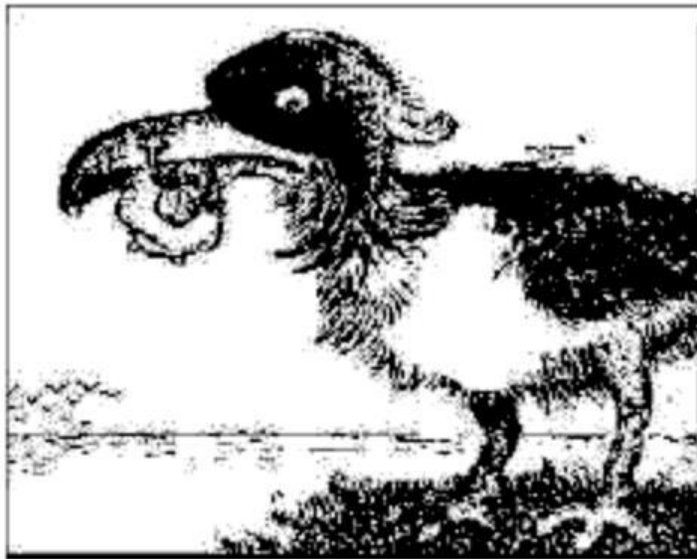
What do you see?



Exercise 3

What do you see?

What do you see here?



Now what do you see?





FOCUS MODULE

Session two: Understanding our Thinking

Focus

SESSION 2 : Understanding our thinking

SESSION AIMS:

- For participants to improve positive thinking patterns by active involvement in cognitive exercises.

REHABILITATIVE NEEDS TARGETED:

- Distorted thinking

MATERIALS/HANDOUTS:

- 1 - 9 Dot Exercise
- 2 - Conscious and Sub-Conscious Regulator
- 3 - Horse and Jockey (3 Pieces each)
- 4 - Lifeboat Exercise (optional)
- 5 - My Learning Points

FLIPCHART:

- 9 Dots/Stars
- Thought Process
- When things are going well
- Conscious/Subconscious - Function Regulator
- Your opinion of you controls what you do
- Lifeboat Choices (optional)

GROUP MEMBER WELCOME

TUTOR:

Ask if there are any questions arising from the last session. Respond to any questions raised. Encourage the group to discuss any targets for change they identified arising from the last session. If they did not produce any themselves, ask the group to consider some now, that they can practise on the wing eg:

Making sure they ask several people for opinions, to get a broader picture
Challenging their beliefs, not just accepting them
Listening to the opinions of others
Making decisions based on evidence, not just beliefs

Time: 10 minutes

Elapsed time: 10 minutes

STATE: In the last session we saw how our unhelpful beliefs can limit us, and cause us to trap ourselves in situations because we don't allow ourselves to see further than our present situations.

As we have a go at this next activity, be aware of your thinking and problem solving strategies.

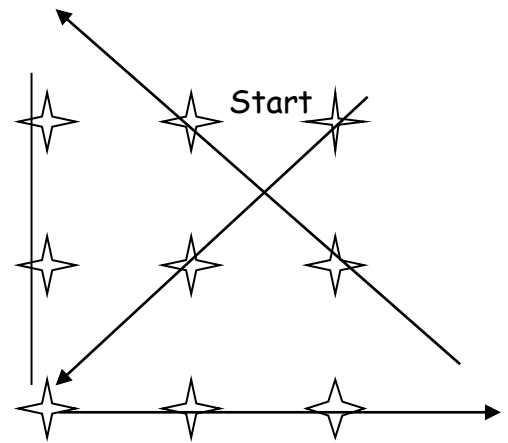
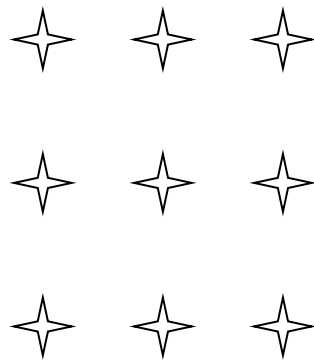
NINE DOT EXERCISE

HANDOUT: *Give out nine dot/star exercise and allow time for participants to try connecting the dots/stars.*

EXPLAIN: Try to connect all nine dots/stars with only four straight lines, without taking your pen off the paper at any time.

When sufficient time has passed draw up the solution.

F/CHART:



DISCUSSION

ASK: How many of you tried to solve this problem by keeping within the square shape of the nine dots/stars?
Where else in your life have you got stuck in situations because you haven't let yourself see beyond your beliefs?

Allow people to come up with situations themselves- If they cannot, discuss one or several of the following:

TUTOR PROMPTS

Buying a gadget you thought would be great, only to be disappointed
Not listening to others, then finding out later they were right
Telling yourself that doing drugs was fine, and denying the impact it had on other people

ASK: Are your beliefs trapping or limiting you in any way?
Are you keeping yourself within the 9 dots?

LEARNING POINTS

- In order to being the process of change, we need to look beyond what we think we know, and challenge our long held beliefs

Time: 20 minutes

Elapsed time: 30 minutes

ASK: How many people have heard of the conscious and sub-conscious mind?

Encourage the group to try to define what is meant by CONSCIOUS, and Sub-Conscious :

Conscious= Thoughts and beliefs we are aware of

Sub-conscious- Thoughts and beliefs we are not aware of

Handout: Conscious and Sub-conscious processes

Encourage the group to consider how the sub-conscious mind can influence our conscious decisions, and perceptions of the world:

TUTOR PROMPTS:

It defines our opinions about everything, based on messages from our past

Without challenge it works automatically, and makes the world we experience fit our beliefs.

It could be referred to as our auto-pilot system

CAR DRIVING EXAMPLE

At first, you will need to really think about when to change gear and to look in the mirrors but the more you do it, the less you have to think about it on a conscious level.

Sometimes you may have got into your car and driven to your destination but because you were thinking about something else, not noticed any of the details of the journey, or the decisions you took to get there.

HANDOUT: *Conscious or Sub-Conscious.*

TUTOR:

So the information stored in your subconscious is your opinion of you.

e.g. I'm forgetful - unsociable - no good at learning - I need drugs to help me cope - I'm a bad person -I'll never get anywhere in life etc.

DISCUSSION

ASK: Has there ever been a time in your life, inside or outside of prison, when you were doing well, or when things were going well for you and then you did something to mess it all up?

You may not have consciously done anything to mess it up, but something was good or working well and then things changed.

Split the group into three, and get each group to consider their own examples.

e.g.

- At School
- At Work
- A Relationship
- A Rehab Programme
- No Criminal Activities
- Self Control

Now think about how this positive situation went wrong/changed.

ASK: What did you do to mess this up?
How did it change?

TUTOR PROMPT

e.g. My relationship was going really well and then I started looking for faults and picking arguments.

Get each group to feed back their examples, making sure that you validate that they were not screwing up deliberately, but their sub-conscious was 'sabotaging' their situation, in order to keep their belief systems intact.

LEARNING POINTS

- Our opinion of ourselves controls what we do.
- Our regulator can sabotage positive situations, just to maintain our negative beliefs

Time: 30 minutes

Elapsed time: 60 minutes

TUTOR: We can now see that, whatever the stored belief is about how we are or how things are, that is how we act and behave.

Again for this next activity I would encourage you to be aware of your thinking and not put limitations on yourself.

HORSE AND JOCKEY EXERCISE

HANDOUT: *The Horse and Jockey exercise.*

TUTOR: You each have two jockeys and two horses. The aim is to put both jockeys on both horses and have them sitting on their saddles facing forward. They should be flat in front of you and not be folded, cut or bent in any way.

TIP: Show the solution if no one has solved it.

ASK: What were you thinking when you were attempting to solve this puzzle? (Eg failure V success thoughts, changes in thoughts as the solution did not immediately come)

Listen to the responses

LEARNING POINTS

- If we label ourselves with negative beliefs we often keep these beliefs going by the way we think and what we tell ourselves.
- If we challenge these beliefs, we can change how we behave

Time: 10 minutes

Elapsed time: 70 minutes

TUTOR: In the next few sessions, we will be looking at how to start turning our negative thoughts around and building our self - confidence with positive thoughts. We are going to look at the importance of feeling better about ourselves and how to raise our own self-worth.

LIFEBOAT EXERCISE:

Divide the group into two.

HANDOUT: *Lifeboat (Slide available)*

TUTOR: Imagine you are on a ship in the middle of the Atlantic. Suddenly, there's an explosion and the ship begins to sink. There are two lifeboats left, the people left on the ship divide into two groups and lower themselves into the water. There are three spaces free in one of the lifeboats, however they encounter six people swimming in the sea. These are:

- NURSE
- LINERS 1ST MATE
- PROSTITUTE
- MOTHER & CHILD (1 person)
- 80 YR OLD CONCENTRATION CAMP SURVIVOR
- 70 YR OLD WOMAN.

Which three of the six people from the list given would you save? You need to justify your choices. You have ten minutes to decide. Do you have any questions?

F/CHART:

- LINERS 1ST MATE
- NURSE
- PROSTITUTE
- MOTHER & CHILD (1person)
- 80 YR OLD CONCENTRATION CAMP SURVIVOR
- 70 YR OLD WOMAN.

TIP: Allow ten minutes, answering any questions asked, honestly. Do not get involved in their discussion, or choices.

After ten minutes ask each group in turn for their choice and the reasons for their choices.

EXPLAIN: There are no right or wrong choices here but you have assumed things about these people based on your beliefs.

I asked if there were any questions before you began, at any time I would have given you the extra information that I will give you now.

Nurse: Male, six weeks into basic training no medical experience

Liners 1st Mate: A stowaway in a uniform.

Prostitute: Male

Mother & Child: Mother has a degree in marine navigation.

80yr old: The only one with known survival skills.

70yr old woman: A doctor for 50 years with full faculties.

DISCUSSION

ASK: How does this information change your beliefs, and your decisions?

LEARNING POINTS:

- Our beliefs cause us to act on assumptions that may not be true
- Sometimes if we asked more questions instead of making assumptions we could make better informed choices.
- Consistently challenging our beliefs and gathering as much information before taking decisions can help us to make better choices

(It can be helpful to remind participants not to discuss any activities with anybody else and not to give too much away about the course to anybody who has not attended).

Time: 30 minutes

Elapsed time: 100

HANDOUT: *My Learning Points.*

Draw discussions to a close and ask group to consider what targets for change they can add arising from this sessions

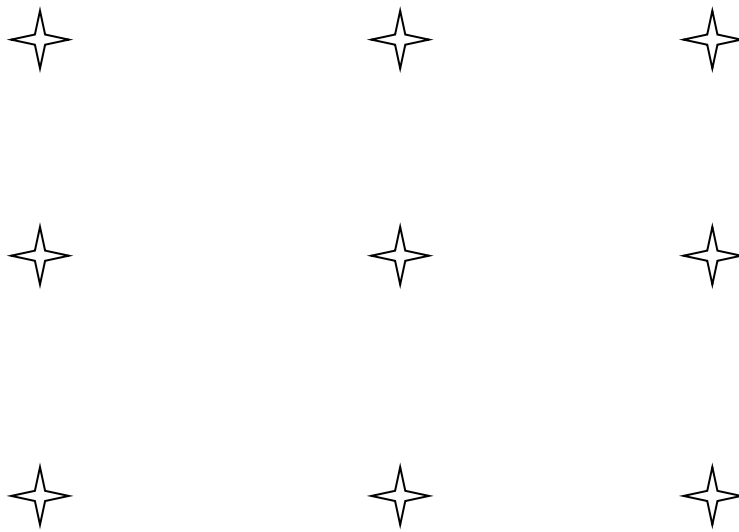
Time: 10 minutes

Elapsed time: 120 minutes

Focus

Session Two - Handout 1

NINE DOT EXERCISE



Focus

Session Two - Handout 2

Our thinking process: **CONSCIOUS - SUB-CONSCIOUS**

CONSCIOUS

'I'- your perceptions through your senses monitoring yourself & your environment

HEARING

SIGHT

TOUCH

SMELL

TASTE

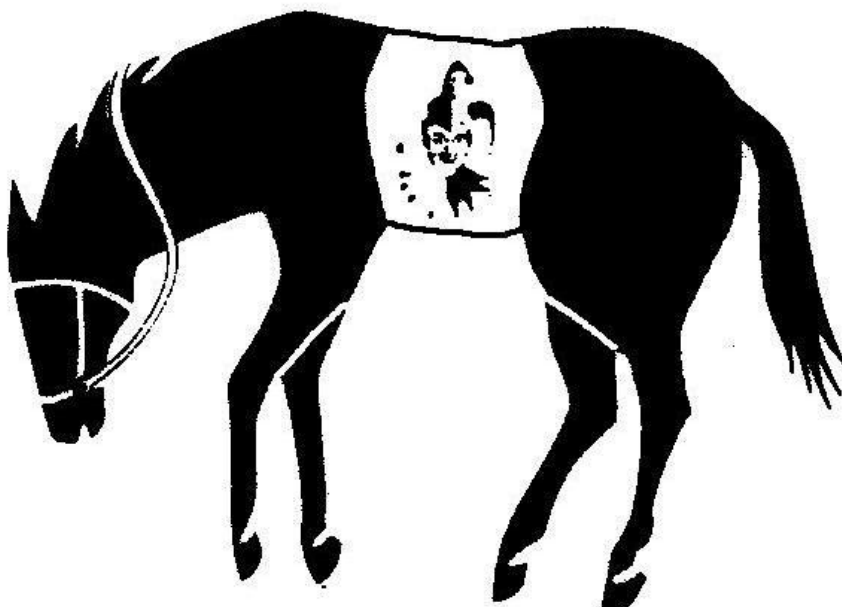
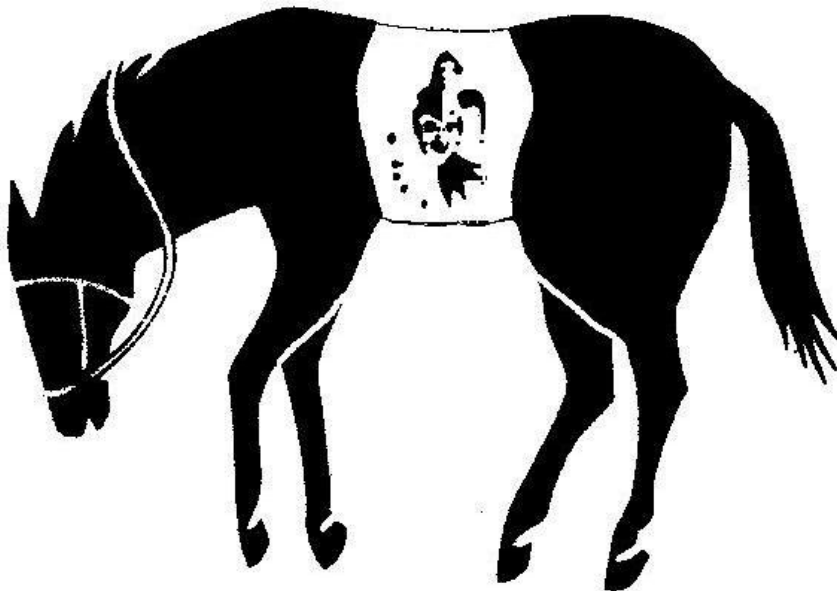
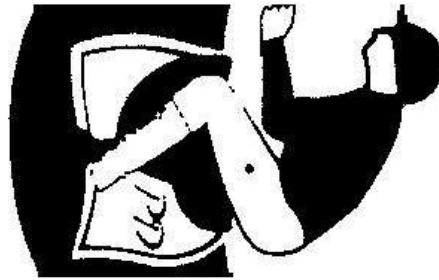
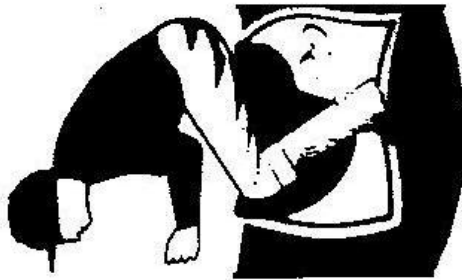
SUB-CONSCIOUS

Stores everything we experience. Stores truths & habits. It is an auto-pilot system which works in the background. **It gives you your beliefs**

SUB CONSCIOUS
--

Focus

Session Two- Handout 3 The Jockey



FOCUS

Session Two Handout 4 LIFE BOAT

Imagine you are on a ship in the middle of the Atlantic. Suddenly, there's an explosion and the ship begins to sink.

There are two lifeboats left, the people left on the ship divide into two groups and lower themselves into the water.

There are three spaces free in one of the lifeboats, however they encounter six people swimming in the sea. These are:

- NURSE
- LINERS 1ST MATE
- PROSTITUTE
- MOTHER & CHILD (1 person)
- 80 YR OLD CONCENTRATION CAMP SURVIVOR
- 70 YR OLD WOMAN.

Which three of the six people from the list given would you save? You need to justify your choices. You have ten minutes to decide. Do you have any questions?

Focus

Session Two - Handout 5

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



FOCUS

SESSION THREE



FOCUS SESSION THREE: KNOWING YOURSELF

SESSION AIM:

- To allow time for group members to reflect upon their own beliefs
- To identify which personal beliefs are helpful, and which need to be changed
- To gain the perspective of others in challenging unhelpful beliefs

REHABILITATIVE NEEDS TARGETED

- Distorted thinking
- Lack of perspective taking

MATERIALS/HANDOUTS:

1. Self appraisal sheet
2. My Learning Points

GROUP MEMBER WELCOME

TUTOR: Ask the group if there are any outstanding comments or observations from the previous session. Ask them to comment upon their targets for change they identified from the last session, then introduce the session 'knowing yourself':

Time: 10 minutes

Elapsed time: 10 minutes

EXPLAIN: In the last session we looked at how unhelpful beliefs can get in the way of improving our lives. In this session we will start to consider the questions we need to answer in order to help us move forward. In the first part of the session you will hear a short story. You will then be split into two groups, with each given a piece of flip chart paper. One group will consider the beliefs that the man is fighting for (positive beliefs) and one group will consider those he is fighting against (negative beliefs). We will then discuss your findings.

In the second half of the session you will have time to put the learning from that discussion into a picture of yourself, with the you that you are fighting against on one side, and the you, you are fighting for on the other. To help you, you will be asked to take part in a mindfulness exercise.

STORY: The torn man

A man has been working hard to keep the family together. He is working two different jobs, and when he arrives home he is very tired and irritable. As soon as he gets home, late, the kids rush to him and give him a hug, but he is too tired to hug them back. Instead he is angry at them as he cannot have time to himself, but then feels guilty about his reaction. So he plays with his children, and forgets to eat the meal prepared by his wife. His wife is angry, as she put a lot of effort into the meal, and feels rejected. The man knows that he has little time for his wife, even though he loves her, but feels the time he spends with his children is more important. His wife does not talk to him for the rest of the evening. The man sleeps in the spare room that night as he feels angry back. He has been working hard and just wants some comfort. He too feels rejected. He feels that if his wife continues to behave in this way, he will have to leave the house and the family for good.

GET EACH GROUP TO CONSIDER THE FOLLOWING QUESTIONS

Fight for group (Positive)

What did he want in life?
What was he fighting for?
What beliefs made him work so hard?
What beliefs kept him at home?

Fighting against group (Negative)

What did he not want in life?
What was he fighting against?
What beliefs were hurting him?
What beliefs risk him leaving?

Allow the group to feed back their observations and facilitate a discussion

TUTOR PROMPTS

The man was behaving with the best of intentions for his family
The belief that money was more important than anything else was interfering with his time spent with the family
If he did not challenge this belief, he risked losing the very thing he was fighting for

At the end of the discussion ask:

'How much insight or awareness do you think this man had into his situation?' (Very little-As not time to sit down and think).

LEARNING POINTS

- We are often torn apart by beliefs that make us do things 'for good reason', but with limited insight
- We need to have time and space to challenge and re-evaluate our beliefs and values

Time: 20 minutes

Elapsed time: 30 minutes

MINDFULNESS EXERCISE

TUTOR: Explain to the group that you are going to allow them to have the time and space to consider themselves in more detail. Ask them to go along

with the imagination exercise as much as they can, and if they can't to keep quiet for those that are trying.

KNOW YOURSELF

TUTOR: Try a game of imagination with me, just for a short time. Close your eyes and imagine you are sitting under a tree somewhere, maybe in the middle of a field, all on your own, just thinking about your life. The weather is warm and you feel comfortable.

Now imagine that your mind moves outside of your body. It can move freely wherever it wants to go. It floats over where you live, and allows you to look inside your life, your relationships with other people, and their relationships with you.

You can start to see the consequences of your actions on important people in your life, and can see and hear what other people might think of you especially your loved ones. Most importantly you can start to see how your life makes you see yourself. We all need to do that at times, have time on your own, to make space for ourselves.

So as you float in your life, looking in from the outside, ask yourself the following questions:

Have you ever taken time out to get to know yourself before?
How well do you know yourself now?

Through this exercise you may find some qualities you wish you did not have but it is important that you are honest with yourself and accept yourself as you are, including your weaknesses.

Have you ever tried looking at your own life sort of from the outside - through the eyes of someone else? Have you ever thought about how other people might see you - not for your looks - but more for who you are.

Perhaps you do not see that as being important after all there are people around who say that they do not care about what other people think of them. That might be what they say but is that truly what they believe?

If you were to look at yourself from outside of you, from the perspective of somebody else:

What would you see?

How do other people see you - do you know?

How would you like other people to see you?

What sort of person would you like other people to see you as?

There is no one else around as you float. You can now see yourself, alone and peaceful in the field.

Who do you see?

What's that person like?

What mood can you see when you look into the face and the eyes?

What do you see in the heart and the soul?

When you are honest with yourself, you may be surprised to find that you have many more good qualities than bad.

What are your good qualities, the special gifts you have that no one else has?

Remember there is good in everybody.

DISCUSSION

Encourage the group to process what it was like looking in on themselves and consider the following questions:

- How did their lives seem?
- What were the areas they felt they wanted to change?
- What were the beliefs they had that seemed to be holding them back?
- What strengths did they identify?
- What beliefs seemed to be allowing them to move forward?

TUTOR PROMPTS

Unhelpful beliefs might be:

"I am a failure so there is no reason to try"

"No one loves me- I am not loveable"

"The world is out to get me"

"I don't care about anything/anyone"

Helpful beliefs might be:

"I can do this if I try"

"I have good support from....."

"People care about me"

"I have the skills and determination to try"

LEARNING POINTS

- With time for reflection we can start to gain insight into who we wish not to be, and who we wish to be more of
- With time to reflect, we can start to assess which beliefs we wish to keep (and in which situations) and which we wish to change
- Fighting for new, or helpful use of beliefs is a constant battle, but ultimately allows us to become more of who we wish to be

Time: 20 minutes

Elapsed time: 50 minutes

DRAWING EXERCISE (15 min max of drawing time)

Now ask each group member to draw two images of himself on each side of a piece of paper. On one image get him to draw himself living with all his unhelpful beliefs about himself and others, putting in what clothes he might be wearing, facial expression, who might be in his life, as well as the unhelpful beliefs.

On the other side, get each person to draw an image of himself living with helpful beliefs, again looking at who would be around, facial expressions etc as well as the beliefs (Tell them this is less about the drawing and more about the time for reflection).

Once they have finished, ask any group members who wish to present their drawings to the others, (this is NOT compulsory), and ask for feedback from the others about how accurately they feel the individual has been. IF THEY HAVE NOT FINISHED, ASK THEM TO DO SO AS CELL WORK.

TUTOR: Explain that the main aim of this exercise is for them to have a representation of the beliefs they are moving away from and the beliefs they would like to move to. Ask them to consider, for the remainder of their time at Kainos, at the end of each day, to reflect upon whether they have expressed more of the beliefs they are fighting against, or more of the beliefs they are fighting for.

HINT: It is important in this session that people identify pro-social beliefs they are working towards. For example, if someone says that they want to work towards the belief 'others can respect me', but their belief tells them this can only be achieved through violence, the first half of this belief can be validated, but the second half challenged, e.g. 'so how might you gain the respect of your children?' etc

Time: 30 minutes

Elapsed time: 80 minutes

HANDOUT: SELF APPRAISAL

TUTOR: Provide the handout and ask them to fill it in. Explain that this is not going to be fed back in group, but is for them to use to consider in more detail the person they are moving away from, and the person they wish to move closer towards being. Explain this will help them with putting their targets for change into practice in the TC, and being able to monitor their success.

Time: 15 minutes

Elapsed time: 95 minutes

HANDOUT: MY LEARNING POINTS

Encourage the group to consider the targets for change that others will see them putting into practice on the TC and in group as a result of this session.

Time: 15 minutes

Elapsed time: 110 minutes

Focus

Session 3 - Handout One

Self-Appraisal

Looking at yourself from a distance:

Who do you see?

What's that person like?

What mood can you see when you look into your face and the eyes?

What do you see in your heart and the soul?

When you are honest with yourself, you may be surprised to find that you have many more good qualities than bad.

What are your good qualities, the special gifts you have that no one else has?

If you saw yourself from another's eyes (who is important to you):

What might they see?

What beliefs to they hold about you?

What would you want them to see?

Focus

Session 3 - Handout Two

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



FOCUS

SESSION FOUR



SESSION FOUR: FORGIVENESS

SESSION AIM:

- To separate shame from guilt
- To allow participants to learn the art of forgiveness
- To gain the perspective of others in challenging unhelpful beliefs

REHABILITATIVE NEEDS TARGETED

- Distorted thinking
- Lack of perspective taking

MATERIALS/HANDOUTS:

1. Gordon Wilson questions
2. In the area of forgiveness
3. Shame and guilt
4. Learning points

Session 4

FORGIVENESS

GROUP MEMBER WELCOME

TUTOR: Ask if there is anything arising from the previous session that any group member wishes to discuss. Explain that should anyone wish, they may present their picture, or their self reflection at this time.

If no-one chooses to, remind the group that the last session was about learning to be honest with themselves, and if they are not doing the self reflection, the only person they are being dishonest with is themselves.

Encourage the group to highlight the extent to which they were successful in practicing their targets for change.

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: Explain that today's session is about considering the art of forgiveness, in ourselves and in others.

DISCUSSION

Ask: What do you think the purpose of having a session on forgiveness at this time might be?

LEARNING POINTS

- To forgive is likely to challenge our beliefs
- If we hold negative beliefs, our sub conscious is likely to try and make it difficult for us to feel able to forgive

Time: 5 minutes

Elapsed time: 20 minutes

ASK: How hard is it to say 'I forgive you?' if we been wronged, or 'I am sorry ' if they have wronged someone else?

(Answer should be very!!)

EXPLAIN: When someone does us a wrong it is very easy to start thinking how we might get revenge.

CHARTLIST

ASK:

What sort of things might you want to get revenge for?

TUTOR PROMPTS:

Being hurt physically or emotionally

Significant others being hurt emotionally or physically

Encourage the group to consider what the risks of seeking revenge might then be: Escalation of conflict.

Learning points

- When we are hurt in any way, it can feel tempting to hurt right back
- This can risk making the situation even more unpleasant

Time: 10 minutes

Elapsed time: 30 minutes

GORDON WILSON STORY

TUTOR: Listen to this true story and see what you think.

Ask what the name Gordon Wilson means to anybody.

Gordon Wilson held his daughter's hand, as they lay trapped beneath a mountain of rubble. It was 1987, and he and Marie had been standing watching a peaceful Remembrance Day service in Enniskillen, Northern Ireland, when a terrorist bomb went off. The rescuers dug them out of the rubble and rushed them to hospital. But, by the end of the day, Marie and nine other people were dead.

A few hours after the bombing, when interviewed by the BBC, Gordon Wilson forgave the terrorists who had killed his daughter. He said that he would pray for them. He also begged that no one took revenge for Marie's death. "That", he said, "will not bring her back."

The loss of Marie shattered Gordon Wilson and his wife Joan, but they were anxious that bitterness and hatred should not rip apart the small town of Enniskillen.

Before the bomb, Protestants and Catholics in Enniskillen had lived side by side, and the Wilson's wanted it to stay that way. The bomb had done a lot of damage, not just to the buildings in the town but in the relationships between Catholics and Protestants. As Christians, the Wilson wanted to help repair this damage between people.

After his television interview, Gordon Wilson received many letters from people across Britain and the rest of the world. Many supported him, but many others criticised him. Even though he insisted that terrorists should be punished for their crimes, people accused him of excusing them. Throughout the rest of his life, Gordon Wilson worked hard to bring reconciliation between people in Northern Ireland. The Irish government rewarded his work by making him a Senator in the Irish parliament.

Gordon Wilson came face to face with the people who had planned the Enniskillen bombing. The terrorists apologized for killing Marie. But when Gordon asked them to stop bombing and shooting, they refused.

Gordon Wilson died a few years ago. After his death, many people in Northern Ireland carried on his work. Today, in Northern Ireland, the bombings and shootings have stopped thanks to the work of people like Gordon Wilson.

You might think it is easy to form a conclusion about Gordon Wilson, but before you do I would like you to give some thought to the act of forgiveness:

SUB GROUP EXERCISE

HANDOUT: *GORDON WILSON Questions*

Split the group into two and tell them they have fifteen minutes to put their thoughts onto paper about the story, and what it means to know the art of forgiveness.

TUTOR PROMPTS

Ask the group to consider what it must have felt like for Gordon to forgive, and how much effort it took (I.e. He showed great personal strength, not weakness).

Encourage the group to consider the value of having done so for him and people around him

Ask the group to consider that there is a big difference between forgiveness and condoning (Forgiveness is to let go of the painful internal emotions, but condoning is to agree that what was done was OK)

When considering their own response, encourage them to think about the positive emotions they might experience, and the consequences for themselves and others if they were forgiven

LEARNING POINTS

- To forgive is hard to do and requires great internal strength
- Living without forgiveness is allowing others to rule our lives
- To be able to let go of internal hurt, anger etc allows us to regain control over our lives
- To forgive makes longer term peace more likely

Time: 20 minutes

Elapsed time: 60 minutes

CHARTLIST

ASK: What beliefs might have allowed Gordon to forgive?

Chartlist the responses

TUTOR PROMPTS

1. My own health is worth more than stress through anger
2. Developing strong community relationships is worth more than my own personal grudges.
3. I refuse to allow my negative emotions to trap me

4. Experiencing joy for now is more important than living with pain from the past.
5. To value my strength is worth more than attacking the weakness of others
6. My own inner calm is worth more than reacting with anger to others
7. To continue to love is worth more than filling my life with hate

HANDOUT: *In the area of Forgiveness*

DISCUSSION

Encourage the group to consider how their own lives might change, if they were able to hold these beliefs in their hearts (NOT how others would react).

TUTOR PROMPTS

If they respond by saying that they could not do this- Encourage them to identify that this then suggests that revenge is a path of least resistance, and therefore displays least strength

If they respond by saying that this would allow others to get away with their crimes- Ask them to consider whether that person still has to live with themselves, and the unhelpful life they are creating for themselves.

(e.g. discuss the example of a school bully, who gets a short term thrill from hurting people, but ends up with few friends (except those who fear him), a limited ability to give and receive love (which may have caused the bullying in the first place!) and a belief that he can only get respect through violence. Verses the school athletics champion who supports others as well, ignores put downs by the bully for being 'a show off', has friends, affection, and a belief that respect comes from being the best that you can and helping others).

If they respond by saying that if they did not seek revenge for wrong doing, then that person would just do that behaviour more-Get them to consider that if they would seek revenge, if they then succeeded, with the

other person just let it lie, or be more likely to seek revenge themselves? (I.e. Conflict escalation).

LEARNING POINTS

- The need for revenge is often an immediate response to being wronged
- Beliefs that allow us to rise up above our immediate responses can ultimately be far more rewarding
- Holding on to wrongdoing makes us more likely to experience negative emotions such as pain, anger, grief and loneliness

Time: 20 minutes

Elapsed time: 80 minutes

EXPLAIN: Learning to forgive others can be hard, but can allow us to rise above being ruled by the behaviour of others. This takes considerable strength of character, and high levels of self confidence. It is often those with low levels of self confidence that feel that have to seek revenge (for fear of the reprisals if they do not e.g. how they will be seen by others as weak etc).

EXPLAIN: But even though we often say on the outside that we do not care about the hurtful things we have done, often learning to forgive ourselves truly can be even harder!!

DISCUSSION

Get the group to consider the following story:

Paul was a perfectionist. Nothing anyone ever did was good enough, including himself. He hated to be beaten at anything, hated to get things wrong, and if anyone ever did anything wrong towards him (which they did all the time) he felt he had to beat them somehow.

When he got beaten in tennis, for example, he would blame the racket, the umpire and the balls for losing. Even if he won, if he lost a point he would think about what went wrong for hours (usually concluding it was someone else's fault).

If he got something wrong, (which he did often as whatever he did was never good enough), he would get angry at himself, and would not try to do that thing again, as he knew it would only go wrong again.

If someone did something wrong to him, he would spend hours thinking about revenge, and how he could get that person back, but even when he did put his plans into action, his pleasure was short lived, because soon someone else would do something wrong, and he would have to start all over again.

Ask:

What did Paul never really forgive himself for? (getting things wrong)
How did he cope with this negative self image? (projecting onto others)
How much was he benefiting from his own lack of forgiveness of his own limitations? (not at all)

What might Paul need to forgive himself for? (making mistakes)
How might Paul's beliefs need to change in order to forgive himself? (It is OK to make mistakes, they are learning experiences etc)
How might his life change if he was able to forgive himself?(less need for revenge, not so down on himself, could enjoy things more)

LEARNING POINTS

- In order to learn to forgive others, and be strong and confident in ourselves, we need to know how to forgive ourselves
- By forgiving ourselves, many of our unhelpful behaviours towards others can become unnecessary.

Time: 15 minutes

Elapsed time: 95 minutes

EXPLAIN: Some people think that in order to forgive themselves, they therefore need never feel guilty for anything they do, but this is mistaking GUILT for SHAME.

HANDOUT: *Guilt and Shame*

DISCUSSION

Ask the group to read through the handout on the definitions of shame and guilt, and encourage them to consider the differences:

LEARNING POINTS

- Guilt is a motivator- It tries to stop us to do the thing we feel guilty about (we can be good people who have done a bad thing)
- Shame is a demotivator- It tells us that because we have done a bad thing, we are bad people, and so all we can do is bad. So we are likely to do that thing more often, just to show the world how bad we are (confirming our shame belief)

Time: 15 minutes

Elapsed time: 110 minutes

HANDOUT: *My Learning Points*

Ask the group to consider their targets for change which they can practice on the wing, arising from this session

Time: 10 minutes

Elapsed time: 120 minutes

Focus

SESSION 4 - HANDOUT 1

Questions on the subject of FORGIVENESS

- Q. What comments have you on the Gordon Wilson story?

- Q. How do you feel when you are forgiven?

- Q. What does it feel like to forgive?

- Q. Is it true that people who are forgiven might still have to live with the consequences?

- Q. What is the value of learning the art of forgiveness?

- Q. Is forgiveness the same thing as fairness? Why / why not?

Focus

SESSION 4 - HANDOUT 2

In the area of Forgiveness...

1. My own health is worth more than stress through anger
2. Developing strong community relationships is worth more than my own personal grudges.
3. I refuse to allow my negative emotions to trap me
4. Experiencing joy for now is more important than living with pain from the past.
5. To value my strength is worth more than attacking the weakness of others
6. My own inner calm is worth more than reacting with anger to others
7. To continue to love is worth more than filling my life with hate

Focus

SESSION 4 - HANDOUT 3

SHAME AND GUILT

When we have done something wrong, and we regret having done this, we may experience negative emotions labelled *GUILT*. We are not bad people, just have done a bad thing.

As good people who have done a bad thing, *GUILT* is a motivator to change.

If we do not let *GUILT* motivate us, and let the *GUILT* build, we may become defined by our *GUILT*- We feel we are bad people. This is when we feel *SHAME*.

SHAME is a demotivator, It makes us feel that as we are bad people it is not possible to change.

Focus

SESSION 4 - HANDOUT 3

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



FOCUS

SESSION FIVE

JOHARIS WINDOW

FOCUS

SESSION FIVE: JOHARI'S WINDOW

SESSION AIM:

- To identify the different aspects of ourselves, and the different faces we wear
- To understand the need for being open to the observations of others, as we may be blind to some aspects of ourselves

REHABILITATIVE NEEDS TARGETED

- Taking the perspectives of others
- Cognitive distortions

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

1. Johari's window
2. David Vignette
3. My Learning points

GROUP MEMBER WELCOME

TUTOR: Allow time to discuss how individuals have been practicing their targets for change.

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In the last session we looked at the art of forgiveness. In order to do that, we have to learn more about ourselves. Today we are looking at some of the assumptions we make, and how we can fool ourselves without even realising

Assumptions Game

The facilitator is to engage in a physical mime of washing an elephant. Get the group to consider what is being mimed, and what they are picking up that is telling them this.

At the end of the mime, explain that you were washing an elephant. Lead a discussion on what assumptions were being made by the group. Encourage the group to consider what happens in real life if we rely on our assumptions without challenging them

Learning Points

- It is easy to make assumptions without all the facts
- Assumptions can cause us to act on false information
- Such behaviour can sometimes cause unnecessary problems

Time: 10 minutes

Elapsed time: 25 minutes

CHARTLIST

ASK: When do we make assumptions about ourselves, or deliberately hide who we are from others, so that they make assumptions about us?

TUTOR PROMPTS

When we think that who we are is what we show other people

When we do not challenge our own beliefs and attitudes

When choose to hide from others bits we do not like about ourselves

LEARNING POINTS

- We are not always true to ourselves, or to others
- We do this as a defence mechanism for things we do not like about ourselves
- There are also parts of who we are that others see, but we cannot recognise

Time: 10 minutes

Elapsed time: 35 minutes

GROUP EXERCISE: Johari's Window

TUTOR: Explain that this either deliberate or unconscious defence mechanism has been known about for many years, and has been put into a model called **JOHARI'S WINDOW**.

HANDOUT: *JOHARI'S Window*

TUTOR: Explain that each box represents information about ourselves - feelings, views, attitudes, skills, intentions, motivations etc within or about the person, in relation to others, from four different perspectives.

- Open self- The bit we know about and other people can see
- Blind self- The bit we don't know about but others can see

- Hidden self- The bit we know about but others can't see
- Unknown self- The bit hidden from everyone including ourselves

TUTOR: Explain that things we deliberately hide can allow others to have a false impression of us, which sometimes can be useful, but more importantly if we use this window too much, we become dishonest and deceitful, which can have an adverse influence on our relationships with others.

TUTOR: Explain that in order to develop personally, we need to try to find out more about ourselves, and develop the unknown self into the known self.

TUTOR: Explain therefore that the main aim is to develop the 'open self' and "unknown self' and decrease the 'hidden self' and 'blind self'.

DISCUSSION

Encourage the group to consider how they might use the community and group sessions to reduce the hidden and blind self, and what needs to be in place when being with others to allow this to happen (Chartlist the responses)

TUTOR PROMPTS

Example to decrease the hidden self:

- Open disclosure
- A desire to be honest
- The ability to trust others
- Feeling safe

Examples to decrease the blind self

- Allow ourselves to accept feedback from others
- Accept and reflect on challenges without defence
- Trust in others to be honest
- Remain open minded to other's views

LEARNING POINTS

- We need to listen to the perspectives of others, who can help identify the hidden self
- We can only learn about ourselves if we are honest and open

Time: 15 minutes

Elapsed time: 50 minutes

DAVID VIGNETTE

TUTOR: Explain that in order to help them understand this model a little more, you are going to read out a short story of a man who did not know himself too well.

Read the following short vignette:

HANDOUT: DAVID VIGNETTE

David was a proud man. He had just been demoted from his position as manager of his industrial unit as he had been caught stealing. He did not feel he could let his girlfriend know this, so pretended everything at work was going fine. But in his heart he was not happy. He did not know what had made him choose to steal a small lathe from the workshop, as he could have easily saved up to buy one.

Everyone at work could see that the demotion had affected him badly, but he still tried to pretend that he felt fine. His work colleagues knew how proud he was, and felt they could not help him as he would reject their support. So David was left alone.

When he came back home after work, he felt tired and irritable, and knew before he even entered the door that he and his girlfriend were going to argue, but he could not tell how he felt.

David was a proud man, but his life was starting to fall apart

TUTOR: On the board ask the group to consider:

1. What might go in each box about for David, for how he is at the moment?

2. What might he need to do to learn more about himself, and help change the situation?

TUTOR PROMPTS

BLIND SELF

His proudness stopping others from helping
His proudness creating stress at home
Not aware that others can see his low mood

HIDDEN SELF

Choosing to hide his low mood from others
Choosing to hide his demotion from his girlfriend

OPEN SELF

Being a proud man

UNKNOWN SELF

Why he chose to steal

WHAT HE COULD DO TO CHANGE

Take time to think more about what made him steal
Accept that something had gone wrong
Be honest with himself and others
Allow himself to have made this mistake, and learn from it
Be open to feedback from others
Challenge himself on his need to be proud above all else

LEARNING POINTS

- There are often many issues in the blind self, that without support from others we will never learn to see
- The hidden self is a useful short term defence, but is likely to cause more problems in future if not resolved
- Even the open self issues can sometime benefit from being challenged
- The unknown self takes time to explore, and again can only be done with personal honesty

Time: 15 minutes

Elapsed time: 65 minutes

EXPERIENTIAL EXERCISE: True or False?

Explain that each group member will get a chance to make two comments about themselves to the group, one of which must be true, and one of which must be false, that the rest of the group are unlikely to know (the hidden self), for example they are able to play a musical instrument (true) and can sing well (false).

Tell them it makes the game more fun if the false statement **Could** be true.

Ask each group member in turn then to make two statements to the group. Encourage the group to ask questions of each person to help them work out which is which.

Encourage the group to consider what it was like to let the rest of the group know more about themselves, and what it was like to learn more about other members of the group.

ASK: Did it change any attitudes about other people, when they knew something more about them?

LEARNING POINTS

- We only find out the facts by asking questions
- Our first assumptions may not always be true
- Telling people about ourselves can help build relationships

Time: 20 minutes

Elapsed time: 85 minutes

DISCUSSION

Ask the group to consider if there are any parts about themselves that they would like to understand better (the unknown self) e.g. why they offend, or any areas of their lives that they would like to feel more able to be open about (hidden self) e.g. being able to express uncomfortable feelings more.

LEARNING POINTS

- Life is one big learning process. If we do not have any areas of ourselves we wish to change or learn more about, we are missing out on a big part of life!
- Before we can learn HOW to change in life, we need to understand WHAT it is about ourselves that we would like to change

Time: 15 minutes

Elapsed time: 100 minutes

HANDOUT: *My Learning Points*

Provide the handout and as usual encourage the group to identify practical targets for change they can practice in the TC as a result of this session.

Time: 15 minutes

Elapsed time: 115 minutes

Focus

Session 5 - Handout One Johari's Window

Blind Self	Hidden Self
Unknown Self	Open Self

Focus

Session 5 - Handout Two

DAVID VIGNETTE

David was a proud man. He had just been demoted from his position as manager of his industrial unit as he had been caught stealing. He did not feel he could let his girlfriend know this, so pretended everything at work was going fine. But in his heart he was not happy. He did not know what had made him choose to steal a small lathe from the workshop, as he could have easily saved up to buy one.

Everyone at work could see that the demotion had affected him badly, but he still tried to pretend that he felt fine. His work colleagues knew how proud he was, and felt they could not help him as he would reject their support. So David was left alone.

When he came back home after work, he felt tired and irritable, and knew before he even entered the door that he and his girlfriend were going to argue, but he could not tell how he felt.

David was a proud man, but his life was starting to fall apart

FOCUS

SESSION 5 - HANDOUT THREE

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because:-

The targets for change I need to set for myself as a result of this session are:-



FOCUS

SESSION SIX

LOOKING AT OURSELVES



SESSION SIX: Looking at Ourselves

SESSION AIM:

- For participants to develop improved thinking patterns and self-talk by improving self-image and self esteem

REHABILITATIVE NEEDS TARGETED

- Thinking skills
- Self esteem
- Cognitive distortions
- Impulsivity

Materials/Handouts:

- 1 - Reception
- 2 - Self Talk
- 3 - Subconscious Thinking
- 4 - Negative Self Talk
- 5 - Self Put Downs
- 6 - My Self Image
- 7 - Self-Talk Cycle
- 8 - 10 Things I Do Well
- 9 - My Learning Points

Flipchart:

- Triggers
- Reception (Word Association)
- Self Talk
- Emotion and the Sub-Conscious
- Self Image
- Self Talk Cycle
- 'Next Time...'
- Meaningful and Lasting Change
- Change Self Talk - Behaviour Follows
- Self-Esteem
- Conclusions

GROUP MEMBER WELCOME:

Targets for change review

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In the past few sessions we have looked at how our beliefs are formed by our past experiences, and that once we have an opinion of how we are, how difficult this can be to change.

We also looked at how our sub-conscious stores all our experiences, everything we tell it and everything we think.

We will now look at how we keep our negative thinking going and how this affects the way we see ourselves, and how we react.

Human beings think with words. When we think with words, the words trigger a picture and we feel a positive or negative emotion. We think in 3 Dimensions (3D)

F/CHART: Words - trigger - Pictures - trigger - Emotions (feelings)

To illustrate this I am going to give you a word, I would like you to think about what this word means to you. What do you think about (picture) when you hear this word and how does it make you feel? i.e. Positive or Negative emotion.

F/CHART: RECEPTION (word to be used)

DISCUSSION:

Allow each participant to respond to this word and relate his feelings.

HANDOUT: Reception.

LEARNING POINTS

- Words have great power over how we think and how we feel, which affects our behaviour
- The way in which we respond to words comes from our beliefs

- Our beliefs come from past experiences, which can be triggered by a simple word

Time: 10 minutes

Elapsed time: 25 minutes

ASK:

If you have ever made a mistake or done something wrong, do you keep on thinking about it?

If someone has ever criticised you, do you think about what they have said to you over and over again?

Why do we do this?

TUTOR PROMPTS

We try to think about why it went wrong/why we were criticised

If we have perfectionist beliefs we need to remind ourselves of how badly we have done

If we have blame beliefs, we need to maintain anger and direct it outwards

If we have forgiveness beliefs, we need to remind ourselves it is OK to make mistakes

LEARNING POINTS

- If we keep thinking about these things without awareness and challenge we are simply re-enforcing our already established beliefs.
- We then look out for other situations that reinforce these beliefs even further
- We can become trapped by our beliefs

Time: 10 minutes

Elapsed time: 35 minutes

ASK: Does anyone talk to themselves silently (e.g. you can do this, you've got to sort him out, he can't get away with that etc)?

DISCUSSION:

Allow feedback from participants for other examples they are aware of.
Once they have come up with a few examples, explain:

TUTOR: As we think with words, we carry out a constant conversation with ourselves. We call this conversation Self-talk

F/CHART: SELFTALK - The constant conversation with ourselves
It does not have to be the words we say out loud.
It is what we say or think in any situation.

TUTOR: Our self-talk is so powerful, it tell us what we think we see and even what we think other people are thinking!!

DISCUSSION

ASK:

Have you ever been in a situation where you have made a mistake or done something you regret and then told yourself what everybody must be thinking of you: 'They think I'm stupid', 'They won't want me again', 'I'm no good at this'?

ASK: What is the consequence for ourselves and others when we do this?

TUTOR PROMPTS

For ourselves

We believe what we tell ourselves, therefore have negative attitudes towards ourselves and others

We take our opinions to be facts and don't challenge them

We act according to our assumed facts e.g. rejecting others, getting back at others, not trying to do that thing again, not doing anything again etc

For others

They see us reacting and may not know why

They see us becoming more distant and may not know why

They may make assumptions too e.g. that we do not want to be with them, so change their behaviour towards us as well (creating self fulfilling prophecies)

LEARNING POINTS

- Negative self talk can be very destructive
- Negative self talk can lead to self fulfilling prophecies
- Negative self talk can serve to reinforce our beliefs even further

Time: 15 minutes

Elapsed time: 50 minutes

TUTOR: BUT it is very important to remember that we can also use positive self talk; that is talk that makes feel better about ourselves, the situation and others, and can help challenge negative self beliefs.

HANDOUT: *Self-Talk*

Ask: Instead of negative self talk, what might you be able to say in this following situation that would be helpful to you?

Situation: Not doing as well as expected in a test

TUTOR PROMPTS:

'I have learnt from that experience and will do better next time'.

'I know with a little more hard work I can do better'

'With continued practice I will improve'

LEARNING POINTS

- We need to become aware of what we say to ourselves and stop putting ourselves down.
- Every time we think of negative situations we have experienced or negative things that have been said to us our subconscious records this as though it is happening again at that moment.
- Every time we think more helpfully, we give ourselves more positive

choices in future.

Time: 10 minutes

Elapsed time: 60 minutes

INDIVIDUAL EXERCISE

HANDOUT: *Negative Self-Talk*

Ask each group member to think carefully of when they need to be most aware of not putting themselves down, and what they might choose to say to themselves instead in that situation.

DISCUSSION:

Encourage any group member who wishes to disclose what they have written. If no-one does, remind them of the need to be open in order to make best use of the group.

LEARNING POINTS

- Self put downs damage self esteem and make change feel less possible
- Positive self statements boost self esteem and allow change to be more possible

Time: 15 minutes

Elapsed time: 75 minutes

TUTOR: We not only have to stop putting ourselves down - we should also be aware of other people putting us down, and also of us putting anyone else down.

Although we cannot stop people giving us their opinions, we must realise that we have a choice of whether we accept what they are saying. If we agree with their negative opinions of us, then this hardens our beliefs.

F/CHART: Self-image: Our opinion of how we see ourselves.

How we believe we are.

INDIVIDUAL EXERCISE

TUTOR: Your self image is how you would honestly describe yourself now. On the handout I will now give you, write down an honest description of how you see yourself.

HANDOUT: *My present self-image*

Allow time for participants to complete this. Encourage them to be honest with and about themselves and not leave anything hidden

TUTOR: You don't have to share what you have written down unless you want to, please keep this sheet in a safe place and bring it with you each day.

LEARNING POINTS

- How our self-talk reinforces our self-image, good or bad and this affects the way we act.

Time: 15 minutes

Elapsed time: 90 minutes

TUTOR: This can clearly be seen if we look at the self-talk cycle.

HANDOUT: *Self-Talk Cycle*

TUTOR:

For Example, to illustrate the self talk cycle, if I think and say to myself (self-talk) that I don't mix with people well and that nobody talks to me, this then reinforces my self image. It hardens my opinion of myself that I am not very sociable. This then controls how I act in different ways - I won't mix with people, I will be withdrawn and won't go anywhere that requires social skills. My tone of voice will change and my body language will be defensive, I am subconsciously telling people to keep away. When they do keep away or no one talks to me this stimulates my self-talk, 'no one talks to me' 'I am unsociable' and so begins the negative cycle.

How do we get out of this negative self-talk cycle?

As we have already discussed, part of the process is to make sure we are able to make positive self statements in difficult situations. HOWEVER, it is unlikely that we can do this if we are generally putting ourselves down.

So we must learn to focus on how we want to be and how we want things to be.

INDIVIDUAL EXERCISE

HANDOUT: *Ten things I do well*

TUTOR: The first thing is to remember everything you have done well. It doesn't matter if it was last week, last year, five, or twenty years ago. As we remember all the positive things that we have done well, with clarity and positive emotion (remember our sub-conscious believes it is actually happening to us as we remember) these positive memories help to raise our self-belief. Remember everything positive that made you feel good.

TUTOR: Take time in thinking and writing down ten things that you did or do well.

TIP: 10 things is a lot to ask, so encourage them to write 3 or 4 and fill in the rest in their own time

TUTOR: Keep this in a convenient place, every time you do something that you are proud of or you feel you have done well, add it to your list. Read this list regularly and feel a positive emotion as you read each one. Remember each experience clearly.

LEARNING POINTS

- If we give ourselves time, we all have some positives we can draw from
- To use general positive self talk makes positive self talk difficult situations much easier to manage
- We can draw on our past and current positives to make future change more likely

Time: 15 minutes

Elapsed time: 105 minutes

F/CHART

- Stop Putting yourself Down
- Don't let others put you down
- Remember everything you've done / do well
- Be aware of your self-talk
- Maintain positive self talk

HANDOUT: *My Learning Points.*

Draw discussions to a close and ask group to reflect upon what they have learned by reflecting this upon their handouts.

Remind the group to complete the ten good things about them, as they will be used in the next session

Remind the group to identify practical targets for change arising from the session

Time: 15 minutes

Elapsed time: 120 minutes

Focus

Session six - Handout 1

'RECEPTION'

We think with
WORDS.



Thinking *causes*
words that *shapes*
our behaviour

SELF TALK

Self-talk is a constant conversation with ourselves

- **Powerful**
- **Positive or**
- **Negative**
- **Supports what we believe**
- **Affects behaviour**
- **Affects decisions**

Session six, handout 3: Negative self talk

Write down any situations you are aware of when you tend to use negative self talk, what you used to say in the past, and what you might say in the future:

SITUATIONS

NEGATIVE SELF TALK STATEMENTS

POSITIVE SELF TALK ALTERNATIVES

Focus

Session Six- Handout 4

My present self-image is:

2 Qualities I like about myself.

2 Things I least like about myself.

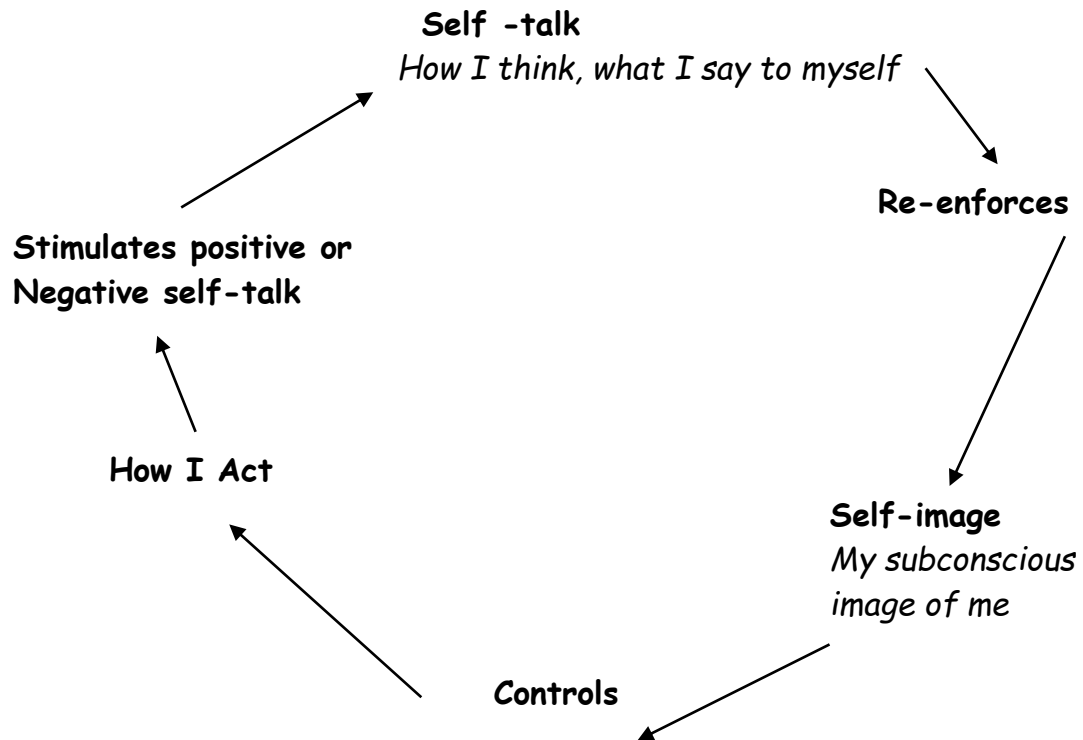
2 Things I am good at:

I believe I am (describe how you see yourself)

Focus

Session six - Handout 5

SELF TALK CYCLE



Focus

Session SIX - Handout 6

10 THINGS I DID/ DO WELL

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Add this to everything you feel good about or do well from now on.

Focus

Session six - Handout 8

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



FOCUS

SESSION SEVEN

COMFORT WALLS



FOCUS: SESSION SEVEN: COMFORT WALLS.

SESSION AIMS:

- For participants to consider how previous maladaptive thinking patterns have affected behaviour and actions.
- To change maladaptive thoughts into positive actions.

REHABILITATIVE NEEDS TARGETED

- Distorted thinking

MATERIALS/HANDOUTS:

- 1 - The Wall
- 2 - My Negative Bricks
- 3 - Comfort Walls
- 4 - Five Guidelines To Remove Negative Bricks
- 5 - Positive belief commitment
- 6- My Learning Points

FLIPCHART:

Examples of 'BRICKS'

Examples of being outside comfort walls

Five Guidelines to Remove Negative Bricks

GROUP MEMBER WELCOME

Targets for change review

Time: 15 minutes

Time elapsed: 15 minutes

TUTOR:

Remind the group that we have discussed how our self-image is our opinion of ourselves. It is our belief of how we are. We saw how negative self statements can reduce our self esteem and our ability to change, and how positive self statements can build a better self image which make further change more likely.

DISCUSSION

ASK: So why, if this is so obvious, do not we not simply make positive and realistic self statements?

Facilitate a discussion on what makes this so difficult

LEARNING POINTS

- Negative self talk comes from negative self beliefs
- Beliefs, even if they are not helpful to us, have been with us for a long time, and are deeply entrenched
- If we challenge our beliefs, it is like we are challenging what we think we know about ourselves and the world around us
- It can feel very threatening to challenge our deep seated beliefs

Time: 10 minutes

Elapsed time: 25 minutes

TUTOR:

Remember that in the community living section, we talked about how people build up boundaries to try and protect themselves, but end up cutting off the good things from outside as well?

We can call this boundary a **COMFORT WALL**. Think of negative beliefs about yourself as bricks, as we collect these negative bricks we begin to build a comfort wall, which keeps us where we feel safe, it also keeps out

anything and anybody that doesn't match what we believe.

When we move from behind our comfort wall into a new or unknown situation we experience physical, emotional and psychological feelings that make us want to get back behind the wall. Or we never move from behind the wall at all and trap ourselves. When we feel out of place we want to get back to where we feel more comfortable.

We can now recognise that our beliefs have limited us. We have previously considered our self 'put-downs'. Our beliefs of what we are, what we can do and who we are have helped keep our comfort walls solid.

INDIVIDUAL EXERCISE

TUTOR: Before we move on to make changes we have to recognise and acknowledge our negative bricks, and begin to remove them slowly. To help with this, please look at the 'WALL' handout and write one negative belief about yourself on each brick. Fill in as many or as few as you want to.

HANDOUT: *Give out the 'WALL' handout*

HANDOUT: *Example of negative self beliefs wall*

HANDOUT: *My negative bricks.*

F/CHART:

Flipchart some of the negative self beliefs that the group have come up with

TUTOR PROMPT

Some examples of negative 'bricks' i.e. : -

- I'm not clever - I can't learn
- I can't speak in front of people
- Nothing goes right for me
- I don't like responsibility
- I don't trust anyone
- I'll never earn enough money
- I need alcohol or drugs to help me cope
- I can't be seen to be vulnerable

DISCUSSION

Generate a discussion around what it would be like if someone had all of the negative bricks in their comfort wall.

ASK:

How would a person feel every day, if they had all these bricks in their wall?

How would they approach other people?

How would they approach new tasks?

What would happen if a good opportunity came their way?

What would happen if a good person came their way?

TUTOR PROMPTS

The person would feel bad, even when bad things weren't happening, because all he could see would be his wall full of negative bricks

They would be suspicious of others and react with anger or avoidance

They would not attempt new tasks, due to the certainty of failure

They would not see an opportunity; to them it would seem like a problem

They would only see bad in the good person

Get the group to try and identify any times when they have done any of these things in the past, due to their own negative bricks.

LEARNING POINTS

- Comfort walls distort reality
- Comfort walls prevent us from trying new things
- Comfort walls prevent us from making new relationships
- Comfort walls are not really comfortable at all!

Time: 20 minutes

Elapsed time: 45 minutes

CHARTLIST

ASK: But, even though it is not comfortable behind our comfort walls, how do we feel when we step outside them?

Encourage the group to consider situations where they know they would probably feel uncomfortable, and CHARTLIST the feelings these might create

TUTOR PROMPTS

In prison: ATTENDING A SENTENCE PLANNING MEETING
 ATTENDING A COURSE / WORKSHOP
 PRESENTING IN FRONT OF OTHERS

Out of prison: JOB INTERVIEWS
 NEW SOCIAL ENVIRONMENT
 GETTING TO KNOW FAMILY AGAIN

Feelings: Nerves
 Fear
 Discomfort
 Anxiety
 Stress

ASK: What negative bricks might be making these feelings happen?

TUTOR PROMPTS

Negative bricks Fear of failure
 Fear of being shown up
 Fear of looking stupid

LEARNING POINTS

- So even though living within the comfort wall may not be at all comfortable, the fear of stepping outside that wall can often be even greater!

Time: 15 minutes

Elapsed time: 60 minutes

TUTOR:

When you step from behind your comfort wall in any of the situations or feelings that you thought about, your anxiety can produce strong physical symptoms such as sweating, shaking and even feeling nauseous. When this happens it is difficult to think clearly, sometimes it is difficult to even speak. It is very easy then to get back behind our comfort wall to get rid of these negative feelings.

Look at the bricks of your personal wall. These are what have been limiting you and trapping you in negative situations. Now you have identified them, this is your first step in addressing them. You will now be able to start to focus on how you want to be instead of dwelling on how you think you are.

DISCUSSION

ASK: Does anyone feel that when they initially came to prison for the first time that they were out from behind their comfort wall? You were now in a new environment and situation with unfamiliar people and surroundings.

Can you remember how you felt?

TUTOR PROMPT - Similar feelings to the above

TUTOR: Perhaps you are not feeling out of place anymore. You are used to prison life and the structure within it.

ASK: How might it feel to be released tomorrow? To be responsible for work, your daily routine, the family, maintaining an offence free future?

LEARNING POINTS

- It is not the situation itself which is the problem, but the fears that are holding us back
- Fear of change is not unusual
- With insight, this fear of change can be reduced

Time: 15 minutes

Elapsed time: 75 minutes

TUTOR: What we need to focus on now is how we can help ourselves to see beyond our comfort wall and have the confidence to remove those negative bricks. There are five guidelines to follow to help remove the walls:

HANDOUT: *Five Guidelines (Also FLIPCHART)*

TUTOR: These guidelines pull together the last few sessions

1. Change negative beliefs about ourselves and replace the negative with positive.
2. Stop putting yourself down
3. Be aware of what you say to yourself (self-talk)
4. Be aware of what others are saying about you - remember they are giving you their opinions.
5. Focus on the future in a positive way. See yourself, as you would like to be rather than as you believe you are.

TUTOR: Encourage the group to consider how these steps might help them in future eg:

To develop positive beliefs about yourself will change your self-image.
This allows you to move from behind your comfort wall
This encourages you to remove those negative bricks for good.

(NB- It is important to gain agreement from the group that some beliefs may FEEL positive, but in fact cause greater problems in our lives eg.

'I am always right'- This is a rigid statement which hides underlying insecurities, and means that the person will feel they have to win at all costs)

Time: 15 minutes

Elapsed time: 90 minutes

INDIVIDUAL EXERCISE: POSITIVE BELIEF COMMITMENT

HANDOUT: *Positive belief statements*

Ask the group to look at their positive self statements they did in the last session, and, just like on the handout they have just been provided with,

rate out of 10 the extent to which they currently believe these positive belief statements.

DISCUSSION

Generate a discussion around their answers, asking the following questions:

What made you put your rating on each statement as high as you did?

What is the smallest thing you would notice about yourself that would allow you to move your rating up by just one point?

E.g.: I am able to listen to others- Evidence is that two people have told me I am a good listener. To move up one point would be for one more person to tell me this

LEARNING POINTS

- After years of developing negative beliefs, confidence in the positive ones takes time to develop
- If we know what the next smallest step for us is to prove that positive belief a little more, we tend to look out for it
- Each step up gradually makes the positive belief become more powerful than the negative belief it is challenging

Time: 15 minutes

Elapsed time: 105 minutes

HANDOUT: *My Learning Points.*

Draw discussions to a close and ask group to reflect upon what they have learned by identifying their targets for change arising from the session.

Time: 10 minutes

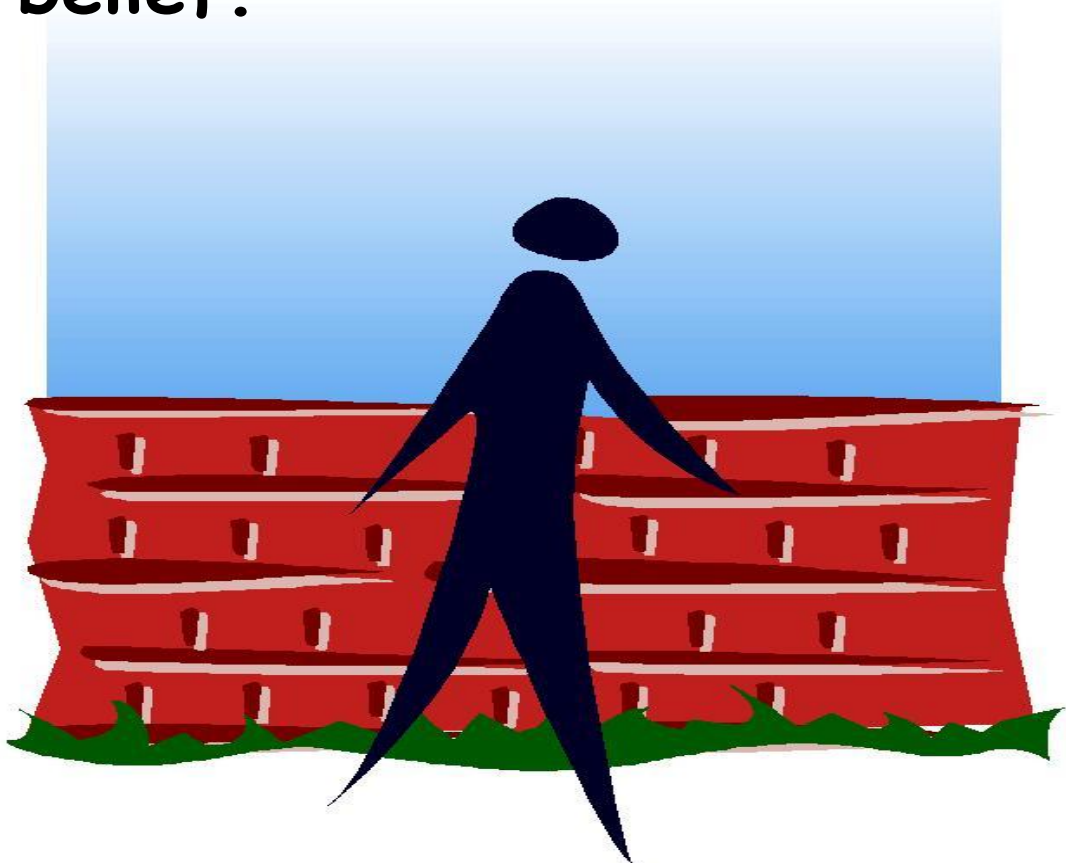
Elapsed time: 115 minutes

Focus

Session seven - Handout 1

COMFORT WALLS

- * Keep us where we feel safe.
- * Hold us within boundaries.
- * Keep us back from anything that does not match our belief.



Focus

Session seven - Handout 2

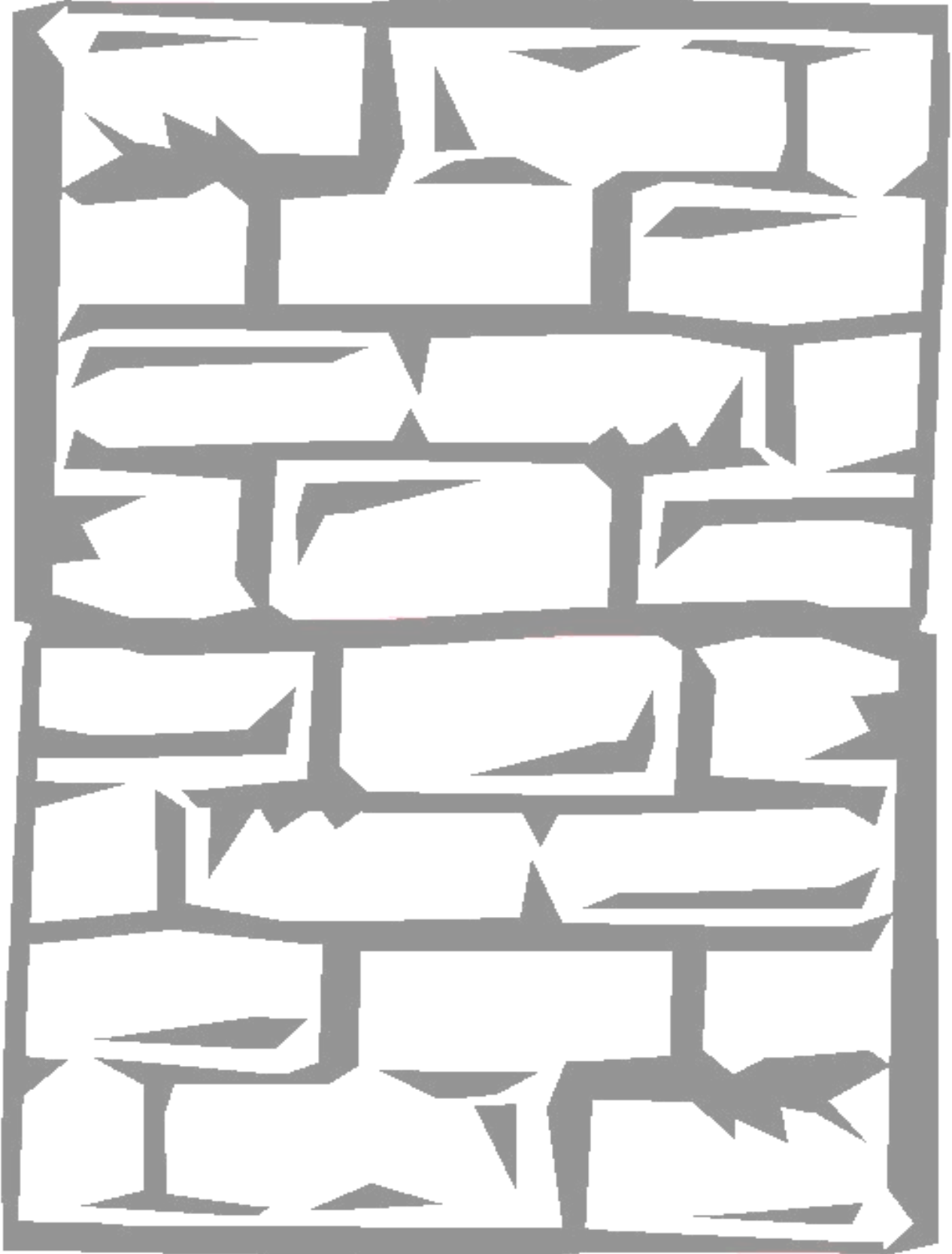
Negative beliefs Wall



FOCUS

Session seven - Handout 3

THE WALL - MY NEGATIVE BRICKS



Focus

Session seven - Handout 4

COMFORT WALLS

In prison

- Sentence planning
- Education
- Work.

After Prison

- New social environment
- Job interview
- New social group
- Leaving prison

Fear of

- The unknown
- Change
- Failure

You have now identified what has been holding you back
— This is the first step in addressing these things

Focus

Session seven - Handout 5

5 Guidelines to remove negative bricks

- 1. Be aware of negative beliefs about ourselves and replace the negative with positive.**
- 2. Stop putting yourself down**
- 3. Be aware of what you say to yourself (self-talk)**
- 4. Be aware of what others are saying about you - remember they are only giving you their opinions.**
- 5. Focus on the future in a positive way. See yourself, as you would like to be rather than as you believe you are.**

FOCUS

Session seven - Handout 6

Positive self beliefs

Read the following positive self belief statements and rate how strongly you believe them for yourself currently. (0= not at all to 10= completely, all the time)

Statement	Rating
I am a good person	
I am loveable	
I can make mistakes and learn from them	
I am easy going	
I am confident in my own abilities	
I can give love to others	
I am comfortable in my own skin	
I can express my emotions	
I am able to get what I want without hurting others	
I am able to change	

Focus

Session seven - Handout 7

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



FOCUS

SESSION EIGHT

MOTIVATION AND CHOICES

Session eight: Motivation & Choices

SESSION AIMS:

- For participants to consider positive self-motivation and make appropriate choices.

REHABILITATIVE NEEDS TARGETED:

- Locus of control
- Motivation for change
- Treatment compliance
- Impulsivity

MATERIALS/HANDOUTS:

- 1 - Motivation definition
- 2 - Motivational Choices
- 3 - Motivational Questions?
- 4 - Summary Sheet
- 5 - My Learning Points

FLIPCHART:

- Push / Push back
- Personal examples of restrictive/constructive motivation
- 'Have to's' and 'why's'

GROUP MEMBER WELCOME

Targets for change review

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR:

In the last session we looked at developing ever stronger positive self beliefs, that make us more likely to be open to the idea of change, as it becomes less fearful.

ASK:

But why should we bother putting effort into change, even if we know we could if we wanted to? In other words, what is motivation all about?

We will be looking at this in more detail in this session

GROUP DISCUSSION

ASK: What is motivation?

Listen to the responses then provide the handout:

HANDOUT: *Motivation definition*

Motivation in:

1. The act of giving somebody a reason or incentive to do something
2. A feeling of interest or enthusiasm that makes somebody want to do something, or something that causes such a feeling
3. A reason for doing something or behaving in some way
4. The biological, emotional, cognitive, or social forces that activate and direct behaviour

ASK: So what influences our motivation to do something?

LEARNING POINTS

It can be internally or externally driven

It can be driven by rewards or punishment
The bigger the perceived reward, the stronger the motivation
What is rewarding is different in different situations
We can be motivated to do things even when we don't really want to

Time: 10 minutes

Elapsed time: 25 minutes

TUTOR: Being motivated to do things through choice is called free motivation

Being pushed into doing something, for example 'do that or else.....' Is called forced motivation.

HANDOUT: *Motivational Choices*

TUTOR: If we look at forced motivation, most people don't like being told what to do. When we are being forced into something then stress and tension build up. We believe that we have no choice and that lowers our self-esteem.

EXPERIENTIAL EXERCISE

Get the group into pairs, and ask them to turn and face each other, then place their right hand palms together. Tell the person on the left to start to push gently against the hand of their partner. Then ask them to

ASK: When you pushed your partners palm, what was their response? (the other person tends to push back)

ASK: What made most people feel they had to push back? (We don't like being pushed around)

TUTOR: This illustrates 'forced' motivation.

F/CHART: PUSH/PUSH BACK

ASK: How might people push back in these situations?

In those situations, how do we tend to push back?

TUTOR PROMPTS

SITUATIONS

Work you don't like
Being told to do something
Feeling you can't say no
Made to pay a fine or else turn up at court

PUSH BACK RESPONSE

Do a poor job
Do it quickly
Do it angrily
Do it at the last minute

LEARNING POINTS

- When human beings are pushed, whether by themselves or somebody else they will subconsciously push back.
- This may not necessarily be in a physical way but in a number of different ways: By avoidance - finding something else to do - by producing poorwork or simply by doing just enough to get by to get people off their backs.

Time: 20 minutes

Elapsed time: 45 minutes

PAIRS DISCUSSION

Get the group into pairs, and ask them to spend a few minutes discussing any situations they can think of when they have been pushed into doing something

GROUP DISCUSSION

Then discuss these examples as a group, allowing for each individual to respond, flipchart each participant's example and ask what the outcome of this coercive motivation was.

LEARNING POINTS:

- When we respond to restrictive or coercive motivation we give up accountability for our actions or decisions- 'YOU MADE ME DO THIS'.
- We blame others and find excuses.
- Our self talk usually contains a lot of 'do this or else

Time: 15 minutes
Elapsed time: 60 minutes

DISCUSSION

Encourage the group to discuss whether anyone can ever really **MAKE** us do anything (NO), and why we therefore might give in to forced motivation (because the rewards for us still outweigh the costs, even though the rewards might not be that great- A bit like staying behind our comfort walls).

Give the example of someone who goes to work but does not like the job- He still has the choice not to turn up to work, but knows that should he stop going, he will no longer have money coming in.

LEARNING POINTS

- We still choose whether to respond to forced motivation
- Sometimes our choices are more limited, but choice still remains
- If we only do things through forced motivation, resentment is likely to grow

Time: 15 minutes
Elapsed time: 75 minutes

TUTOR:

So lets compare this with the idea of free motivation.

When we are freely motivated we do things because we choose to or want to. By having a clear idea of what we want from any situation in advance, we feel motivated to move forward in a helpful way.

GROUP DISCUSSION

Using the same examples as for forced motivation, encourage the group to consider how they could be freely motivated in those same situations, either internally, or externally

SITUATION	INTERNAL	EXTERNAL
Work you don't like	Think of money Make work friends Focus in bits you like	Be paid more
Being told to do something	Think you are helping See the benefits Deciding you want to	Be praised
Feeling you can't say no	See the task as important Saying 'just this once'	Be praised
Made to pay a fine	Accepting the consequence	Pay less

LEARNING POINTS

- It is not always the situation that is the problem it can also be the way we approach it
- Free motivation feels much better

Time: 15 minutes

Elapsed time: 90 minutes

TUTOR:

Before this session, you may have felt that whilst you are in prison, you 'have to' do lots of things that are against your will

By believing this, your thinking is limiting you.

Every time we tell ourselves we 'have to' do something, whether by personal expectations or prison rules and guidelines, we immediately subconsciously start trying to get out of it, or we try to find fault and reasons not to do it.

Remember the Push/push back. What we need to start doing is using our self-talk effectively, to eliminate saying 'I have to' and start looking at the benefits and positive outcomes so that we feel we 'want to'

CHARTLIST EXERCISE:

Ask the group to consider one thing that up to this point they may have felt they 'had' to do, and put these up on a flipchart

Ask each person to tell the group 'WHY' they have felt they had to do this.

F/CHART: Write the 'WHY' next to their 'HAVE TO'

SUB-GROUP EXERCISE:

Divide the group into smaller groups of 3 to 4.

HANDOUT: *Motivational Questions?*

TUTOR: Get each group to take one of the 'have to's' that were flip charted and get them to use the handout to help them change the 'have to' into a 'choose to' or 'want to'.

TIP: Make sure they come up with constructive benefits (i.e. the presence of something, rather than restrictive benefits (I.e. the loss of something)

E.g.: I have to keep my cell clean for cell inspection

Benefits: I am seen in a better light by prison staff
It is nicer to live in a clean cell
A clean cell makes me feel smarter

I choose to keep a clean cell because: I want to feel better about myself and be seen more positively by others

GROUP DISCUSSION:

Ask each group to share what they have done, and allow for discussion around their answers.

TUTOR PROMPTS

Validate the difficulty of quickly changing our beliefs that we have held for such a long time

Highlight the value of feeling you are choosing to do something, rather than being forced to

Highlight again that we ALWAYS have choices, but if we fight against others, the system, etc we can tend to lose sight of this

LEARNING POINTS

- Being able to see why we choose to do something, especially if our choices are limited, can help with our general levels of motivation (less energy wasted on fighting against the feeling of being forced)
- We ALWAYS have choice, we just sometimes don't like the feeling that others are beating us- so try to fight back

Time: 20 minutes

Elapsed time: 110 minutes

TUTOR:

Any goals or changes we want to make, must be because we want - to, not because we feel we have to.

HANDOUT: *Summary Sheet.*

TUTOR: Maybe as you look at changes you've tried to make before that haven't worked or lasted, you can now identify why they didn't happen. What was the reason for making the change?

In the next few sessions we start to look at where we want to go and what changes we are going to choose to put into motion.

HANDOUT: *My Learning Points.*

Draw discussions to a close and ask group to reflect upon what they have learned by reflecting this upon their handouts.

Time: 10 minutes

Elapsed time: 120 minutes

FOCUS

Session eight - Handout 1

Motivation definition

mo·ti·va·tion in

1. The act of giving somebody a reason to do something
2. A feeling of interest or enthusiasm that makes somebody want to do something, or something that causes such a feeling
3. A reason for doing something or behaving in some way

Focus

Session eight - Handout 2

Motivation Choices

Examples of:

Forced

Motivation:

- Shouting
- Peer Pressure
- Deadlines.

Examples of:

Free

Motivation:

- Praise from others (external)
- Wanting to feel successful (internal)

Focus

Session eight – Handout 3

Motivational Questions:

Why do I have to?

What are the benefits of doing this?

Why would I want to?

What could the positive outcome be?

Focus

Session eight- Handout 4

Summary Sheet...

A different approach.

Find reasons for doing things.

**Positively seeing a situation raises your
self esteem.**

**Taking responsibility raises your
self esteem.**

Be aware of forced motivation

Change negative beliefs into positive

Focus

Session eight - Handout 5

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



FOCUS

SESSION NINE

WHERE DO I WANT TO DO GO?



FOCUS

Session Nine: Where Do I Want To Go?

SESSION AIMS:

- Encouraging participants to put learnt concepts into practice and utilise positive thinking patterns for daily living.

REHABILITATIVE NEEDS TARGETED

- Enhancing motivation for change
- Distorted thinking
- Planning

MATERIALS/HANDOUTS:

- 1 - Forethought
- 2 - How do I want to be?
- 3 - My Learning Points

FLIPCHART:

- Forethought
- How do I want to be?

Exercise

- Nut and Compass
- How do I want to be?

GROUP MEMBER WELCOME

Targets for change review

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: We have looked at our past conditioning, our beliefs and how these have formed our image or opinion of ourselves. We also have an understanding of our thought process – conscious, sub-conscious and how these affect our behaviour.

We are now going to start focusing forward positively. We need to start to think where we want to go rather than dwelling on where we don't want to be.

DISCUSSION

ASK: 'What is it like to be depressed?'

TUTOR PROMPTS

Tired

Low

Suicidal

No interest

Can't be bothered

Angry and irritable

ASK: How might we feel if we continued to think about depression, talk about depression every day? (More depressed)

ASK: Now think about a situation in your life which made you really happy

Generate a brief discussion using an example from the group, and elicit the positive feelings that come from the memory

TUTOR PROMPTS

E.g. Spending time with their children

Joy

Happiness
Laughter

ASK: BUT what happens if we only think about our positive past, and don't think about the present or the future? (We have no time left to enjoy the present or plan for the future- We can become trapped by the past)

ASK: What happens if we only think about the present? (We become trapped and limit our thinking making tomorrow a repeat of today.)

LEARNING POINTS

- We tend to feel what we think about
- We can become trapped by our own thinking (e.g. trapped by depression, the past)
- Or we can be motivated by positive thinking, as long as we used it to enjoy the present and plan for the future

Time: 15 minutes

Elapsed time: 30 minutes

TUTOR: Explain that we move towards what we think about.

Handout: **FORETHOUGHT - To think forward.**

Encourage the group to consider what is meant by this handout:

LEARNING POINTS:

'If we have negative thoughts towards the future, we move towards a negative future'

If we have positive thoughts towards the future, we move towards a positive future'

Time: 10 minutes

Elapsed time: 40 minutes

TUTOR:

So as we can see, we need to examine very carefully what we think about..

The skill is to think about what we want in our lives in order to be able to take the steps needed towards it.

Once we have decided what we want to change and how we want to change we must learn to think of ourselves as though change has taken place.

ASK: What would be more likely to happen to an angry person, if they decided to act as if they were already a calm person?

TUTOR PROMPTS:

More likely to act calmly in some situations

More willing to think like a calm person

More open to support to act like a calm person

Feel bad about becoming angry

Want to learn from times when he was not calm

LEARNING POINTS

'Acting as if...' Can change how we think, feel and behave very quickly

With time, continuing to act as if becomes how we are

Time: 15 minutes

Elapsed time: 55 minutes

TUTOR: We can demonstrate to ourselves this ability to think forward and how having a clear picture of what we want affects even our muscular skill. In the next activity we will see how this happens.

EXPERIENTIAL EXERCISE: NUT & COMPASS

Give each participant a piece of paper with a compass drawn on it showing, north, south east and west. Also give them a piece of cotton thread about 10 inches long with a nut tied on the end of it. Ask the group to relax and concentrate their minds on the exercise as it does not work if they are thinking about other things or about what other people are doing. If the participants are sitting in a chair with an armrest get them to rest their arm on the armrest and the paper on their knee. If the chairs have no armrests get them to put their elbow in their lap with the other hand supporting their elbow and place the

compass on their knee

TUTOR:

Place the compass flat in front of you with the North facing away. Hold the thread between your forefinger and thumb with the nut just off the paper.

Make sure your elbow and arm are supported and kept firmly still at all times.

Without moving your arm or hand at all, look at the North and South points on the compass and think about the nut moving from North to South - up and down. Think only where you want the nut to go and see clearly in which direction the nut needs to go. Remember that you are in control of the nut - your thinking directs the movement.

Now, see the nut steady over the centre of the compass. Do not move your hand or arm!! Simply focus on the centre of the compass and see the nut there.

Now, see the nut swing from East to West, back to the centre of the compass, now in a clockwise direction, back to the centre. Now you decide where you want the nut to go, focus on that, but do not move your hand or arm.

TUTOR: Facilitate a discussion on how this works (our conscious thoughts affect our sub-conscious responses)

LEARNING POINTS

- Our thoughts influence our behaviour
- Our intentions affect's what happens next

Time: 20 minutes

Elapsed time: 75 minutes

TUTOR:

Our thinking affects everything we do, physically and mentally. With this new understanding of the power of our thinking we can recognise areas of our lives that have been trapped by our negative thoughts and beliefs.

EXERCISE: HOW I WANT TO BE

TUTOR:

To help moving towards positive goals, you need to know how you would like to be. Take time in this next activity to write down how you would like to be. What positive qualities would you like to have? What do you like about yourself that you want to expand on?

Be honest with yourself and take time to fill in this handout.

HANDOUT: *How do I want to be?*

Give time for this handout to be filled in.
Encourage participants to think forward positively.

DISCUSSION:

Ask the group for examples from each section and flipchart some of the responses. Get them to consider how their life in the community would already be different if they had these intentions in their head at all times.

Also get the group to consider what makes it more likely that they could keep these positive intentions in their minds at all times

TUTOR PROMPTS

Personal qualities I would like:

More talkative
Expressing emotions more
Calmer
More flexible

Personal, positive beliefs I would like:

I can trust people
I can be honest and open
People are there to help and support me
I am a good person
I am already changing

Positive areas of my life I can expand:

Listen to people more
Take on the views of others
Communicate how I feel without getting angry
Practice my skills more e.g. writing, joinery, art etc

How to remain mindful of my positive plans

Put them down in writing and refer to them often
Ask others to notice when you are displaying these good intentions
Get others to ask what you need to change, when you are not displaying these good intentions
Having a time each day where you deliberately review the state of your thoughts during that day
Relaxation

LEARNING POINTS

- To imagine your are like this makes it more likely you will behave in this way
- To remind yourself of these good intentions makes it more likely you will remain on track
- Using the support of others is helpful

Time: 30 minutes
Elapsed time: 100 minutes

TUTOR: In the next session we start the change process and expand on the importance of forward thinking and goal setting,

HANDOUT: *My Learning Points.*

TUTOR: Draw discussions to a close and ask group to reflect upon what they have learned and writing down clear targets for change

Time: 15 minutes
Elapsed time: 115 minutes

FOCUS

SESSION NINE - Handout 1

FORETHOUGHT

To think forward.

The past - we recreate it

The present - we are trapped in it

The future - we move toward it

We move toward what we think
About.



Focus

SESSION NINE – Handout 2

How do I want to be?

Personal qualities I would like:

.....

.....

.....

.....

.....

Personal, positive beliefs I would like:

.....

.....

.....

.....

.....

Positive areas of my life I can expand:

.....

.....

.....

Focus

Session Nine - Handout 3

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



FOCUS

SESSION TEN

CHOICES

FOCUS

SESSION TEN: CHOICES

SESSION AIMS:

- To help the group consider the damage done to others given the choices they have made in the past, and how they might repair that damage in the future.

REHABILITATIVE NEEDS TARGETED

- Enhancing motivation for change
- Distorted thinking
- Planning

MATERIALS/HANDOUTS:

- 1 - Anger story
- 2 - Robert
- 3 - Identifying personal goals
- 4- My Learning Points

Session 10: CHOICES

GROUP MEMBER WELCOME

Review of targets for change

REVIEW EXERCISE

ASK: Who are you intending to be day?

In line with the last session, ask each group member to identify one aspect of their personal development that they are focusing on today, and what the group should expect to see from them in the session e.g., To listen to others more and not to talk over people

Time: 15 minutes

Elapsed time: 15 minutes

Ask: What choices do other things in nature have?

Facilitate a discussion on the choices open to us v the rest of nature

TUTOR prompts:

1. **Non-living things** such as rocks, soil and minerals. They can't do anything on their own. A person can take them and use them, do something with them. But they can't do anything on their own.
2. **Plants** can do some things like grow, or bend toward the light, or send roots to find water, but compared to us that is not very much. Some do look very pretty and very colourful but that is not their doing. They are programmed by nature, some attract bees to help pollination, some are self-pollinating, some need our help to pollinate but they can't do very much.
3. **Animals** can do more than plants. They can move around, eat and drink, some will hunt for their food but they are pretty much stuck with their instinct. For example:

Some birds are programmed to fly south for the winter. Certain birds will always go to Africa every year. That is not something they plan for or think about. They don't wait to watch for the weather

forecast, they just go and they always go to the same place. It never happens that one bird in the flock will say, 'I am tired of going to Africa, I think I will go South America this year'.

Some animals, like those from the ape, monkey, gorilla families can do more than most other animals and can even be trained to some extent by humans.

4. **Humans**, Can make a huge range of choices. We all make choices about where we live, or go on holiday, what sort of work we want to do or who we marry. If we all made the same choices, chaos would reign. We can't all live in the same house or do the same job or marry the same woman. It is just as well that we are all different.

We also make choices about our behaviour, about the way we are with other people, about the things we do that affect other people.

LEARNING POINTS

Unlike other parts of nature we are not 'just the way we are'

Humans are 'just the way we think'

If we change how we think, we can change how we are in so many areas of our lives

Time: 15 minutes

Elapsed time: 30 minutes

ANGER EXERCISE : THE FENCE

TUTOR: I would like to read you a story about a little girl who needed help with the choices she made:

HANDOUT: THE FENCE

'There once was a little girl who had a bad temper. Her mother gave her a bag of nails and told her that every time she lost her temper, she must hammer a nail into the back of the fence.

The first day the girl had driven 37 nails into the fence.

Over the next few weeks, as she learned to control her anger, the number of nails hammered into the fence daily gradually dwindled down. She discovered it was easier to control her temper rather than drive nails into the fence.

Finally the day came when the girl didn't lose her temper at all. She told her mother about it and the mother suggested that the girl now pull out one nail for each day that she was able to hold her temper. The days and weeks passed and the young girl was finally able to tell her mother that all the nails were gone.

The mother took her daughter by the hand and led her to the fence. She said, "You have done well, my daughter, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar in people just like the scars on this fence.

You can put a knife in a person and draw it out. It will leave a scar. It won't matter how many times you say sorry, the wound is still there. A verbal wound is as bad as physical one."

DISCUSSION

ASK: How many potential friends have you lost as time goes because of your anger or avoidance?

Encourage the group to provide any examples of times when they have left holes in either their own fence (regretting their actions), or a friend's fence (hurting someone important to them), as a result of their anger, or choosing not to confront the issue and stewing (again making a hole in their own fence).

Ask them to consider the choices they had to behave in a different way before the hole (angry event) was made.

Ask them to consider the difference between trying to patch over the hole after the hole was made, compared to not having become angry and let the situation get out of control in the first place.

TUTOR PROMPTS

E.g.:

A friend saying something they did not agree with

Feeling they couldn't back down, and the situation escalated into a fight

Trying to make friends again after, but the friend was always more wary of them from then on.

Or

A friend saying something they did not agree with

Asking calmly what they were thinking about and why

Discussion of how their view was different to their friend's

Either resolve the dispute or agreeing to disagree on that topic

The friendship remains undiminished.

LEARNING POINTS

- We justify and minimise our actions by pretending we have 'no choice'
- We are human beings, who have been given the gift of choice
- By using this gift we can choose to help ourselves and others

Time: 20 minutes

Elapsed time: 50 minutes

DISCUSSION

Put up on the flipchart the following comments:

'Friends are very rare jewels indeed. They make us smile and they encourage us to succeed. They lend an ear, share words of praise and are always there for us, in bad times as well as good ones.'

Who are we without true friends?'

Ask the group to consider the value of developing true friendships in helping with future positive intentions.

LEARNING POINTS

- It is often the lonely who say they don't care about having friends
- Friends help us to see the positive in us
- Friends help us to see what still needs to be changed
- Friends support us in all that we do, and can help to create stability in safety in our lives

Time: 15 minutes

Elapsed time: 65 minutes

EXERCISE: THE CHOICE FOR CHANGE

HANDOUT: *CHOICE FOR CHANGE*

Split the group into two, and give each group the same handout. Ask them to read through the scenario, and ask one group to consider what would be the short and long term consequences if Robert chose to continue to act on his good intentions, and ask the other group to consider what the short and long term consequences would be if he chose to rely on old behaviours.

ROBERT

Robert was in phase two of the programme. He had learnt about his thoughts and feelings, and understood the harm he had caused important people in his life, through his violent temper. He wanted to put this all behind him, and had developed intentions to listen to people more, and allow others to have different opinions to him.

This had been working well, and for the first time in his life he was feeling truly valued and respected by people around him.

But he had been having a few difficulties with Tony. Tony was new to the programme, and was still feeling resentful and angry about being forced to confront his behaviours in the community. Secretly Tony was envious of the calm that some other residents showed.

Tony did not like Robert. His anger and resentment was being directed at Robert in the form of sarcastic comments, and that fact that Robert did not seem to be biting back just made him feel worse. But inside Robert was being badly affected by the comments. He knew they were not true, but could not stop thinking about them. He could feel himself moving closer and closer to wanting to attack Tony physically, to get rid of these feelings, and to show Tony he should not be messed with.

Robert was getting to the point where he felt he had no choice:

For the **good intentions** group, ask them to answer the following questions (suggestions noted below):

1: What could Robert do to keep his good intentions going?

Bring up this difficulty in the community

Talk to others and ask for help

Practice relaxation

Remind himself that he did not want to be controlled by others

Remind himself that this was Tony's problem, not his

2: What would happen if he did that in the short term?

Might feel a little weak, as he had not confronted Tony with anger

Might still feel upset temporarily

Might also feel strong for not having given in to the will of another

Might feel sorry for Tony and try to help him

Might get the issue resolved in community

3: What would happen if he did that in the long term?

Would be keeping on track

Another example of having succeeding in his good intentions

He and Tony could become friends

Ask the **old intentions** group to answer the following (Prompts underneath)

1: What could Robert do to satisfy his old desires?

Assault Tony

Seriously hurt Tony

Risk killing Tony

2: What might be the short term consequences of responding to old desires?

Satisfaction

A feeling of emotional release

Superiority

Fear from others in the programme

Kicked off the programme

Annoyance at having given in to his feelings

3: What might be the long term consequences of responding to old desires?

Up on an assault/murder charge

Loss of motivation for change

Loss of respect from the community

Loss of safety as future now uncertain

Loss of direction

Ask the group to present their findings and consider how much choice

Robert still had left open to him.

LEARNING POINTS

- We always have some degree of choice, if we give ourselves permission to see this
- Short term needs often get in the way of us seeing the 'whole picture'
- We can sometimes lie to ourselves, saying we have no choice, when what we really mean is 'we choose to get our short term needs met first and choose to ignore the long term'.
- The choices we make and the goals we set shape our whole lives
- Who we are going to be in the future will largely be influenced by the choices we make and the goals we set for ourselves now.

Time: 30 minutes

Elapsed time: 95 minutes

TUTOR:

Short-term goals are often influenced by immediate desires or wants and they tend to change as we mature. They soon lose their appeal and can produce disappointment.

Long-term goals are made up of our hopes, dreams, visions and ideas. This sort of goal should be set high enough to demand that we invest our very best to achieve it - it should be a worthwhile aim in life. It must also be something that we can realistically achieve. If it is too difficult, we will soon tire of reaching it.

All human beings have some kind of goals because we can't be human without making choices. We are not made to run on automatic pilot. Letting instinct alone rule our lives, letting instinct make our choices can and does get us into trouble.

You might like to reflect on the choices you have made in the past, the choice you made for example, that got you into this place.

INDIVIDUAL EXERCISE

HANDOUT: **IDENTIFYING PERSONAL GOALS**

ASK: How would you like the rest of your life to be?

What sort of choices can you make that will help you on this path?

So, how do we identify our goals? They are things;

- We dream about
- We plan for
- We work for
- We save for
- We aim for

Get them individually to answer the questions on the sheet.

What are your goals for your life?

E.g. To be a good father
 To have a stable relationship
 To have the respect of others

What do really want to feel from life, your life?

E.g. Love
 Comfort
 Respect
 Value

What choices do you need to make now in order for these goals to become a reality?

E.g. Be more trusting
Be more open
Be more flexible
Allow others to have different views
Respect rules and live by them

DISCUSSION

Get general answers about what people have identified as the choices they need to make in order for their life goals to become more likely. Ask them how much choice they have in putting these choices into practice.

LEARNING POINTS

- We always have the choice to change
- Targets for change need to be achievable and flexible (e.g. more...)
- We are therefore in control of our destiny, and our life goals

Time: 15 minutes

Elapsed time: 110 minutes

TUTOR:

It can be helpful to remember that for every choice we make, for every action we take there is a consequence. Make the right choice and that consequence will be positive. Whenever we come to a crossroads, we have to make choices.

HANDOUT: *My Learning Points*

Encourage the group to consider the targets for change arising from this session

Time: 10 minutes

Elapsed time: 120 minutes

Focus

SESSION 10: HANDOUT 1:

THE FENCE

'There once was a little girl who had a bad temper. Her mother gave her a bag of nails and told her that every time she lost her temper, she must hammer a nail into the back of the fence.

The first day the girl had driven 37 nails into the fence.

Over the next few weeks, as she learned to control her anger, the number of nails hammered into the fence daily gradually dwindled down. She discovered it was easier to control her temper rather than drive nails into the fence.

Finally the day came when the girl didn't lose her temper at all. She told her mother about it and the mother suggested that the girl now pull out one nail for each day that she was able to hold her temper. The days and weeks passed and the young girl was finally able to tell her mother that all the nails were gone.

The mother took her daughter by the hand and led her to the fence. She said, "You have done well, my daughter, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar in people just like the scars on this fence.

You can put a knife in a person and draw it out. It will leave a scar. It won't matter how many times you say sorry, the wound is still there. A verbal wound is as bad as physical one."

Focus

SESSION 10: HANDOUT 2:

CHOICE FOR CHANGE

ROBERT'S DILEMMA

Robert was in phase two of the programme. He had learnt about his thoughts and feelings, and understood the harm he had caused important people in his life, through his violent temper. He wanted to put this all behind him, and had developed intentions to listen to people more, and allow others to have different opinions to him.

This had been working well, and for the first time in his life he was feeling truly valued and respected by people around him.

But he had been having a few difficulties with Tony. Tony was new to the programme, and was still feeling resentful and angry about being forced to confront his behaviours in the community. Secretly Tony was envious of the calm that some other residents showed, like Robert.

Tony did not like Robert. His anger and resentment was being directed at Robert in the form of sarcastic comments, and that fact that Robert did not seem to be biting back just made him feel worse. But inside Robert was being badly affected by the comments. He knew they were not true, but could not stop thinking about them. He could feel himself moving closer and closer to wanting to attack Tony physically, to get rid of these feelings, and to show Tony he should not be messed with.

Robert was getting to the point where he felt he had no choice

Focus

HANDOUT 3: IDENTIFYING PERSONAL GOALS

So, how do we identify our goals? They are things;

We dream about
We plan for
We work for
We save for
We aim for

What are your goals for your life?

Examples: To be a good father
To have a stable relationship
To have the respect of others

What do you really want to feel from life, your life?

Examples: Love
Comfort
Respect
Value

What choices do you need to make now in order for these goals to become a reality?

E.g. Be more trusting
Be more open
Be more flexible
Allow others to have different views
Respect rules and live by them

Focus

Session Ten - Handout 4

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



FOCUS

SESSION ELEVEN

RAPID CHANGE

FOCUS

SESSION ELEVEN: RAPID CHANGE

SESSION AIMS:

- To introduce the idea of change happening quickly.
- To introduce the concept of quantum Change.
- To note personal experiences of Quantum Change.

REHABILITATIVE NEEDS TARGETED

- Enhancing motivation for change
- Distorted thinking
- Planning

MATERIALS:

- Flip Charts
- OHP transparencies
- OHP
- Marker pens

HANDOUTS/OVERHEADS:

- OHP - Cycle of change
- 1 - Insight to Change
 - 2 - Spiritual Change
 - 3 - My Quantum Change
 - 4 - My Learning Points

GROUP MEMBER WELCOME

Targets for change review

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR:

In the last session we looked at how we all have choices about identifying our long term future plans, and working out what choices we need to be making now in order for those goals to become a reality.

CYCLE OF CHANGE REVIEW

TUTOR: In the induction module we looked at how change is thought to happen, through discussion of the *Cycle of Change*.

OVERHEAD ONE: THE CYCLE OF CHANGE

TUTOR: Ask whether the group can remember what each stage is about. Go through to remind them (drawing from the group if they have the knowledge, or leading if not):

E.G. for giving up smoking:

Pre-Contemplation - To contemplate means to think or to consider something. Therefore pre-contemplation means to be in a state *before* thinking about change. (*Still smoking - quite happy smoking cigarettes*).

Contemplation - Thinking about changing. (*Realising smoking may be a problem*).

Action - Taking steps to make changes. (*Attempts to stop smoking - for example tries wearing 'patches'*).

Maintenance - Maintaining the new changes. This period may last for a long or short time. (*E.g. continuing to be smoke free*).

Exit - The old behaviour is no longer of concern.

Relapse - Could represent a 'lapse' (One off) or a more serious return to the old behaviour. This can 'blur' into Precontemplation before the individual contemplates changing. (*Begins smoking again*).

LEARNING POINT

- This model implies that change takes a long time

Time: 10 minutes

Elapsed time: 25 minutes

TUTOR: This model or theory shows that change can take a long time. This is the generally accepted model of how change occurs but it is only recently that another way that change occurs has been fully considered.

DISCUSSION: PERSONAL EXPERIENCE OF CHANGE

ASK: Think about the times you have made changes in your life. How did it happen? (Ask the Group to share).

TUTOR: To write Group's responses on board under either of two headings: - Gradual Change (Cycle) or 'Model 2 Change'.

TUTOR PROMPTS

Gradual change

Getting older
Get more distant
Learn to drive

Model 2 change

End a relationship
Stop smoking
Changing a thought
The light bulb moment

TUTOR: Highlight the 'Model 2' change - a quicker, more instantaneous experience.

LEARNING POINTS

- Some changes happen quicker than others
- Some big longer changes require several quick changes to happen first

Time: 10 minutes

Elapsed time: 35 minutes

TUTOR: This second model is what we are considering today. It is called 'Quantum Change'. It has been examined by one of the world's leading addictions experts, Dr William R. Miller. He has noted that this is a very common way in which people change, but not often thought about.

GROUP DISCUSSION: QUANTUM CHANGE

HANDOUT: *Insight to Change*

Provide the handout and read through the following story on insight:

"One night I was walking in Harlem. I enjoyed the people there, and I was fine. Nothing ever happened to me in the streets there. In fact, I kind of like the street life in New York. But my life had begun to turn sour because of drinking, casual sex. The whole pace of life was nuts, and the man I was living with was also not well balanced. There was abuse, which created a real violent home life. The whole situation just began to break down over a period of time. So anyway, I was tootling up to the club to hear some famous jazz group and to meet my man, and on the way I saw an incident happen in the street with a man and a woman who I think were tipsy. They weren't real drunk, but they had an argument and he hit her and her purse went flying. It just shook me up. That kind of thing does that to me. I kept walking and thinking, "Hey, this is not where you want to be." I got more and more depressed, and I made the first prayer I had made in many, many years... so I made my first prayer in years and years and I said a very simple thing. I said, "God if you exist, get me out of this, cause I can't do it by myself. I am a lost woman here."

This woman then went on to be an active and famous civil rights leader.

TUTOR: Ask the group to consider if they, or anyone they have ever met, have had a 'light bulb' moment, when they suddenly understood or saw something differently, which then had an effect on their behaviour.

TUTOR PROMPT

If no-one can think of one, get them to consider Thomas Edison, who invented the light bulb, going to his backers for more money. They refused initially, as they told him he had failed 2400 times, and wasted their money. He told them that he had simply found 2400 WAYS NOT to make a light bulb, and was very close to getting it right. The backers instantly saw the situation from a different perspective, and gave him the money!! Three months later he had found the right solution.

LEARNING POINTS

- If we are open to, insight changes can occur often and quickly
- If we are closed to it, we may remain blind for a long time

Time: 15 minutes

Elapsed time: 50 minutes

DISCUSSION: SPIRITUAL CHANGE

HANDOUT: *Spiritual Change*

TUTOR: Read through the handout on spiritual quantum change, and ask the group to consider if they, or anyone they have met, has experienced 'suddenly seeing the light' spiritually.

If no-one has, ask them to consider what the experience must have been like for Bill, and how it changed his whole life (He was the central thrust behind Alcoholics anonymous) and that of other people.

LEARNING POINTS

- Change can be instant and lifelong
- Change can be a major turning point in one's life
- One change can affect us in many different ways

Time: 15 minutes

Elapsed time: 65 minutes

DISCUSSION: CHANGE IS INEVITABLE

Put up on the flipchart the following phrase:

'CONSTANT CHANGE IS HERE TO STAY'

Get the group to consider what this statement means (Change is all around us, and will always be).

Get the group to consider whether it is possible NOT to change? (NO)

TUTOR PROMPTS

We will always get older
Time always move forward
Our bodies are constantly changing
Our moods are always changing
Our thoughts are always changing

LEARNING POINTS

- Instant change is all around us, and in us
- It is not WHETHER we can change but rather HOW to change
- Change will happen to us whether we like it or not, the only question is how much we want to control those changes

Time: 10 minutes

Elapsed time: 75 minutes

CHARTLIST

Get the group to consider changes that are happening all the times to us, such as that noted above, and get them to consider how much control they could choose to have to instantly influence those changes

TUTOR PROMPTS

CHANGE

Our bodies getting older:
Our thoughts:
Time moving forward
Other people's behaviour

CONTROL

Exercise, eat well, relax
Choosing to be mindful, self challenge
Choosing to fill that time with joy
(boredom can make time slow)
Choosing not to let it influence us

LEARNING POINTS

- We can choose to have instant control over constant change
- Change is not a big thing that happens at some point in the future, it is a rapid thing that happens in small ways all the time
- Sudden and big change is just as possible as sudden and little change, if we are open to it

Time: 15 minutes

Elapsed time: 90 minutes

INDIVIDUAL EXERCISE

HANDOUT: *My Own Quantum Change*

TUTOR: Ask the group to fill in the handout, and comment on their own experiences of quantum change, and whether it has ever caused long lasting changes for them.

Discuss what they think they could do to **MAKE** quantum change more likely to occur in their lives

TUTOR PROMPTS

Being open to the idea of quantum changes

Being mindful of their own decision making processes

Listen to the views of others

Gathering information on topics that are important to us

LEARNING POINTS

- We can control the likelihood of quantum changes happening in our lives
- We need to plan for change, both small and large
- We can do this by changing our immediate behaviour, and being mindful of our thoughts

Time: 15 minutes

Elapsed time: 105 minutes

HANDOUT: *My Learning Points*

TUTOR: Bring the session to a close: provide the learning points handout, reminding them to consider targets for change they can take into the community.

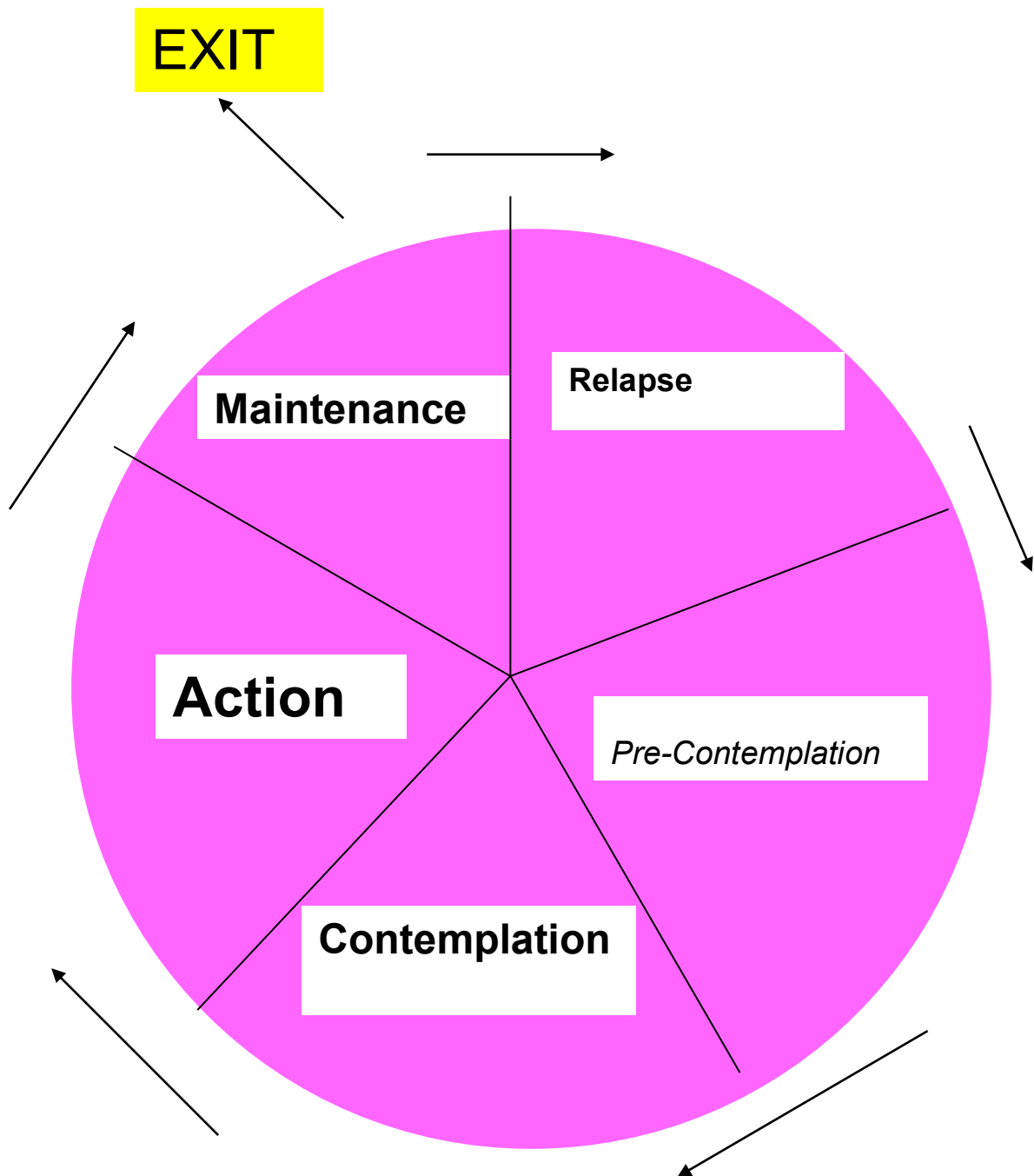
Time: 15 minutes

Elapsed time: 120 minutes

Change

Session eleven - OHP 1

The Cycle of Change



Focus

SESSION ELEVEN - Handout 1

Quantum Insight Change

Insight - for example where a situation, event or circumstance may give you a new 'perspective' on life and you decide to change. E.g. Scrooge.

"One night I was walking in Harlem. I enjoyed the people there, and I was fine. Nothing ever happened to me in the streets there. In fact, I kind of like the street life in New York. But my life had begun to turn sour because of drinking, casual sex. The whole pace of life was nuts, and the man I was living with was also not well balanced. There was abuse, and physical abuse of me, which created a real violent home life. The whole situation just began to get worse over a period of time. So anyway, I was tootling up to the club to hear some famous jazz group and to meet my man, and on the way I saw an incident happen in the street with a man and a woman who I think were tipsy. They weren't real drunk, but they had an argument and he hit her and her purse went flying. It just shook me up. That kind of thing does that to me. I kept walking and thinking, "Hey, this is not where you want to be." I got more and more depressed, and I made the first prayer I had made in many, many years... .. so I made my first prayer in years and years and I said a very simple thing. I said, "God if you exist, get me out of this, cause I can't do it by myself. I am a lost woman here."

This person went on to become a civil rights activist and social reformer.

Focus

SESSION ELEVEN: Handout 2

QUANTUM SPIRITUAL CHANGE

'Spiritual' - There are differing interpretations (Some have noted up to 15 types - Dr Chris Cook 2004) of what 'spirituality' is. Some people experience powerful spiritual experiences or encounters which deeply affect their beliefs, opinions and behaviours. People describe this in differing ways for example an 'epiphany' or 'light bulb moment'.

Bill Wilson, founder of Alcoholics Anonymous had such an experience...

"My depression deepened unbearably and finally it seemed to me as though I were at the bottom of the pit. I still gagged badly on the notion of a Power greater than myself, but finally, just for a moment, the last vestige of my proud obstinacy was crushed. All at once I found myself crying out, "If there is a God, let Him show Himself! I am ready to do anything, anything!" Suddenly the room lit up with a great white light. I was on a mountain and that a wind not of air but of spirit was blowing. And then it burst upon me that I was a free man."

Focus

SESSION ELEVEN - Handout 3

My own Quantum Change

Please answer the following questions. Just answer in your own words.

1. Do you think the theory of 'Quantum Change' exists? Why?
2. Have you ever had a similar experience? Please describe. Has it made lasting change in your life?
3. Do you think such an event is possible in your life if you haven't had one? Can you make a 'Quantum Change' happen?

Focus

SESSION ELEVEN - Handout 4

My Learning Points

The learning points for me from this session are: -

I have benefited from this session because of: -

The targets for change I need to set for myself as a result of this session are: -



FOCUS

SESSION TWELVE

THE CHALLENGE TO CHANGE



FOCUS

SESSION TWELVE: THE CHALLENGE TO CHANGE

SESSION AIMS:

- To gain acceptance of change as a continual and dynamic process
- To understand that change includes overcoming hurdles
- To introduce the group to maintenance and relapse change strategies
- To identify daily living targets for change.

REHABILITATIVE NEEDS TARGETED

- Enhancing motivation for change
- Distorted thinking
- Planning

MATERIALS:

- Flip Charts
- OHP transparencies
- OHP
- Marker pens

HANDOUTS/OVERHEADS:

- 1- Tony VIGNETTE
- 2- Summary sheet
- 3- Daily living targets for change
- 4- My Learning Points

SESSION 12: THE "CHALLENGE TO CHANGE"

GROUP MEMBER WELCOME

Targets for change review

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In the last session we looked at quantum changes, both large and small, and considered the possibility that change is always happening, with the only real choice being the extent to which we chose to be actively involved in that process.

Now we shall look more deeply at the 'challenge to change' that we talk so much about in the Kainos community - that opportunity to maybe do something positive with our lives.

GROUP DISCUSSION

Ask: So if change is all around us, and is happening all the time, does that mean we don't need to do anything, 'just let the change happen?'

TUTOR PROMPTS

We can let change be done to us, or choose which change we want to occur
Every decision we take about what we think, what we feel and what we do is a little 'change' in action
Each decision for change we make has an impact on everything that happens next

LEARNING POINTS

- Whatever we do, we are always actively involved in the change process, even if we choose to do nothing (time and situations still move on)

Time: 10 minutes

Elapsed time: 25 minutes

TONY VIGNETTE

HANDOUT: TONY VIGNETTE

Read through the following vignette, of Tony, who we met in the last session.

'Tony did not like it when Robert brought up that he was calling people unpleasant names and being verbally abusive to people within the community. He felt he was trying his best, but felt put down that others weren't noticing. To defend himself he said 'I don't care anyway, they are all losers. I don't even want to change'.

Despite the help from the community, over the next few days Tony was even more unpleasant to the people around him. He started finding that people avoided him, but he told himself he didn't care. When people did come up to him he assumed they were after something, so was very suspicious, and would shout at them if they tried to say anything.

After several days. Tony was convinced that he could not change and that the programme was no good for him'

Ask the group to consider the following questions:

Was Tony actively involved in making any changes happen to him?

If so, what were these changes?

What were the challenges for him to change helpfully?

How much could he choose to put these changes into practice?

What would have helped him to do this?

LEARNING POINTS

- Change happens to us, even if we try not to
- Whatever we do, there are consequences for our actions
- To change insight is the first stage of change
- To change behaviour is the second stage of change

Time: 15 minutes

Elapsed time: 40 minutes

TUTOR: Remember that Greek word, Kainos meaning a New Beginning or a Fresh start. It is never too late to take a new road on life's journey, but life is short, and all too soon our journey is at an end.

And just by being on the programme you have already changed your life's journey as by now you may:

- Feel differently - about yourself and others.
- Have new attitudes
- Have met new people and made new friends.

It is always good to remember that for every action we take there is a reaction, a consequence. These consequences can be good or bad depending on the sort of action we take or decision we make.

GROUP DISCUSSION: The reality of change

ASK: What is the reality of change? Does it go at the same speed and always in the desired direction?

Encourage the group to consider how change is likely to occur for them in reality; and how to overcome the inevitable hurdles that will come their way

TUTOR PROMPTS

Life's journey is made up of hills and valleys-The good times and the not so good - the ups and downs of life.

Life sometimes seems full of problems and at other times it seems to be all plain sailing.

It is all about how we deal with those problems.

There are those who rush in without thinking and those who look for the best solution.

CHARTLIST EXERCISE: HOW TO COPE WITH HURDLES

ASK: What can we do when a hurdle comes our way, as it will?

Ask the group to consider the difference between RELAPSE (going back to square one, throwing the baby out with the bathwater, 'it was all a waste of

time), to the notion of the LAPSE (a predictable slip, a learning experience, something to motivate us for renewed effort)

Encourage the group to consider RELAPSE mentality consequences, to LAPSE mentality consequences

RELAPSE MAN

'I might as well give up, this just proves I can't change'

Go back to previous behaviours and lose all hope of change

Maybe even get worse than before as 'there is no point'.

Blame others for their mistakes, as too painful to accept their own responsibility

Feel like a failure- Self label as a failure

LAPSE MAN

Take responsibility from the lapse

Learn from the experience

Put into place plans to reduce the likelihood of another slip

See the slip as only in one area of his life

Pick up the pieces and move on

LEARNING POINTS

- Even the best plans come up against hurdles
- We can still choose to accept the challenge of the hurdle, and overcome it, or choose to let it overwhelm us
- We can learn from hurdles and challenges

Time: 20 minutes

Elapsed time: 60 minutes

TUTOR:

The true meaning of taking the 'challenge to change', is not to make changes when life is easy, but to keep those going when things are more difficult- To maintain focus on your long term goals.

GROUP DISCUSSION

Put up the phrase: 'When the going gets tough, the tough get going'

Ask the group what their understanding of this statement is

- Those who succeed are those who put extra energy in when they are faced with problems, rather than avoiding them or blaming others.

LEARNING POINTS

- True motivation for change can be seen when people stick with their targets for change, even when they are finding it tough to do so

Time: 15 minutes

Elapsed time: 75 minutes

TUTOR: Kainos is all about change. Inner change. A Challenge to Change. Which just by being on the programme you are confronting every day.

Your friends who have not had the benefit of a Kainos programme will also have changed, but probably not in a direction they find to be helpful. They will more than likely still be using unhelpful behaviours to manage the change around them.

GROUP EXERCISE

Encourage the group to consider how they might choose to keep any changes going that they have found useful on the programme, once they meet back with people outside of the community, or following release, who have not change. Explain that we will be coming back to this important issue in more detail in the 'Citizenship' module. Explain these are called MAINTENANCE behaviours

TUTOR PROMPTS

MAINTENANCE BEHAVIOURS

Remembering every day the benefits of continued positive change on their

- * Future
- * Security
- * Purpose/direction
- * Self respect
- * Respect for others
- * Consequences on loved ones

Learning how to say NO to the temptations from others

Making new friends

Keeping away from old associates

Accepting and learning from lapses

Developing positive structured daily routines

Keeping the process going every day

LEARNING POINTS

- We have to learn to accept that others around us may not support our desire for change
- We need to remain strong in our own resolve, and find people who do support us
- We need to take one step at a time, and remain mindful

Time: 15 minutes

Elapsed time: 90 minutes

TUTOR: All these skills can be practice in the safety of the Kainos Community, which sets out to give you the tools to change.

Imagine you are on a 'Stop off' on your life journey. A six month stop off.

It might well be, that this change in your life, being sent to prison, has come as a shock. Maybe you have previously drifted into things that were not good. Try to think of this time as a gift. A gift to you from Kainos.

CHARTLIST

ASK: What are the opportunities open to you every day on the programme, that help with managing change?

TUTOR PROMPTS

- * Learn (facts, principles & values).
- * Make use of this experience (Friendship, community & support)
- * Be honest with yourself (look at yourself - session 1) and others.
- * Grow (change) as a person.
- * Build relationships.

LEARNING POINTS

- Everything you need to manage change outside is available to you within the programme, if you choose to accept it
- Identifying and practicing your targets for change helps with this process

Time: 10 minutes

Elapsed time: 100 minutes

HANDOUT:

Summary Sheet

HANDOUT:

Targets for Change

HANDOUT:

My Learning Points

Encourage the group to place the targets for change they have identified during the module on the targets for change sheet.

Time: 15 minutes

Elapsed time: 115 minutes

Focus

SESSION TWELVE: Handout 1

TONY VIGNETTE

Read through the following vignette, of Tony, who we met in the last session.

'Tony did not like it when Robert brought up that he was calling people unpleasant names and being verbally abusive to people within the community. He felt he was trying his best, but felt put down that others weren't noticing. To defend himself he said 'I don't care anyway, they are all losers. I don't even want to change'.

Despite the help from the community, over the next few days Tony was even more unpleasant to the people around him. He started finding that people avoided him, but he told himself he didn't care. When people did come up to him he assumed they were after something, so was very suspicious, and would shout at them if they tried to say anything.

After several days. Tony was convinced that he could not change and that the programme was no good for him'

Please consider the following questions:

Was Tony actively involved in making any changes happen to him?

If so, what were these changes?

What were the challenges for him to change helpfully?

How much could he choose to put these changes into practice?

What would have helped him to do this?

Focus

SESSION TWELVE: Handout 2

Summary Sheet

MAKING THE MOST OF CHANGE

1: Plan for coping with the downs as well as the ups

2: Remember every day the benefits of continued positive change on your

- * Future
- * Security
- * Purpose/direction
- * Self respect
- * Respect for others
- * Consequences on loved ones

3: Learn the skills you need for release within the programme by:

- * Learning (facts, principles & values).
- * Making use of this experience (Friendship, community & support)
- * Being honest with yourself (looking at yourself) and others.
- * Growing (changing) as a person.
- * Building relationships.

4: Setting daily targets for change such as

- * Listening more to a particular person
- * Writing down your thoughts
- * Being open to challenge
- * Considering the views of others

5: Live as if your good intentions are already part of you

REMEMBER: CONSTANT CHANGE IS HERE TO STAY

HOW MUCH DO YOU WANT TO BE IN CONTROL OF WHAT CHANGE HAPPENS TO YOU?

Focus

SESSION TWELVE: Handout 3

DAILY TARGETS FOR CHANGE

Change is itself a constantly changing process. Thinking about when you first arrived in the community, what were your big targets for change then?

How are they different to now?

What are the daily living targets for change you have set yourself (or could set yourself over the next few days)?

Focus

SESSION TWELVE - Handout 4

My Learning Points

The learning points for me from this session are: -

I have benefited from this session because of: -



FOCUS

SESSION THIRTEEN

TEMPERANCE



FOCUS

SESSION THIRTEEN: THE ART OF TEMPERANCE

SESSION AIMS:

- To understand the thinking pattern of addictive behaviour
- To identify daily living change in addictive behaviour

REHABILITATIVE NEEDS TARGETED

- Enhancing motivation for change
- Impulsivity (Need for immediate gratification)
- Planning
- Drug abuse/dependence

MATERIALS:

- Flip Charts
- OHP transparencies
- OHP
- Marker pens

HANDOUTS/OVERHEADS:

- 1- Definitions of addiction and dependence
- 2- Tim case study
- 3- Consequences of alcohol use
- 4- My Learning Points

GROUP MEMBER WELCOME

Targets for change review

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In the last few sessions we have looked at the general concept of change, and how we can begin to change ourselves within relationships. Today we are going to look briefly at the concept of addictions, and how these fit into the change process. Whilst we are only going to look at smoking and alcohol, what we are talking about today can be applied to any addictive behaviour, such as over eating, gambling, sexual addiction etc

CHARTLIST

ASK: What is an addiction?

Chartlist their replies, gaining agreement that it means depending on something, even though it may cause harm:

HANDOUT: *Definition of addiction and dependence*

ad·dic·tion n

1. a state of physiological or psychological dependence on a drug liable to have a damaging effect
2. great interest in something to which a lot of time is devoted

de·pend·ence or de·pend·ance n

Also called dependency

1. a need for something or somebody to be available in order to exist or survive
2. a physical or psychological need to use a drug or other substance regularly, despite the fact that it is likely to have a damaging effect

Highlight that often when people think of addictions, they use words like 'uncontrollable', but these are not in the definitions of addiction and dependence.

DISCUSSION

Encourage the group to consider why using the word 'uncontrollable' is unhelpful when thinking about change (It means that you can't control your addiction or dependence, so change cannot occur)

Encourage the group to think about any addictions or dependencies they may have had in the past (legal or illegal), and think about whether, over time, their behaviour, attitudes and feelings towards their dependence changed.

TUTOR PROMPTS

May have not liked e.g. smoking at first but persevered

May have got a real hit from heroin at first, but less after

May have felt in control at first, then controlled by the behaviour later

May have had times where tried to change behaviour (if only for a few days, or even hours)

May have change hour by hour (e.g. more in the morning, less in the afternoon, more at night etc)

LEARNING POINTS

We can become as much trapped by our labelling of our addictions, as by the addiction itself.

If we assume we can't change, then we either won't even try, or will try for a short while with the expectation we will fail- We set up a self fulfilling prophecy

An addiction or dependence does NOT mean we have no control over this behaviour, rather it creates a strong desire to behave in a certain way, but these desires and thoughts are always changing

With awareness, focus and motivation we can use these constantly occurring small changes to build up gradually bigger ones

Time: 15 minutes

Elapsed time 30 minutes

TIM CASE STUDY EXERCISE

TUTOR: Read through the following true case study, and ask the group whilst they listen to think about the attitudes and beliefs that made Tim behave the way he did, as they will be discussing this after

HANDOUT: *TIM Case Study*

Tim started smoking when he was eleven and the habit persisted. By the time he was twenty he was a two-pack a day man and it was about then that he first noticed pain in his left leg. This always came on after he had walked a certain distance, and before long he realised that the distance was getting steadily shorter. He wasn't too keen on seeing a doctor about this as he was already fed up with being told that he should quit smoking.

In the end he had to go, and the GP sent him to hospital for tests that had something to do with the blood flow in the arteries of his legs. Finally, the consultant had him in.

'You have Buerger's disease,' he said. This is a fairly rare disease of arteries affecting young men in much the same way as commonly happens to quite old people. Your arteries are inflamed and are rapidly developing thickened linings and raised bumps that are making it harder for the blood to get through. When you walk, the arteries in your left leg are not able to supply as much blood as your muscles need. That's why you have pain.'

So what causes it?'

'Smoking.'

'I thought you would say that. Don't ask me to stop.'

'I'm not asking you. Listen, if this disease goes on getting worse, you are going to lose your left leg.'

'What do you mean?'

'The main artery will close off, and when that happens your foot and lower leg will turn black and will shrivel up. This is called gangrene and it means your leg will have to be removed. Do you understand?'

'Yes.'

As soon as he was out of the consulting room Tim lit a fag. A month later his left leg was amputated, but they gave him a nice artificial leg and he was able to get along quite well to the newsagents on the corner every morning to buy his cigarettes.

Soon, however, the pain started in his right leg and before the year was out, that too, had to be amputated. This made it a bit harder to get to the newsagents, but a motorised wheelchair solved that problem. At the age of twenty-three Tim began to have a pain in his right hand and within a month or two he had lost the use of it. First the fingertips and nails became black and narrowed, then, quite suddenly, he lost all feeling in his hand and forearm and the whole of his lower arm went black. A third amputation followed.

By now, his parents were frantic with worry and tried everything to get him to stop smoking. The newsagent agreed not to supply him, but Tim had a good friend who got them for him in a supermarket. He justified this by saying to his mates in the pub, it's the only pleasure the poor bugger has left.

Finally, Tim's left hand went, and managing the cigarettes became a bit of a problem. At this point, Tim decided that the people who made and sold cigarettes ought to have warned him properly about what could happen. So he got legal aid and persuaded a solicitor to take up his case against the tobacco manufacturers. This gave him a new interest in life.

Source:

*Medical Curiosities and Mistakes by Dr R. M. Youngson - Originally:
'Buerger's 4 Limb amputation - smoker. BMJ 14th December 1991. Page 1538*

ASK: The following questions:

1. Why do you think Tim did not want to give up?

*Attitudes/beliefs: Did not want to be told what to do
I need to smoke
The benefits of smoking still outweigh the costs*

*Feelings: Pleasure from smoking
Anger at others 'nagging'*

2. What could you say to make Tim give up?

Nothing to MAKE him give up

Help Tim look at the longer term consequences (make the costs outweigh the benefits)
Help Tim look at what other pleasures he was losing in life to keep smoking (and could keep if he changed)
Once he accepted there was a value to change, help him to see he also had the ability to change
Always leave the choice with him

3. Could anything have been done for Tim when he was 11?

Help him see the longer term consequences earlier
Look at distracting him with other incompatible activities (more sport etc)

4. Would it have helped to enforce Tim by law to give up smoking?

This would have made him even more likely to carry on!

5. What was really holding Tim back from positive change?

His attitudes and beliefs about smoking, and his attitudes to listening to advice from others

DISCUSSION

Encourage the group to consider what this tells us about people's addictions

LEARNING POINTS

Without challenge our attitudes and beliefs about addiction can force us to behave in highly self destructive ways

Without support it can sometimes feel easier to destroy ourselves than change our thoughts, feelings and behaviour (The fear of change)

We always hold the power to change in our hands, it is only about making choices to use that power that is the truly difficult step

Time: 20 minutes

Elapsed time: 50 minutes

EXPECTATION EXERCISE

TUTOR: Put the following statement up on the board:

'When I have a drink I expect to be.....'

CHARTLIST the range of responses

E.g.: Happy, confident, relaxed, sociable, talkative, aggressive, nasty

ASK: Why do you expect to be that way (that is what has happened in the past)

EXPLAIN: When we respond to our addictions, before anything is even in our system, based on our past experiences we have strong expectations of how we are going to be. Research has shown that these expectations are so powerful that they can make people behave according to these expectations, even when they have been given no drug or alcohol at all!! (Give the example of a recovering alcoholics hospital that tested this hypothesis, and gave some of their patients orange with quinine in it, and told them they were being given orange and gin- They all got drunk!)

EXPLAIN: There is a part of the brain called the mesolimbic pathway, where all drugs have their effect, which is linked to the pleasure centre of the brain. Drugs feed this pleasure centre, which is why they are so desirable (Give the example of experiments in the US in the 60s when they put electrodes into rats brains, and gave them levers to press, one which stimulated their pleasure centre, and one which gave them food... The rats pressed the pleasure centre lever- Until they died!)

EXPLAIN: Humans, unlike animals, have the ability to stimulate pleasurable responses just by thinking about it, which is why attitudes and beliefs about our addictions are so important when considering change. And very often we choose to focus on the positives of our addictions, even in the face of considerable evidence that they are being unhelpful for us.

Time: 15 minutes

Elapsed time: 65 minutes

GROUP DISCUSSION

Go back to the list of words the group associated with using alcohol.
Encourage them to notice that most (if not all) the words were positive-
Ask them to consider whether that meant all of their drinking experiences
had resulted in positive feelings (NO)

TUTOR PROMPTS

Ever ended up in a fight where they experienced pain?
Ever drunk and insulted a friend?
Ever drunk and regretted a behaviour the next day?
Ever drunk to the point of sickness?
Ever felt really rough the next day?

Once a few negative examples have been elicited, ask the group to consider
why these negatives to drinking were not the first thoughts that came up
(In order to justify feeling good about drinking, we need to suppress any
beliefs or experiences which go against that feeling!)

Ask the group to consider what might happen to their drinking or illegal
drug behaviour if they ONLY could bring to mind negative experiences-
(They would feel more negative about their substance use, and would be
less likely to drink or use).

EXPLAIN: There is a technique called aversion therapy, which uses this
understanding of how humans work. There is a drug called antabuse (or
Disulfiram), which is given to people who do not want to drink. If they try,
this drug makes them violently sick even if they have a tiny amount (putting
on aftershave with an alcohol base would be enough to trigger the
reaction). So whenever they think about drinking, their response is to feel
literally 'sick at the thought'. This technique is successful in about 30% of
cases!

LEARNING POINTS

By being aware of, and challenging our distorted thinking, we can change
our attitudes and feelings towards our addictions

The more negative thoughts and feels we have about our addictions, the
more likely the desire for behavioural change becomes

Time: 15 minutes

Elapsed time: 80 minutes

ALCOHOLICS POEM EXERCISE

HANDOUT: *The Alcoholics Poem*

TUTOR: Read through the following poem

Alcohol

I drank for happiness, and became unhappy.
I drank for joy, and became miserable.
I drank for sociability, and became
argumentative.
I drank for sophistication, and became
obnoxious.
I drank for friendship, and made enemies.
I drank for sleep, and woke up tired.
I drank for strength, and felt weak.
I drank for relaxation, and got the shakes.
I drank for courage, and became afraid.
I drank for confidence, and became doubtful.
I drank for conversation, and slurred my
speech.
I drank to feel heavenly, and ended up
feeling like hell.

DISCUSSION

Encourage the group to consider where this person is in their cycle of change, and what might need to happen next in order for more change to occur.

Encourage the group to consider what calling himself an alcoholic might suggest

TUTOR PROMPTS

Used to have a really positive view of drinking
Sees his drinking negatively now
Has bad feelings now about his drinking
Not clear if he feels he has the power to change
Needs to feel more confident of putting change into practice

Ask the group to consider what might happen to this person if they only continue to feel negative about their drinking (Even though they hate it, if they cannot see a positive alternative may go back to it, hate themselves even more, and drink more!)

LEARNING POINTS

Only having negative views about our current behaviour is not enough.

We also need to feel we have the positive power for change within us

We need to be able to see how we want to be, not just how we don't want to be

Time: 15 minutes

Elapsed time: 95 minutes

MAKING CONSEQUENCES REAL

HANDOUT: *Negatives of excessive Alcohol Use*

Allow the group to read through the handout

ASK: On this handout is information about the problems associated with excessive drinking. How many of you have truly never known these costs of drinking excessively? (Likely either very few or no-one in the group)

So what needs to happen for these risks to become real for us, and for us to change our attitudes and beliefs about alcohol, or any other unhelpful addiction?

TUTOR PROMPTS

Link feelings about our behaviour into things that matter (eg negative effect on important people in our lives)

Take a longer term perspective (eg do I really want to risk dying in ten years time?)

Remain mindful of the **WHOLE** picture of our addiction

Know that we have the skills and power for change

Know how we want to be once the addiction is no longer part of our lives

Start with small changes, which make bigger change more likely

LEARNING POINTS

It is always possible to temper our physiological response to our addictions, if we know what to focus on first (our beliefs and feelings)

We need to be honest with the whole picture of our addiction to ourselves and others

Knowing where we want to be instead creates a positive desire for change

Focusing on the change skills we already have, and building upon them, creates increased confidence in putting change into practice

Time: 15 minutes

Elapsed time: 110 minutes

HANDOUT: *My Learning Points*

Encourage the group to consider their targets for change, specifically for their attitudes and feelings towards any previous addictions they may have had.

Focus

SESSION 13: Handout 1

Definitions

ad · dic · tion n

1. a state of physiological or psychological dependence on a drug liable to have a damaging effect
2. great interest in something to which a lot of time is devoted

de · pend · ence or de · pend · ance n

Also called dependency

1. a need for something or somebody to be available in order to exist or survive
2. a physical or psychological need to use a drug or other substance regularly, despite the fact that it is likely to have a damaging effect

Focus

SESSION THIRTEEN: Handout 2

TIM: A TRUE CASE STUDY

Tim started smoking when he was eleven and the habit persisted. By the time he was twenty he was a two-pack a day man and it was about then that he first noticed pain in his left leg. This always came on after he had walked a certain distance, and before long he realised that the distance was getting steadily shorter. He wasn't too keen on seeing a doctor about this as he was already fed up with being told that he should quit smoking.

In the end he had to go, and the GP sent him to hospital for tests that had something to do with the blood flow in the arteries of his legs. Finally, the consultant had him in.

'You have Buerger's disease,' he said. This is a fairly rare disease of arteries affecting young men in much the same way as commonly happens to quite old people. Your arteries are inflamed and are rapidly developing thickened linings and raised bumps that are making it harder for the blood to get through. When you walk, the arteries in your left leg are not able to supply as much blood as your muscles need. That's why you have pain.'

So what causes it?'

'Smoking.'

'I thought you would say that. Don't ask me to stop.'

'I'm not asking you. Listen, if this disease goes on getting worse, you are going to lose your left leg.'

'What do you mean?'

'The main artery will close off, and when that happens your foot and lower leg will turn black and will shrivel up. This is called gangrene and it means your leg will have to be removed. Do you understand?'

'Yes.'

As soon as he was out of the consulting room Tim lit a fag. A month later his left leg was amputated, but they gave him a nice artificial leg and he was able to get along quite well to the newsagents on the corner every morning to buy his cigarettes.

Soon, however, the pain started in his right leg and before the year was out, that too, had to be amputated. This made it a bit harder to get to the newsagents, but a motorised wheelchair solved that problem. At the age of twenty-three Tim began to have a pain in his right hand and within a month or two he had lost the use of it. First the fingertips and nails became black and narrowed, then, quite suddenly, he lost all feeling in his hand and forearm and the whole of his lower arm went black. A third amputation followed.

By now, his parents were frantic with worry and tried everything to get him to stop smoking. The newsagent agreed not to supply him, but Tim had a good friend who got them for him in a supermarket. He justified this by saying to his mates in the pub, it's the only pleasure the poor bugger has left.

Finally, Tim's left hand went, and managing the cigarettes became a bit of a problem. At this point. Tim decided that the people who made and sold cigarettes ought to have warned him properly about what could happen. So he got legal aid and persuaded a solicitor to take up his case against the tobacco manufacturers. This gave him a new interest in life.

FOCUS

SESSION THIRTEEN: Handout 3

An Unknown Alcoholic's Poem

Alcohol

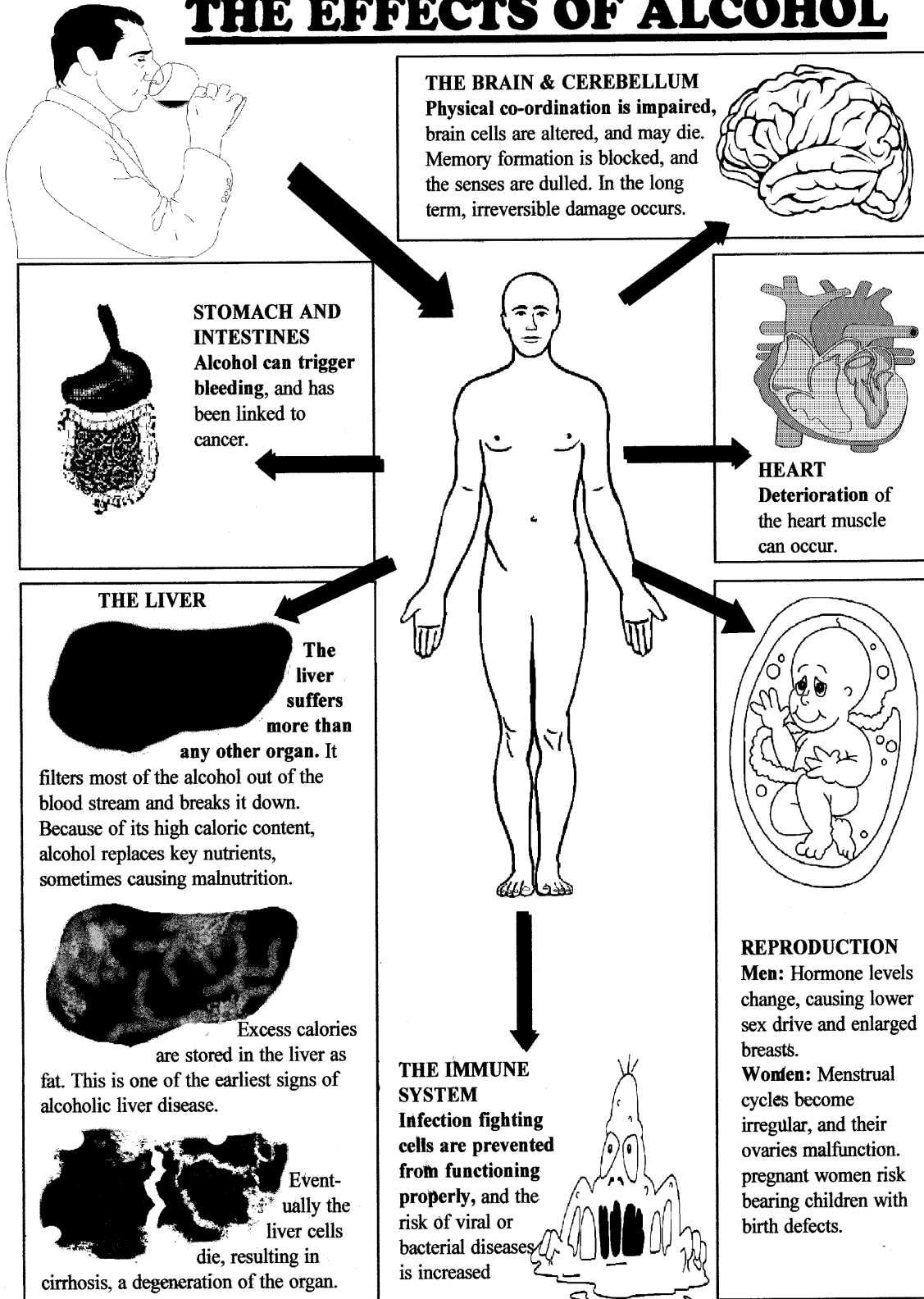
I drank for happiness,
and became unhappy.
I drank for joy,
and became miserable.
I drank for sociability,
and became argumentative.
I drank for sophistication,
and became obnoxious.
I drank for friendship,
and made enemies.
I drank for sleep,
and woke up tired.
I drank for strength,
and felt weak.
I drank for relaxation,
and got the shakes.
I drank for courage,
and became afraid.
I drank for confidence,
and became doubtful.
I drank for conversation,
and slurred my speech.
I drank to feel heavenly,
and ended up
feeling like hell.

Author unknown.

FOCUS

SESSION 13: Handout 4 CONSEQUENCES OF ALCOHOL

THE EFFECTS OF ALCOHOL



Recreated from diagram by Joe Lertola in TIME magazine.

FOCUS

SESSION THIRTEEN - Handout 5

My Learning Points

The learning points for me from this session are: -

I have benefited from this session because of: -

The targets for change for my addictions that I need to set for myself as a result of this session are: -



FOCUS

SESSION FOURTEEN

HOW TO CHANGE

FOCUS

Session Fourteen: How Can I Change?

Session Aims:

- For participants to understand how positive affirmations can benefit and facilitate a lifestyle of change and self-improvement.

Rehabilitative needs targeted:

- Boosting self esteem
- Challenging cognitive distortions
- Enhancing motivation to change

Materials/Handouts:

- 1 - Affirmation
- 2 - Negative to positive affirmation
- 3 - Positive affirmations
- 4 - Imprinting
- 5 - My Learning Points

Flipchart:

- Visualising
- Affirming
- Affirmations
- Affirmation Guidelines
- Changing Negative Bricks
- Imprinting
- Read - Picture - Feel

Video:

Psychology of Football

GROUP MEMBER WELCOME

Targets for change review: Gain feedback as to what forward plans individuals have identified as a result of the last session specifically for their substance use.

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In the last few sessions we have looked at the conscious, and sub-conscious, and how we need to develop positive self beliefs to increase our levels of free motivation.

This motivation then helps us to become creative in problem solving, it creates drive and energy and helps us to plan for the future.

An important way to forward plan is to become familiar and comfortable with the technique of visualising.

F/CHART: VISUALISING - creating a mental picture or image.

TUTOR: You may be unfamiliar with the word 'visualising', or it may be a little strange to you using it in this way. We all focus daily. TV adverts work on this principle when we are shown the same products over and over again, until we can see ourselves either using that product or seeing some benefit of what is being shown. If you look at a clothes catalogue, you usually order clothes or trainers you like and can see yourself wearing.

IMAGINAL EXPOSURE EXERCISE

Ask the group to sit themselves comfortably in their chairs

TUTOR: Get a clear idea in your mind of something you like doing - either in or out of prison. It could be a sport, hobby, anything you really enjoy.

Now relax, close your eyes, and for one minute just focus and imagine you are doing what it is you have chosen.

Make sure that you are making the image as real as possible. Think about what the materials you are touching feel like, what smells this hobby or activity would have, what noises you are hearing, what you are seeing going on around you. Imagine the activity as if you are really there.

NB. Explain that it is best to close their eyes so as not to be distracted, and that you will time them for the minute.

After one minute, ask participants....

ASK: What was it like imagining doing something pleasurable?

TUTOR PROMPTS

For some it might be hard at first to make it real
Focus on those who had the strongest experience
Focus on the positive feelings it elicited

LEARNING POINTS

Our imagination can be so powerful it almost feels like we have done the thing we imagined in real life

The more we can imagine how we want things to be, the more it is like being there already!

Time: 20 minutes

Elapsed time: 35 minutes

TUTOR: You have just experienced 'visualizing' it's that simple and normal!! This is just a technique that will help us implement any change we have decided on. Remember how we looked previously at how our thoughts affect our future.

The nut and compass exercise showed that if we think strongly about something we move towards it. Visualizing is a way of concentrating our thoughts in a positive direction

Don't worry if the mental picture is a bit 'fuzzy' at first, or if other thoughts flit in and out of your mind. This process does

take practice, although it is a very natural process. What helps most to get that clear picture, is to have a very clear idea of what it is you want, where you are going and how you want things to be. We will cover these ideas further as we move on.

TUTOR: In the nut and compass exercise we thought where the nut wanted to go, then it moved. This is how we change ourselves, we think of the new way, focus in this new way and move towards that change.

TUTOR: It is important to think carefully about the changes you **WANT** to make, not feel that you have to. In the **MOTIVATION & CHOICES** session, we looked at how we restrict ourselves when we say we 'have to'. So any personal change should be because you 'want to.'

To put the process of change into motion and to keep it constantly and continuously in our sub-conscious, we can also use a simple technique called **AFFIRMING**.

F/CHART: Affirming - visualizing a new and positive change.

F/CHART: **POSITIVE AFFIRMATIONS** - statements of belief about change (positive).

TUTOR:

There is a specific way to write down our affirmations to positive change.

It is a simple process and easy to do - your biggest challenge is to make it a regular part of your daily routine.

When we write down our affirmations and focus on this as though the new change has taken place, then we begin the first step to make lasting changes. We are effectively putting a new picture of ourselves into our sub-conscious with new, positive beliefs about our self which will become stronger than the old negative beliefs as we affirm ourselves daily.

HANDOUT: *Affirming*

POSITIVE SELF AFFIRMATION

TUTOR: In order to have clear positive self affirmations, we need to take each negative brick and turn it into a positive affirmation. There is a simple way to do this and if you follow this technique, it will help you to write a clear affirmation.

HANDOUT: *Negative Brick: > Positive Affirmation*

TUTOR: You can see from the example on the handout that by using the method of problem>solution>affirmation, it becomes easy to create a clear picture of what you want.

There are three vital rules for writing your affirmation:

F/CHART: It must be personal. That is written for you, so it will begin with or have 'I' in it.

It must be in the present tense -You write your affirmations as though they are already achieved.

It must be positive - it needs to have positive emotion words which help create positive motivation and give you a clearer picture. Words such as calm, relaxed, healthy etc all help give us a sense of how we want to feel.

TUTOR: Consider the following example of making a desired change.

F/CHART: Example (Changing negative bricks):

PROBLEM
Negative brick

I get worked up easily and
I'm reactive and intolerant.
I don't listen well.

SOLUTION
What I want

Calm
Tolerant
Listen better.

AFFIRMATION
Positive statement of new belief

I am a calm person
I listen to other people's point of view
I am relaxed in the company of other people

PERSONAL: It should have 'I' in it. Only write it for you.

PRESENT TENSE: Write it as though it is already achieved.

POSITIVE EMOTION: Use positive, emotion or 'feeling' words.

i.e. calm, healthy, responsible, trusting, relaxed

INDIVIDUAL POSITIVE SELF AFFIRMATION EXERCISE

TUTOR: Now I would like you to spend time looking at your negative bricks or the areas in which you want to make changes and using the examples we have talked about, we can begin to turn those negative bricks into positive affirmations.

TUTOR: Now, let us write our own personal affirmations and if anyone requires help, please ask. Obviously these are personal affirmations and so will be treated as confidential.

TIP: Do not rush this activity. Encourage participants to find their own space to write their affirmations and regularly check if anyone requires help.

HANDOUT: *Positive Affirmations*

Ask the group to feedback examples of the positive affirmations they have identified.

LEARNING POINTS

We can all turn negative self beliefs into positive affirmations

This is the first step in making these part of our daily living

Time: 40 minutes

Elapsed time: 75 minutes

IMPRINTING

TUTOR: Now you have written down some of your affirmations, the next stage is to start putting them into your subconscious (where all the work takes place), so that it becomes a part of your belief system.

We call this process IMPRINTING.

F/CHART: IMPRINTING - putting our new belief (affirmation) into our subconscious level.

HANDOUT: *Imprinting - Tutor to issue.*

TUTOR: Once you have written your affirmations, there are three easy steps to imprinting:

F/CHART: READ - your affirmation.

PICTURE - focus on the new change.

FEEL - a positive emotion.

TUTOR: Read, picture and feel each affirmation you have written, this will guide you to the changes you want. Promise yourself you will try it and see for yourself how simple and effective this process is.

The best times to do this process is first thing in the morning and last thing at night when we are in our ALPHA MODE. This is simply a day' dream state when our subconscious is most receptive to anything we put in it. However, anytime of the day or night is a good time to do this process. The more often you read, picture and feel your affirmations, the quicker change takes place.

The only way to make permanent, personal change is to start where our beliefs are formed in the first place. This is in the sub-conscious mind.

Time: 10 minutes

Elapsed time: 85 minutes

VISUALISATION VIDEO AND DISCUSSION

TUTOR: To confirm the importance of visualizing as part of our affirmation process, we can see from the following video clip how practicing in our minds the way we want things to be, actually helps us to move towards achieving our new change. It also further reiterates that our subconscious does not know the difference between an actual event and one that we visualize or vividly imagine.

VIDEO: Psychology of Football. Set at ..'practising in our minds'

DISCUSSION:

Invite feedback, comments and questions on the video and participant's thoughts about what this video told them about using their mind for change.

LEARNING POINTS

Visualisation techniques are widely used to improve performance

These techniques are not just useful to change negative behaviour, but also to improve even more on positive behaviour

The process takes practice, but with practice, like anything, it becomes much easier

Our minds need to be working towards desired changes in order for our bodies to follow

Our minds need to act as if change has already occurred

Time: 20 minutes

Elapsed time: 105 minutes

TUTOR: In the next session, we will be looking at how to keep ourselves focused on our new changes. We also look at the important role goals play in giving us a structure and purpose, thereby raising our self-esteem.

HANDOUT: *My Learning Points.*

Ask the group to identify targets for change relating to how they are going to use positive affirmations and imprinting

Time: 15 minutes

Elapsed time: 120 minutes

Foetus

Session fourteen - Handout 1

AFFIRMING

Focusing on a new positive change

AN AFFIRMATION

is a statement of belief
to positive change

*

It must be personal.

- Written for you, so you begin with 'I...'

*

It must be positive.

- Use emotional target words.

Calm, relaxed healthy etc

*

It must be present.

- Write it as though you have
the change you want.



Foetus

Session Fourteen - Handout 2 Negative to Positive

EXAMPLES:

Negative Brick

I am not clever

I don't trust anyone

I need alcohol/drugs
cope with life

Positive Affirmation.

I enjoy learning

I feel confident when I
learn new information

I make friends easily

I look for positive things
in other people

I am a secure person in
control of my life



Foetus

Session Fourteen - Handout 3 Positive Affirmation

How Can I Change?



Restructuring statements into positive affirmations

Personal examples:

Negative Brick

Positive Affirmation.

Focus

Session Fourteen - Handout 4

Imprinting

**Putting our new belief (affirmation)
into our subconscious level.**

Focus

Session Fourteen - Handout 5

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



FOCUS

SESSION FIFTEEN

KEEPING FOCUSED

FOCUS

Session Fifteen: Keeping Focused.

Session Aims

- Developing self-motivation and using goal-setting processes for participants to use as part of a long-term strategy of self-development.

Rehabilitative needs targeted

- Planning
- Reducing impulsivity
- Enhancing goal directed thinking

Materials/Handouts:

1. Function Regulator Revisited
2. Goal-setting
3. Draw Watch Here
4. 12 Guidelines
5. My Learning Points

Flipchart:

- Goal Definition
- Conscious/Subconscious Motivator
- Goal Stepping Stones
- Your Brain as a Filter

Exercise:

Watch-face/Identity Card

GROUP MEMBER WELCOME

Targets for change review

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: When we achieve something we have been working for we get a boost to our self-esteem and self worth.

We have worked through how our beliefs are formed and have started to eliminate some of those negative beliefs and replace them with positive beliefs by using affirmations.

The best way to keep ourselves and our thinking focused is to set goals.

FLIPCHART

ASK: What is a goal? Why do we call it 'scoring a goal' in football?

F/CHART: Goal Definition:
1. Object of effort
2. Destination.

ASK: Why bother having goals. Why not just see what the next day brings?

Ask the group to consider what a game of football would be like if there was nothing to shoot at (pointless)

LEARNING POINTS

Goals give us purpose and something to aim for

Having goals enables us to start to plan how we are going to achieve them

Having goals helps to keep us focused

Without goals we just drift

Time: 10 minutes

Elapsed time: 25 minutes

TUTOR:

We need goals to keep our thought process functioning, but if we don't positively set goals our sub-conscious just repeats what we do - so tomorrow feels just the same as today and we feel that nothing is changing. We feel stuck - we don't let ourselves see that we could have a positive future.

We need to have a clear idea of what our goals are. Just as we used the VISUALISING technique to imagine ourselves achieving our goals.

PERSONAL GOAL SETTING

TUTOR: What we need to do is write down our goals. We can have medium term goals and long term goals - the key is to want to achieve your goals and understand the personal benefit of achieving them. Look at the goal setting handout, think carefully about what your goals are and why you want to achieve them. Write down just your most important goal to begin with under each section.

HANDOUT: *Goal setting.*

EG:

My main goal for this sentence is: To learn a trade

My main goal for the TC is: To learn to make better relationships

My main goal following release is: To provide for my children

DISCUSSION:

When they have completed their three main goals, ask them to consider what makes a good goal

TUTOR PROMPT

They are SMART:

S- Specific
M- Measurable
A- Achievable
R- Realistic
T- Time boundaried

Get the group to look at their goals and see whether they fulfill all these criteria. If they do not, get them to consider how they might change that goal to be more SMART

Ask the group to feedback their three main goals which hopefully are now SMART-Ask the rest of the group to see whether they could help to improve the goals to become even more SMART.

LEARNING POINTS

Goals need to make it more likely we will get somewhere, not risk setting us up to fail- This can be done by making sure they are SMART

Time: 20 minutes

Elapsed time: 45 minutes

TUTOR:

Your goals should challenge you, but not overstretch you. Another important point to consider when goals-setting is goal 'stepping-stones'. These help to keep you motivated towards your goal, and as you pass through each stepping stone, this achievement also raises your self-esteem. Linking your daily targets for change to your long term goals is a method of developing these stepping stones.

F/CHART: GOAL STEPPING STONES - example:

You can have as few or as many stepping-stones as you want.

Main Goal: Running my own business

<u>Stepping stone 1</u>	(Courses/education/training to gain experience helpful to my goal).
<u>Stepping stone 2</u>	(Get information on relevant training / (employment and courses out of prison).
<u>Stepping stone 3</u>	(Release and (Employment)

Stepping stone 4 (Employment in a business related to my Goal)

Stepping stone 5 (My own business my goal is now achieved)

Ask the group to consider what targets for change they have identified within the TC might help with each of these stepping stones eg:

Learning to listen to others

Learning to think things through and plan

Building positive professional relationships

Building supportive personal relationships

Positive self talk

LEARNING POINTS

Goals need to be broken down into manageable steps

Each step requires certain skills to achieve

Many of these skills can be practiced right now as targets for change

Time: 15 minutes

Elapsed time: 60 minutes

TUTOR: As we set goals we give ourselves a new focus and a direction with a new importance. When we have a positive focus, we also notice new information to help us towards our goals.

The brain works as a filter, attending to what is important to us, and ignoring what we feel is unimportant. We shall see how this works with a quick exercise.

DRAWING EXERCISE

TUTOR: If you are wearing a watch, **WITHOUT LOOKING AT IT**, draw the face of your watch in detail. Do not look at your watch at any time

If you are not wearing a watch, **WITHOUT LOOKING AT IT**, draw the detail of your identity card.

HANDOUT: *Draw Watch Here.*

TUTOR: Now check your drawing against your actual watch or ID card.

DISCUSSION:

Get the group to consider what bits they picked up on correctly, and which they did not, and why this might be

LEARNING POINT

We only tend to remember the things we focus on most

Time: 15 minutes

Elapsed time: 75 minutes

TUTOR: The reason we can look at something regularly, like a watch or I.D. card, and still not notice the detail is because the brain is filtering out the detail as it is not important.

This is why setting ourselves goals is important. As we set our goals, we determine what is important to us and then our brain starts to notice more information to help us towards our goals.

DISCUSSION

TUTOR: A good example of your brain being used to filter information to achieve a goal is when we try to park a car in a busy car park- THIS IS OUR GOAL.

Ask the group to consider all the things we start to focus on that allows our goal to eventually be reached eg:

People with bags walking back to their car
Reverse lights coming on
Smoke from car exhausts
Movement of other cars

Then ask them to consider how much these cues would be noticed as we later left the car park:

Some would and some wouldn't as our brain would now be focusing on a new

goal- To get out of the car park safely

LEARNING POINT

Our brain is constantly focusing on information that helps lead us towards our goals- But in order to do this, it needs to know what our goals are.

Time: 15 minutes

Elapsed time: 90 minutes

TUTOR: Now we have a deeper understanding of our thinking process and other functions of our mind we can gain confidence to:

- Start to eliminate our negative beliefs.
- Think effectively to avoid blind spots
- Be aware of who we listen to.
- Be aware of what we say to ourselves.
- Remember everything we do well/ feel good about
- Step from behind our comfort walls.
- Think of the positive changes we want.
- Make those positive changes.
- Affirm the new changes daily.
- Motivate ourselves internally
- Set ourselves positive goals.
- Keep focused on ourselves and our future.

HANDOUT: *Twelve Guidelines.*

Go through the handout, encouraging the group to remind each other of what each section means

Time: 10 minutes

Elapsed time: 100 minutes

TUTOR: In the last session of this module, we will use our imagination to help identify the short term goals that will make the medium and long term goals more likely to be achieved.

HANDOUT: *My Learning Points.*

TUTOR: Ask the group to consider any additional targets for change

that have arisen as a result of this session.

Time: 15 minutes

Elapsed time: 115 minutes

FOCUS

Session Fifteen - Handout 1

My main goal for this sentence is:

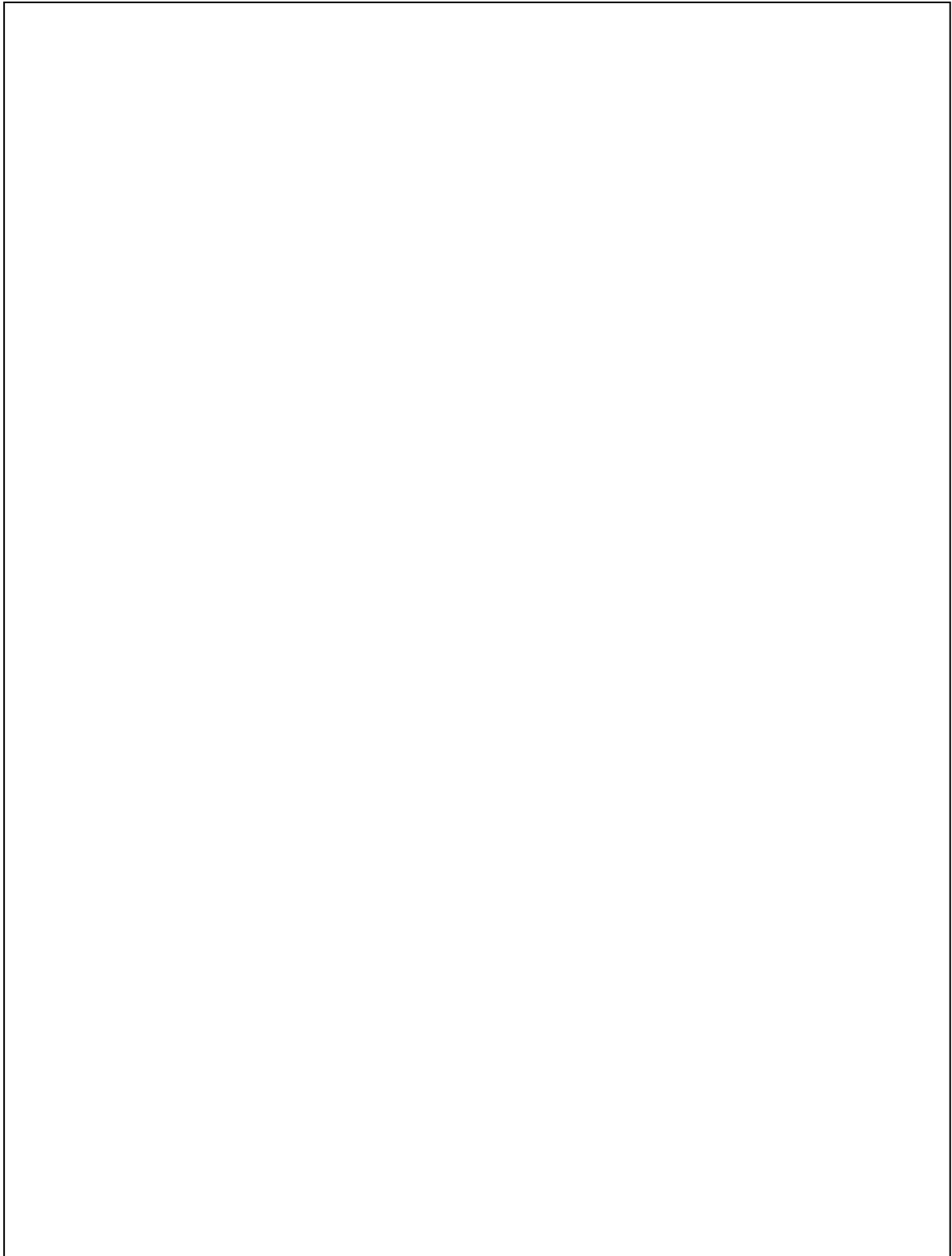
My main goal for this programme is:

My main goal following release is:

FOCUS

Session Fifteen - Handout 2

Draw your watch here or some other familiar item: -

A large, empty rectangular box with a thin black border, intended for a drawing. It occupies the majority of the page below the text prompt.

Focus

Session Fifteen – Handout 3

Twelve Guidelines for focusing on change

Now we have a deeper understanding of our thinking process and other functions of our mind we can gain confidence to:

1. Start to eliminate our negative beliefs.
2. Think effectively to avoid building blind spots.
3. Be aware of who we listen to.
4. Be aware of what we say to ourselves.
5. Remember everything we do well /feel good about.
6. Step from behind our comfort walls.
7. Think of the positive changes we want.
8. Make those positive changes.
9. Affirm the new changes daily.
10. Motivate ourselves internally.
11. Set ourselves positive goals.
12. Keep focused on ourselves and our future.

Focus

Session Fifteen – Handout 6

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself as a result of this session are:-



FOCUS

SESSION SIXTEEN

LIVING PREFERRED FUTURES

FOCUS

Session Sixteen: Preferred futures

Session Aims

- To help the group identify the smallest markers for change
- To help the group experience living their preferred future
- To help the group remain mindful of their goals

Rehabilitative needs targeted

- Planning
- Reducing impulsivity
- Enhancing goal directed thinking

Materials/Handouts:

- Flipchart paper
- Pens
- Jim VIGNETTE
- Module Target
- My Learning Points

GROUP MEMBER WELCOME: (To the last session of the module)

Targets for change review

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In this module we have considered how to focus our energies into creating positive changes for ourselves. We have looked at goal setting, and how to break these goals down into smaller, more manageable chunks, linked to our targets for change. But as we saw in the last session, our brain is active all the time, which means that we must have tiny goals in our heads every second of every day. A type of psychological treatment called Solution focused therapy suggests that if we can be aware of these tiny positive goals, then our short, medium and long term goals become even more likely to be achieved. So in this final session we are going to do two things, one to look at how we can identify these tiny, daily living targets for change using the power of visualisation, and making our long term goals feel more real, by creating a poster of ourselves once we have succeeded.

ACTING AS IF.... VIGNETTE

HANDOUT: JIM VIGNETTE

TUTOR: Handout the following short story and read it through. Get the group to consider what small markers for change had occurred for Jim, that made him feel better about himself:

Jim decided he was fed up feeling depressed. He has been told about acting 'as if' and decided that the next day he was going to act as if he was feeling happy, even if he did not really feel it.

That night, for the first time in months, he slept soundly.

When he woke up the next day, he remembered his promise to himself. So he got out of bed with a smile on his face (even though he did not feel happy). His partner commented on his smile, saying how nice it was to this. Jim felt a little better about this (But was still not happy). He decided to put on his favourite clothes, and as he looked in the mirror he felt a little better (but still not happy). He went downstairs and chose to make his partner breakfast, as this is what he would do if he was happy. When his

partner came down, she was surprised to see breakfast made, and gave Jim a big hug. He felt better about this (but still not happy). He chose to talk to his partner about her day, as this is what he would do if he was happy. She was pleased that he was taking an interest, and they had a pleasant conversation. He felt better about this (but still not happy). He ate a good breakfast, which was his favourite, bacon and eggs, as this is what he would do if he was happy. He felt better about this. He kissed his partner goodbye as she went off to work and she kissed him back. He felt better about this. He decided to go and see a friend, as this is what he would do if he was happy. He walked down the street and noticed that it was warm and sunny. He felt better about this. When he arrived at his friend's house, his friend was pleased to see him. Jim gave his friend a big smile-... Because he felt happy.

DISCUSSION

Encourage the group to think about all the tiny things Jim had done, just because he had decided to 'act as if he was happy', that ultimately had made him actually feel that way.

TUTOR PROMPTS

Smiled at his partner
Made her breakfast
Talked to his partner
Decided to kiss her
Put on his favourite clothes
Noticed the warm day
Decided to see his friend

Ask the group to consider what was happening to the filter in his brain as he was taking these decisions (Helping him to reach his goal of being happy by noticing things that made him feel better)

LEARNING POINTS

We can make hundreds of small decisions every day that can positively change what we think, how we feel, how we behave, and how people around us react to us

Time: 15 minutes

Elapsed time: 30 minutes

SOLUTIONS FOCUSED EXERCISE

EXPLAIN: One way to help us know what to look out for is to imagine living in what is know as our 'preferred future'. This exercise, if you let it, can help you to do this.

Ask the group to get settled into a comfortable position in their chairs, and lead them through the following solution focused visualization exercise (It helps immensely if they can do this with their eyes closed:

TUTOR: I want you to imagine that you go to sleep in your cell tonight and have a really good sleep. In the middle of the night, whilst you are soundly asleep, a miracle occurs. That miracle is that all the things you have been wanting to change about how you think, feel and behave have happened, and you are now the person you have always wanted to be.

So when you wake up, think about what you might notice about yourself as you still are lying down that would tell you this miracle had happened. When might you wake up, earlier, later? How might your body feel? More relaxed, more full of energy? How might you get out of your bunk differently if you were thinking and feeling just as you wanted to be? What might your padmate notice that had changed about you? How might you talk to him differently? How might he talk back to you? As you wait for your breakfast, what different thoughts about the day ahead might you have? How might you react to the people around you, if you were being just the person you have always wanted to be? How might you react to the staff? As you eat your breakfast, how might you eat it differently? How might it taste in your mouth differently? As you go through your day, how might you react to the day's activities, if you are being exactly the person you have always wanted to be. Who else might notice this change in you? Who might you call, or write to, to tell them about these changes? What might you write in the letter, or tell them on the phone? As you go to bed that night, how would feel about yourself, your situation, your future, and the people around you, if you had spent the whole day being exactly the person you had always wanted to be?

CHARTLIST

Ask the group to discuss the small things they had noticed about

themselves thinking, feeling or behaving differently, if there were being the person they had always wanted to be. Focus on those in the group who got most out of the exercise and chartlist the results

TUTOR PROMPTS

Feeling more relaxed
Enjoying the food more
Being more pleasant to other people
Thinking about positives rather than negatives
Responding to the positives of what people said, and ignoring the put downs or wind ups
Listening more to what other people said
Talking more

LEARNING POINTS

We have the ability to put small, helpful changes into practice whenever we wish
To put them into practice we need to know what they are
To put them into practice we need to allow ourselves to try
When we try, we need to congratulate ourselves for having done so

Time: 15 minutes

Elapsed time: 45 minutes

POSTER EXERCISE

TUTOR: To help cement some of these changes into your unconscious, it can be helpful to have a vivid image in our minds of what it will be like to have lived these changes for some time. So you now have the next hour to put together a poster of what life will be like for you, once you have kept all these small changes going for several months.

As you put your poster together, consider the following:

If you were to draw your face, what would it look like after having lived your preferred self for several months?

Who else would be in your picture, and how would they look?

What would you be doing differently in a few months time eg education, sport, contacting family, within employment, with other people?

How much closer would you be to the goals you put down in the last session?

What statement would you put at the top of the poster that would describe yourself at this point eg Peter is feeling confident, hopeful and valued in the community?

Allow time for them to complete the poster and, for those who wish, to feedback their poster to the rest of the group.

TUTOR: Get feedback on the how the group have found this module, and what they are going to be taking from it to continue practicing within the TC. Get them to feel in a module target for change sheet.

Time: 60 minutes

Elapsed time: 105 minutes

HANDOUT: *Module target for change sheet*

Ask the group to consider all of the targets for change they have identified during this module, and put the top three into the target for change sheet. Ask them to consider how others will see that they are practicing these within the TC and within the group.

Time: 15 minutes

Elapsed time: 120 minutes

Focus

SESSION SIXTEEN: Handout 1

JIM VIGNETTE

Jim decided he was fed up feeling depressed. He has been told about acting 'as if' and decided that the next day he was going to act as if he was feeling happy, even if he did not really feel it.

That night, for the first time in months, he slept soundly.

When he woke up the next day, he remembered his promise to himself. So he got out of bed with a smile on his face (even though he did not feel happy). His partner commented on his smile, saying how nice it was to this. Jim felt a little better about this (But was still not happy). He decided to put on his favourite clothes, and as he looked in the mirror he felt a little better (but still not happy). He went downstairs and chose to make his partner breakfast, as this is what he would do if he was happy. When his partner came down, she was surprised to see breakfast made, and gave Jim a big hug. He felt better about this (but still not happy). He chose to talk to his partner about her day, as this is what he would do if he was happy. She was pleased that he was taking an interest, and they had a pleasant conversation. He felt better about this (but still not happy). He ate a good breakfast, which was his favourite, bacon and eggs, as this is what he would do if he was happy. He felt better about this. He kissed his partner goodbye as she went of to work and she kissed him back. He felt better about this. He decided to go and see a friend, as this is what he would do if he was happy. He walked down the street and noticed that it was warm and sunny. He felt better about this. When he arrived at his friend's house, his friend was pleased to see him. Jim gave his friend a big smile-... Because he felt happy.

FOCUS

SESSION SIXTEEN: HANDOUT 2

MODULE TARGETS FOR CHANGE

What are the main learning points you are going to take from the module and practice in the TC?

How will other people know that you are doing this? What will they see?

List the five smallest targets for change that you can achieve within the next two weeks