

Feelings Box

Phrases

Write these phrases on index cards and place them in the Feelings Box.

I feel angry when....

I feel happy when....

The most embarrassing thing that has happened to me was....

The feeling we don't talk about in my family is...

The feeling most difficult for me to talk about is...

I felt sad when...

I was excited when...

I felt silly when...

I was proud when...

It hurts my feelings when...

I was really upset when...

I was glad when...

I was so scared when...

I feel mad when...

I feel calm when...

I get frustrated when...

My happiest family memory is...

I feel angry at my sister/brother when...

I feel confused when...

I felt discouraged when...

Feelings Face Case

Feelings Session: Middle School

This activity introduces young people to a wide variety of feelings and reinforces the concept that all feelings are okay.

Description

The facilitator reminds the children that people can have many different emotions on a daily basis. Children will be given a chance to share from their own experiences as they write captions for each of the faces.

After a brief discussion on feelings, the facilitator passes out the Feelings Face Case worksheets to each group member. Instructed to write a caption for each facial expression, children discern the feeling each face represents and then write an appropriate caption. They can work in pairs if desired. (This option can help facilitate the socialization process for them.) The facilitator, offering any assistance

the children may need to complete this activity, moves about the group and checks in with each child. The facilitator should remind the children that it's okay to ask for help with this exercise and that he/she is available for that purpose.

After everyone has finished writing, the children have the option of sharing a caption they wrote for any facial expression. A discussion follows in which group members relate an occasion when they have had a similar expression, describing the circumstances and the feelings that accompanied that expression. The activity is concluded by talking about the freedom that comes from letting go of feelings by sharing them with safe people.

Materials Needed

- Copies of Feelings Face Case worksheet (on next page)
- Pencils

Feelings Face Case Worksheet

What feelings do you suppose each person is experiencing? Why do you suppose they are having those feelings?



Feeling: _____



Feeling: _____



Feeling: _____



Feeling: _____



Feeling: _____



Feeling: _____



Feeling: _____



Feeling: _____



Feeling: _____



Feeling: _____

Feelings Tagalong

Feelings Session: Elementary School

This activity helps children to identify feelings and share them.

Description

The facilitator chooses a child to be the STAR. Identify five children who will play feelings. Ask the STAR what feelings he/she has had today. (Prompt, if necessary: happy, sad, angry, excited, etc.) Assign each of the five children one of the feelings. Have all of the “feelings” hook arms, with the STAR in the middle. Then say to the STAR, “Take a walk....”

Tell the “feelings” to apply some resistance (e.g., hold firmly in place). Ask the STAR,

“How does that feel?” Ask the STAR if he/she would like the walk to be easier. If yes, then tell him/her to share a specific feeling and then the “feeling” will let go. If children are comfortable, they may share why they are feeling a particular feeling. After the child releases a feeling, again tell him/her to walk. Tell the child that he/she may share as many feelings as he/she likes. Repeat until the child has shared as many feelings as he/she desires.

Repeat this activity as time allows so that other children have a chance to be the STAR.

Materials Needed

- None

Feelings Wheel

Feelings Session: Elementary and Middle School

Promotes the expression of emotions and helps young people to communicate in new and exciting ways.

Description

The facilitator has the children sit in a circle on the floor with the Feelings Wheel Spinner in the middle. Using the template provided, cut the wheel out of cardboard and attach the spinner in the middle with a metal fastener. The wheel is divided into eight spaces, each with a different feeling. Four of the feelings are comfortable ones and four are uncomfortable ones. Explain to the children that with a spin of the wheel, they will find themselves in the land of feelings. The facilitator should also participate in this activity to point out its value and importance for the group.

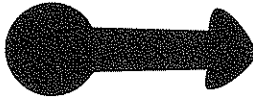
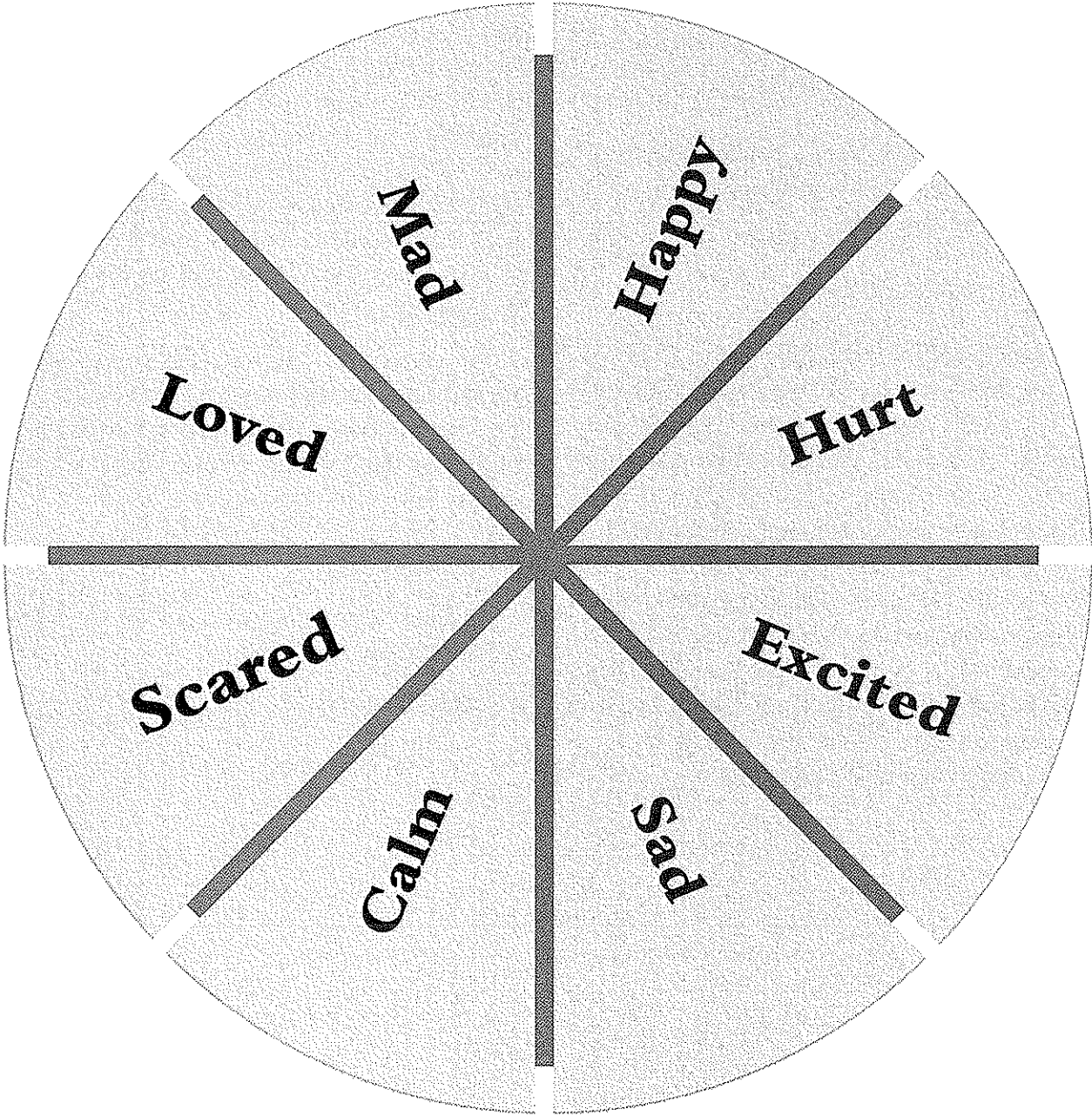
One by one the children spin the wheel and then share a time they experienced the feeling on which the spinner stops. After a child shares a particular feeling, others may also tell about a time that they felt the same way. After two or three rounds the facilitator begins a discussion about how people experience many different feelings each day and how we often feel better when we share our feelings with others.

This activity not only validates young people's feelings but also helps them to realize they are not alone. Along the way comes the realization that feelings are okay and that sharing them with safe people is healthy.

Materials

- Feelings Wheel spinner divided into eight feelings (on next page)
- Metal fasteners

Feelings Wheel



Fill in Your Feelings

Feelings Session: High School

This activity helps young people identify people, things, and situations that affect their feelings.

Description

The facilitator gives each participant a copy of the worksheet and explains that this exercise can help teens identify those people and situations that tend to affect their feelings the most. It can reveal much about their feelings as well as information about their relationships. Tell the participants to take a few minutes to fill out the worksheet.

After participants have completed the worksheet, the group can discuss responses, one item at a time. The facilitator asks if

people in the group want to share what they wrote down but should not demand more self-revelation than participants are comfortable giving. Other participants can then share their responses, noting if they are similar to or different from the others.

The facilitator should explain to the young people what it means to “stuff” feelings and not deal with them. Explain that it is like carrying around a bag of rocks. The young people can share feelings they stuff and discuss them in the group. All are amazed at how sharing feelings, especially ones they usually stuff, makes them feel better.

Materials Needed

- Copies of Fill in Your Feelings worksheet
- Pencils

Fill in Your Feelings Worksheet

1. I feel good when

2. I am angriest when

3. In school I am happiest when

4. In school I get angry when

5. In school I get sad when

6. Some of the feelings I "stuff" are

7. At home I am happiest when

8. At home I am saddest when

9. I feel happy with friends when

10. I am sad when my friends

Guess My Feeling Game

Feelings Session: Elementary School

This activity assists children in identifying and expressing their feelings while at the same time developing congruency between their inner feelings and outer appearances.

Description

The facilitator begins the game by asking a volunteer to come forward and whisper a feeling in the facilitator's ear. The child then turns his/her back to the group. The facilitator directs the group to chant the magic chorus, "Turn, turn, turn in place, with a feeling on your face." As the group chants, the child slowly turns around and silently shows the feeling. After the other children correctly identify the expression, the child shares a time he/she experienced that particular feeling. The facilitator helps children use "I" statements in sharing feelings (see Phrases for the Feelings Box, 4-95).

This game works best when enough time is allotted to give each group member at least two chances to show a feeling to be guessed. The facilitator follows up this exercise with a brief discussion about how we all have many similar feelings every day and that it's okay to talk about them with people we trust.

An option here is to have children look in a mirror after they put their feeling faces on. This is a powerful way for them to develop congruency on the outside for the feelings they experience on the inside. Assist shy children in doing this exercise by offering to do it with them. After they've tried it once, they are usually ready to go solo the next time. Sometimes it's necessary to give a child some assistance, not only in picking a feeling but also in creating the facial expression that can go along with it.

Materials Needed

- None

Healthy Decisions

Problem Solving Session: Elementary and Middle School

This activity helps children identify how feelings are associated with decisions they make and how they can make decisions to take good care of themselves.

Description

The facilitator writes each step of the decision-making formula on a large writing surface (posterboard for a reusable lesson aid or a chalkboard/flipchart for a temporary aid).

Explain the directions to the children:

Today we will learn to use a decision-making formula that can help us make healthy decisions. The formula is up on the board. It is Feelings + Good Choices = Healthy Decisions. Let's go through an example of how this formula works. You use this formula when you have a decision you need to make. For example, let's say you've found out that a friend has told something you shared with them that you wanted to be a secret. We'll call this the situation.

Next you think about your feelings about the situation. What might some of your feelings be? (Wait for answers. Put answers in the squares of the model.) What are some choices you could make based on your different feelings? (Wait for answers. Put answers in the squares of the model.) If you made each choice, what might happen? (Wait for answers for each choice and record.) If each of these things happened, what feelings would you have? (Wait for answers and record.) Finally, think about which choice works best for you. That choice is usually the best decision.

Let's try the formula using the Situation Cards or our own situations. Pick a Situation Card or write a problem you are dealing with that you would like some help on. Drop your card into this container. Who would like to draw a situation from the container? (Select a volunteer, if no one responds.) Now let's use the Healthy Decisions Formula to solve the problem. (Point to the appropriate step of the formula as you ask the following questions.) Who can tell the group what the problem is in their own words? (Situation) How might you be feeling in this situation? (Associated Feelings) What are some choices for this person? (Choices)

If a person were to do this or make this choice, what could happen as a result? (What Might Happen)

How might a person feel if he/she made each choice? (Associated Feelings)

If this were you, what would you do? (My Decision)

Let's try another one. Who would like to draw the next situation?

Repeat the process until the Healthy Decisions Formula has been used for all situations/problems.

Materials Needed

- Posterboard or chalkboard/flipchart to write out formula
- Situation Cards (See pages 106 & 107)
- Nontoxic markers
- Basket, bag, or other small container to put cards in

FEELINGS + GOOD CHOICES = HEALTHY DECISIONS

Situation	Associated Feelings	Choices	What Might Happen	Associated Feelings	My Decision (Choice that feels right and safe for me)

Situation Cards

Note: All Situations are appropriate for Middle School children; only those followed by (E) are appropriate for Elementary School children.

Your friend has started shoplifting.

Your sister is not old enough to drink, but you find empty beer cans in her closet.

Your dad beats up your mom. (E)

Your older brother hurts you physically when he gets mad.

Your mom left you alone all weekend while she was out drinking. (E)

Your friends are teasing a kid who is different. They want you to join in.

Your sister keeps coming into your room. (E)

Your mom wants you to come and live with her. You don't want to hurt her feelings, but you want to stay with your dad.

A new friend asked you over and you said "yes." Now your best friend calls and asks you over. You would rather go with your best friend.

You're not sick, but you don't feel well.

Your big sister destroys your property and blames it on you.

Your babysitter is drinking and doesn't want you to tell your parents.

A group of boys always threatens you in the bathroom at school. (E)

You and your friend are bored.

Your dad left you and your sister in the car for a long time while he was in the bar. (E)

The person sitting next to you in math wants to see your answer sheet to the test you are both taking.

Situation Cards (continued)

Your mom hits your older sister. (E)

Soccer and football practice are at the same time.

Kids make fun of you because you're poor and don't have nice clothes.

You've been asked to go to two different places at the same time.

The kids on the bus are teasing you. (E)

Your brother keeps beating you up.

You are sleeping overnight at a friend's house. Your friend suggests that you drink some of his/her parent's wine.

Your friend asked you to go to a party, but you're not allowed to go.

Your friend asks you to go to a place where you won't get caught and smoke a cigarette.

A bully picks on you every day at recess.

Your friend took \$5 from someone's purse and wants you to promise not to tell.

There is a new kid at school you would like to be friends with, but your best friend doesn't like you to be friends with anyone else.

Your friend's mom picks you up from school in her car. You can tell that she is drunk.

You're afraid to go home from school because your mom has drugs at home. (E)

Your parents are getting divorced. (E)

The children on the bus are threatening you.

Every weekend when you are at your dad's house, he gets drunk.

Helpful vs. Hurtful Scramble

Problem Solving Session: Middle School

Anger is a very natural and normal feeling. People experience anger frequently during any given day. This may include feeling annoyed when your little brother messes with your prized possessions, irritated when a friend tells others something you told him in confidence, or really, really mad when you realize how much addiction has hurt you and your family. It's okay to feel angry; it's what you do with it that matters the most.

There are both helpful and hurtful ways to express anger. Let's start with the harmful because it's the most obvious. There are three harmful ways to express anger:

1. Hurt others.
 2. Hurt yourself.
 3. Destroy property.
- We can hurt others by hitting, kicking, and making fun of them. Often it's the mean words we say that bother people the most.
 - We can hurt ourselves by put-downs and not treating ourselves well.
 - It's just not okay to destroy or deface property.

You are probably asking yourself "So what can I do when I get angry?" There are three important guidelines to always remember when sharing anger:

1. Respect others.
 2. Respect yourself.
 3. Respect property.
- You can tell someone you are angry without hurting them or others. It's often a good idea to take a time-out to calm down. You may settle down and then speak to them without yelling or name-calling. It often helps to share your feelings with one or two other people first. It may be scary to tell a parent, teacher, or counselor you are angry. You could write the person a note about your feelings and discuss it at a later time.
 - People often get mad at themselves when they make mistakes or hurt others. Please be gentle with yourself. You can learn and grow from your mistakes.
 - Even though you might get so mad that you really want to, it's never a good choice to destroy property in any way.

Use the "Helpful vs. Hurtful Scramble" on the next page to help you think about helpful ways to express angry feelings.

Helpful vs. Hurtful Scramble

Read each sentence. Decide if this is a harmful or helpful way to express anger. Write your responses in the spaces provided. Solve the secret message from the letters with the circles.



Example:

Call someone mean names H A R M F U L

1. Break things that don't belong to you
2. Take time to calm down first
3. Talk to someone you trust
4. Spread rumors about the person you are mad at
5. Exercise
6. Draw a picture
7. Scream and yell at others
8. Take a time-out
9. Call yourself names like "stupid" or "ugly"
10. Steal from others

Secret Message

High-Risk Me

Addiction Session: Middle and High School

Teaches young people about various risk factors for alcoholism and drug addiction.

Description

The facilitator explains that the group will be playing a game that empowers them to make healthy choices when it comes to using alcohol and drugs, especially in terms of reducing their own risk factors. Explain the biological risk for addiction and discuss their risk of becoming addicted based on family history.

Using special bibs made from foam squares and Velcro-covered ping-pong balls, have the children form a circle. Everyone practices throwing the Velcro balls across the circle to one another. After a time the facilitator chooses one person to wear one of the squares. The person puts on the small square and runs through the circle while the others attempt to hit him/her with the balls. They should attempt to hit the Velcro square, which symbolizes biological risk(s) for alcohol problems. Note that the squares can be connected front and back to make a vest or bib.



When the Velcro square on the bib is small, explain that there is lower biological risk for addiction; however, there is always some risk for problems or addiction if people use alcohol or drugs. Continue with the other size squares, explaining the greater biological risk people have of becoming addicted when they have chemical dependency in their family. It is important to acknowledge that a family history does not mean that everyone in the family will develop alcohol or drug problems; however, depending on the choices they make, they are more likely to develop problems if they use in a high-risk manner.

With a family history of alcohol or drug problems, the low-risk guidelines for adults are to abstain, to not drink daily, or to drink no more than two drinks in any one day and no more than one drink an hour. For anyone under 21, abstinence is the only low-risk guideline given the greatly increased risk for addiction for anyone whose brain is still not fully developed as well as laws, policies, family history, and other physical issues. Obviously, if people abstain from alcohol and mood-altering drugs, they will not develop alcohol and drug problems. If someone says, "I can run through the circle and not get caught, by dodging and really working hard to protect the Velcro," point out that they indeed are working awfully hard at staying safe and then discuss other ways to help avoid alcohol and drug problems. Talk about their choices.

Materials Needed

- Six small Velcro balls
- One 2" × 4" foam square with masking tape
- Two 4" × 6" foam squares with yarn tied through each

Jeopardy Self-Care Game

Treatment and Recovery Session: Elementary School

This activity combines the fun and excitement of a familiar television game show with learning basic self-care concepts.

Coping Session: Middle and High School

Teaches young people a variety of ways to take good care of themselves.

Directions

Divide the children into small groups. Introduce the categories by writing the following headings on the board (posterboard for a reusable lesson aid or a chalkboard/flipchart for a temporary aid):

BODY	MIND	SPIRIT
FEELINGS	BEING A KID	GOALS

The facilitator explains that these are the areas for children to focus on when taking good care of themselves.

Give each group paper, pencils, and a clipboard to write on. Each group brainstorms ways to do self-care in each category.

Groups return to the large group and each group answers the question, "What have you

come up with?" for each category. Write the children's answers on the posterboard or chalkboard/flipchart.

An alternative for younger children is to have them brainstorm ways to take care of themselves in each area such as the following:

- Body:** Wash hands, brush teeth, exercise.
- Mind:** Do homework, read, think about decisions.
- Spirit:** Go to church/synagogue, read spiritual materials, pray, or meditate.
- Feelings:** Talk with someone you trust.
- Being a Kid:** Play with friends.
- Goals:** Make plans to get something done (learn something new, do homework, do life planning)

This game is played in a context of teamwork and cooperation where everyone wins.

It is not necessary for the activity to be competitive; just see how many ideas can be generated. Reward both teams. Stress the importance of learning from and helping one another in this game.

Note: Save the results of this game for use in the Self-Care Bags activity.

Materials Needed

- Posterboard or chalkboard/flipchart
- Nontoxic markers
- Paper
- Pencils
- Clipboards

Letters to Addiction

Treatment and Recovery Session: Middle and High School

This exercise allows young people to express deep-seated feelings about the disease that has created many of their families' problems.

Description

The facilitator gives each group member a copy of the "Dear Addiction" worksheet. The facilitator instructs the participants to write a letter to the disease that has hooked their loved ones so completely. Writing a letter facilitates the process of helping children realize their powerlessness over family addiction. It also provides a gateway for them to initiate their own recovery by taking good care of themselves. (See the sample letter on the next page.)

Reassuring the young people that no one outside the group will ever see these letters, the facilitator tells them to find a comfortable spot in the room to do their writing. The facil-

itator moves around the room and offers support and encouragement as they complete this task.

Young people quite often express anger, hurt, sadness, fear, guilt, and shame. They describe the problems that have overwhelmed their loved ones, as well as their families. The facilitator may give them the option of sharing their letters with the group if they desire. Even if participants choose not to read their letters to the group, a general discussion of the feelings that surfaced during the writing brings children relief in knowing they are not alone in their family problems and feelings. Help children make the connection between sharing feelings and then letting go of them by ripping up and/or throwing away their letters. Doing so assists them in understanding they can share anger without hurting themselves or others.

Materials Needed

- Copies of Dear Addiction worksheet (on page 4-112)
- Pencils

Dear Addiction

Dear Alcoholism + Drugs

Why did you pick my family?
Why won't you let go of my dad?
My dad will probably die because of
you! He has already lost his drivers
licence from drunk driving. He can't
come to see me unless he is lucky
enough to get a ride.
I can't live with my mom because
of you! I hardly get to see my
parents. I can't even call my mom
because she can't afford a phone.

I Hate You!

signed

A VERY ANGRY Kid

Example of letter to
the disease



Dear Addiction Worksheet

Dear Addiction:

Letters to Recovery

Treatment and Recovery Session: High School

Similar to the Letters to Addiction activity, this activity is a thank-you to “recovery” for giving the young person hope.

Description

The facilitator gives a brief overview of what “recovery” is and why it is important for young people and their families. Give each group member a copy of the “Dear Recovery” worksheet.

The facilitator instructs the young people to write a letter to recovery from the disease that

has hooked their loved ones so completely. Reassuring them that no one outside the group will see the letters, the facilitator tells them to find a comfortable spot in the room to do their writing. The facilitator moves around the room and offers the young people support and encouragement as they complete the task.

In writing these letters, the young people are able to make a commitment to “recovery” of what they will and will not do to take good care of themselves.

Materials Needed

- Copies of Dear Recovery worksheet (on next page)
- Pencils



Dear Recovery Worksheet

Dear Recovery,

Many People Can Help Me

Feelings Session: High School

This activity helps young people identify people they can turn to for help when they are experiencing uncomfortable feelings.

Safe People Session: Elementary, Middle and High School

Provides children with a list of important phone numbers that they can use when they need help.

Coping Session: Elementary, Middle, and High School

Helps young people identify those persons who can guide them in processing their concerns.

Description

The facilitator begins by explaining that many children live in families with addiction. Having a list of people and their phone numbers can help. Compiling the list in the company of other children emphasizes the importance of having such a list. It's fun to work on this activity while everyone is sprawled on the floor with a lot of space for legs and elbows. Play some of the children's favorite music softly in the background. This activity works best with children over the age of 9. Younger children require additional support and assistance from the facilitator.

Place telephone books, pencils, and People Who Can Help Me worksheets on the floor. Encourage the children to find a comfortable place on the floor with plenty of room. Give each child a worksheet and stress that there are many people who can help them when they need it. The group brainstorms a variety of people they could turn to for help: Aunt Betty, the police, family, doctor, their group leader, Grandpa, and others.

When many possibilities have been mentioned, the children take pencils and complete their worksheets. They list people they would feel comfortable calling if they needed help. If they don't know the person's number, they look it up. The facilitator assists children individually by suggesting other people the children might call and helping them use the phone book. The activity is over when everyone has at least two names and telephone numbers on their worksheet. Facilitators encourage children to keep their worksheet in a safe, easily accessible place in case they ever need it in a hurry. For middle and high school, you may want to use index cards for the exercise.

Materials Needed

- Copies of People Who Can Help Me worksheet (on next page)
- Local telephone books
- Pencils
- Index cards

People Who Can Help Me

Name

Phone Number

_____	_____
_____	_____
_____	_____

Neighbors: _____

_____	_____
_____	_____

Teachers: _____

_____	_____
_____	_____

Relatives: _____

_____	_____
_____	_____

Phone Numbers to Call if You Need Help

Remember that these calls won't cost you anything because they have an area code of "800." Be sure to dial "1" first.

Boys Town National Hotline 1 (800) 448-3000

CHILDHELP USA Child Abuse Hotline 1 (800) 422-4453

National Youth Crisis Hotline 1 (800) 448-4663

Keep this list in a place where you can get to it easily, such as in your bookbag.

Michael's Journey Video

Addiction Session: Middle and High School

Feelings Session: Middle School

Coping Session: Middle and High School

This videotape focuses on family alcohol problems as they affect youth. It follows two African-American boys who exemplify different coping styles of children of alcoholics. The video does not offer pat answers. The goals are to help young people realize the importance of bonding and the need for trust, and to provide insight into the far-reaching effects of family addiction (through the comments of adult children of alcoholics). It confirms that a child can express love for an addicted parent and that parents do love children even when the household is affected by parental addiction.

Description

Before viewing *Michael's Journey*

The facilitator tells the group that they will view a film about two young men with similar problems who find different ways to live with their situations. Challenge the young people to

discern the common problems, available solutions, and the different strategies and solutions that each boy chooses. Invite them to identify individuals who can provide help as Michael and Bruce journey through the videotape.

After viewing *Michael's Journey*

The following questions may be used to stimulate discussion:

1. How are Michael and Bruce the same? How are they different? How do you know they are good friends?
2. Who else in the video could help Michael and Bruce? How did they show their concern? Did they do all they could to help the boys? How did the boys respond to these people? What will Michael or Bruce have to do to receive help from these people? Are there other people who could help them? How could they help each other?
3. If you knew Bruce or Michael, how could you help them?
4. Did Michael go to the Discovery Club? Why or why not? Did Bruce go to the Discovery Club also? Why or why not?
5. Why is the videotape entitled *Michael's Journey*? What makes it a journey?

Materials Needed

- *Michael's Journey* video
- TV/VCR

My Rules for Safe Communication

Coping Session: Elementary, Middle, and High School

Helps children learn better ways to communicate and share things with their family and friends.

Description

The facilitator leads the children in a discussion about the fact that many families do not get along well because they have a hard time talking to each other. Explain that many families do not talk to each other as much as they should so that they can understand each other.

If you do not talk to your family and friends and tell them how you feel about things, what can happen? What are some of the reasons families have a hard time talking with one another? Possible answers include

- There is not enough time together because family members stay away from home a lot.
- Time together is often spent in activities that do not allow for much talking, such as watching TV.
- Some parents do not feel children should be listened to; they should be “seen and not heard.”

- Sometimes family talks become arguments.
- Some parents may be drinking and kids are afraid to talk to them.

The facilitator reviews the rules for safe talking and explains to the children that to be a good speaker with your family and friends you need to know more rules. What are some rules to know when speaking to others, especially family members? Introduce the following:

- One person talks at a time.
- Everyone gets a chance to talk.
- Do not talk while another person is talking.
- Do not say that another person’s ideas are dumb.
- Use “I” statements.

The children talk about how to have good conversations, which gives them an opportunity to practice some of these skills. Have the children complete the “I Feel” Messages worksheet and discuss how to practice these skills.

Materials Needed

- Copies of “I Feel” Messages worksheet (on next page)
- Pencils

“I Feel” Messages

Complete the messages below by changing the “you” messages into “I feel” messages:

1. You make me mad when you take my pencil.

2. You make me sad when you say those things.

3. You make me happy when you smile.

4. You made me do that.

5. You make me angry when you do that.

6. You make me sick when you throw food.

7. It's your fault I have to stay after school.

8. You made me get in trouble.

Negative Thoughts That Prevent Effective Action

Safe People Session: High School

Helps participants identify feelings and attitudes that might prevent them from getting help when they feel unsafe at home, at school, or on the streets.

Description

The facilitator begins a discussion with the young people about how when you feel unsafe at home, on the streets, or at school, you should not keep it to yourself. Tell somebody. The purpose of talking to someone else such as a counselor or school faculty person, minister, neighbor, or family member is not to get someone else into trouble. Rather, it is to help you figure out what you have to do to be safe. Here are some beliefs that might keep you from getting help when you need it. (Write the following statements on a chalkboard/flipchart as you read them.)

- Feeling ashamed to admit to problems at home or elsewhere.
- Fear of reprisal from parents, bullies, or strangers.
- Being locked into a role or view of self that keeps you from taking action.

- Believing that “I deserve what I get.”
- Believing and accepting that it is normal to feel vulnerable and afraid at home, at school, or on the streets.
- Believing that you must live in a state of risk and fear in order to keep your house together or to protect someone else.

Facilitator(s) can then have a discussion with the young people by asking

- Which of these beliefs, attitudes, or feelings apply to you?
- Have there been times in your life when you have felt any of these ways?
- What can you do to remind yourself that these are faulty beliefs that can get you into trouble?

Distribute the Alateen worksheet after the exercise. Review the questions, discuss as time permits, and stress the value of Alateen as an ongoing resource.

Materials Needed

- Chalkboard/flipchart
- Nontoxic markers/chalk
- Copies of Alateen Worksheet (on next page)

Alateen Worksheet (adapted)

Is Someone's Drinking or Drug Abuse Getting to You?

Yes	No	Questions
		1. Do you have a parent, close friend, or relative whose drinking or drug abuse upsets you?
		2. Do you cover up your real feelings by pretending that you don't care?
		3. Are holidays and gatherings spoiled because of drinking or drug abuse?
		4. Do you tell lies to cover up for someone's drinking or drug abuse or to hide what's happening in your home?
		5. Do you stay out of the house as much as possible because you hate it there?
		6. Are you afraid to upset someone for fear it will set off a drinking or drug use bout?
		7. Do you feel nobody really loves you or cares what happens to you?
		8. Are you afraid or embarrassed to bring your friends home?
		9. Do you think the addicted person's behavior is caused by you, other members of your family, friends, or rotten breaks in life?
		10. Do you make threats such as, "If you don't stop drinking, using drugs, or fighting, I'll run away"?
		11. Do you make promises about behavior, such as getting better school marks, going to church, or keeping your room clean in exchange for a promise that the fighting, using, and drinking will stop?
		12. Do you feel that if your mom or dad loved you, she or he would stop drinking or using drugs?
		13. Do you ever threaten or actually hurt yourself to scare your parents into saying "I'm sorry" or "I love you"?
		14. Do you believe no one could possibly understand how you feel?
		15. Do you have money problems because of someone else's drinking or drug abuse?
		16. Are mealtimes frequently delayed because of the drinker or drug abuser?
		17. Have you considered calling the police because of the drinker's or drug abuser's abusive behavior?
		18. Have you refused dates out of fear or anxiety?
		19. Do you think your problems would be solved if the drinking or drug abuse stopped?
		20. Do you ever treat people (teachers, schoolmates, teammates, etc.) unjustly because you are angry at someone else for drinking or using drugs?

If you answered yes to some of these questions, Alateen may be able to help you.

Visit Alateen online at www.al-anon.alateen.org or call toll-free at 1-888-4AL-ANON.

PEPPER Story and Video

Addiction Session: Elementary School

Feelings Session: Elementary School

Safe People Session: Elementary School

Helps children understand about addiction, especially that it's not their fault. Depending on the group and availability of a VCR, read the story or show the video.

Description

Before reading the story or viewing *PEPPER*:

The facilitator explains that *PEPPER* is a story about a puppy named Pepper who loved to have fun except when his friend Mr. Jones would neglect him. Mr. Jones was very forgetful at times and would not walk, feed, or even pet Pepper. Feeling alone and very sad, Pepper became curious about Mr. Jones' behavior. Whenever Mr. Jones was sick and irritable,

Pepper would notice many bottles in the house. He knew there was a problem and sat in on an Alcoholics Anonymous meeting with his friend and listened to other people talk about being sick and irritable after they drank. Someone then said that it was the alcohol that changed their mood and made them feel ill. Pepper then learns the term "alcohol" and its effect on the body.

After reading the story or viewing *PEPPER*:

Remind children that throughout the story, feelings that are experienced by children of alcoholics were presented. Ask whether they have had similar feelings. Using *PEPPER* is an excellent way to help children understand the circumstances of a family faced with addiction and the confusion and feelings of rejection felt by the children in such families. The facilitator may discuss these topics with the children and allow them to share.

Materials Needed

- *PEPPER* story (on following pages) and/or video
- TV/VCR