

PEPPER

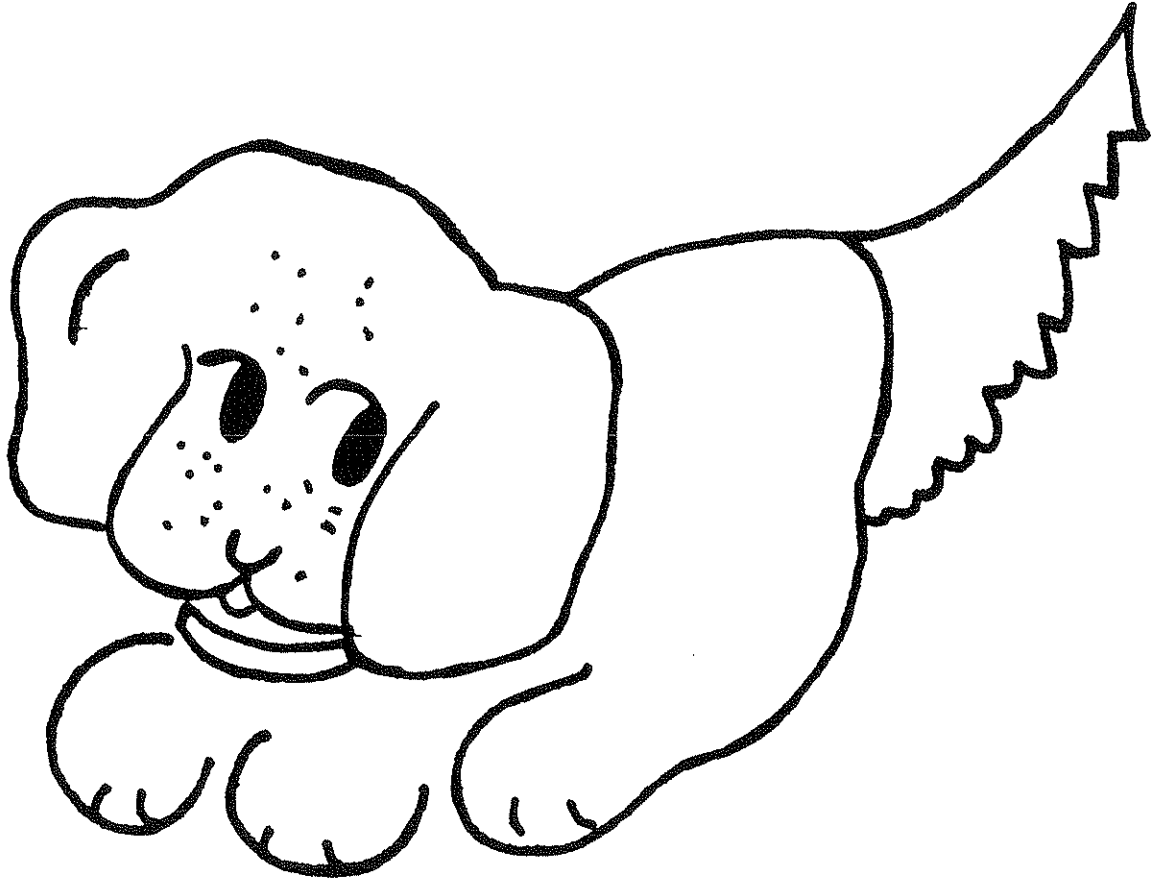


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PEPPER

Pepper was a puppy who had fun things to do—like chasing sticks, chewing bones, or sleeping in his little home.

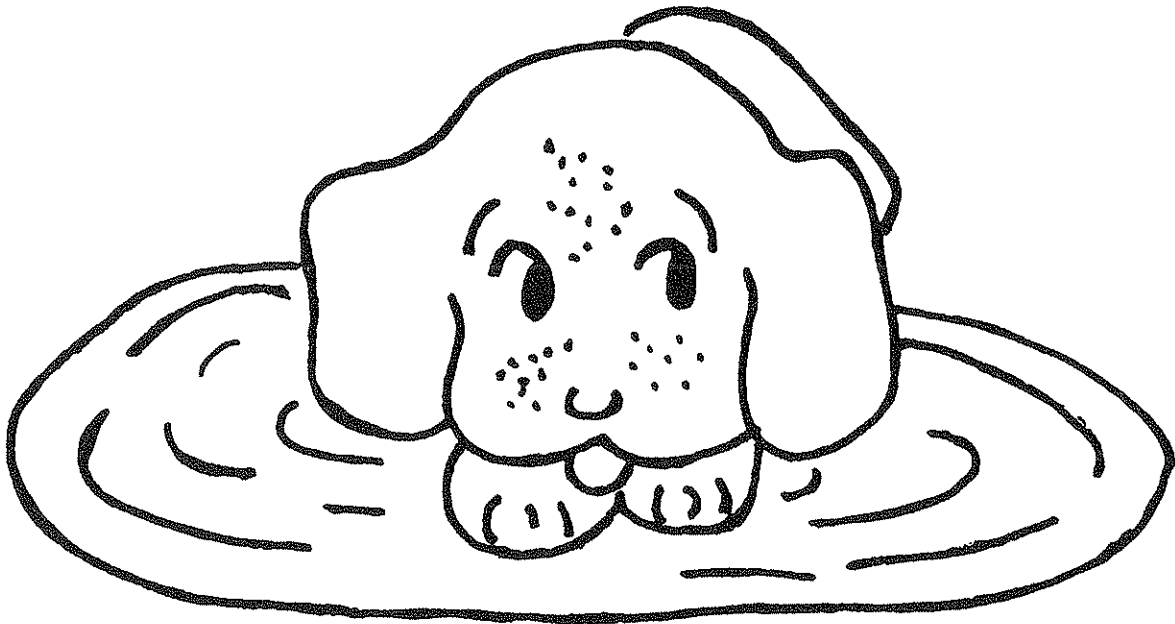
Sometimes Pepper didn't have much fun—like when it rained or when his friend, Mr. Jones, forgot to feed him.

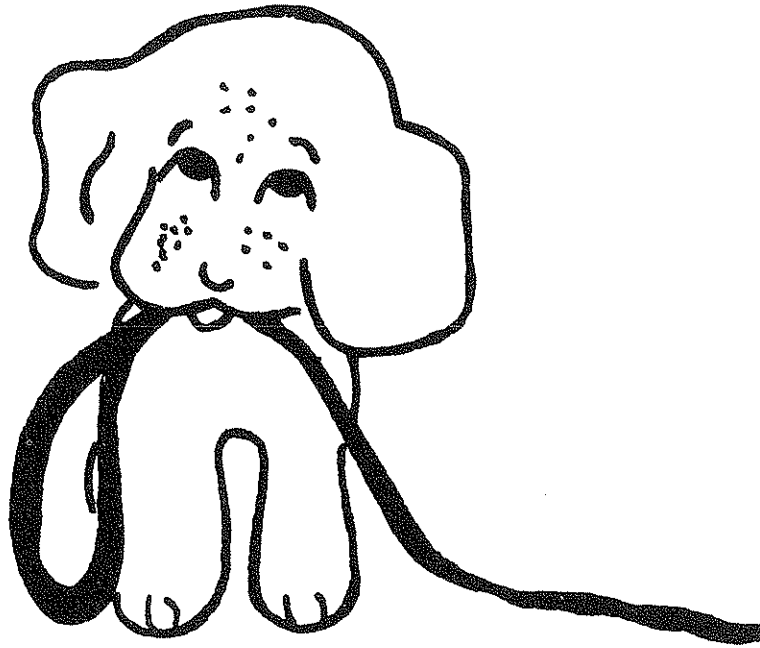


One day Mr. Jones forgot many things. He didn't take Pepper for his walk. He didn't put meat in his dish. Mr. Jones even forgot to pet Pepper.



By night time Pepper was very hungry and very lonely. He thought he had better let Mr. Jones know what he had forgotten to do.





First, Pepper took his leash and looked hopefully at Mr. Jones. Mr. Jones didn't see Pepper. Pepper whined,

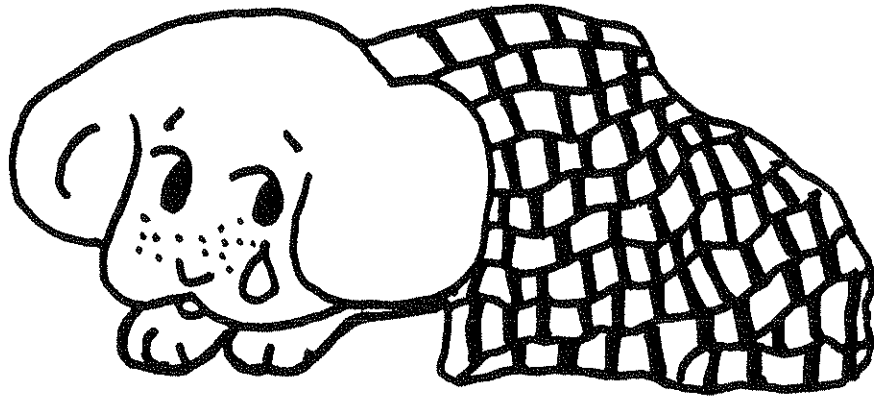
“Remember our walk?”

Mr. Jones didn't hear him.

Pepper jumped up against Mr. Jones' leg. Mr. Jones did something he had never done before. He slapped Pepper.

“Go away!”

Pepper felt very bad. He picked up his blanket and lay down in a corner. A tear rolled down his cheek.



“I wonder why Mr. Jones is mad at me. I must have done something bad.”

But Pepper could not think of WHAT he had done that was bad. All the while Pepper felt more and more hungry.

“Woof! Woof! It’s time to eat,” he barked.

Mr. Jones was in his chair and had a hard time waking up. Pepper barked a long time. Finally Mr. Jones was awake. He looked at the clock. He looked at Pepper.

He said, "I'm sorry. I forgot to feed you. I'm sorry. It won't happen again."

For a while Mr. Jones did remember. Then one day he forgot again. He forgot the walk. He forgot the food dish. He forgot to pet Pepper.

The next day Mr. Jones felt very bad and said he was sorry. Then he forgot again. More and more days he forgot the walks, the food dish, and Pepper.

Pepper saw that when Mr. Jones forgot things, he felt sick. Pepper also saw that when Mr. Jones forgot things, there were many bottles in the house. They smelled funny.



Pepper tasted what was inside the bottles Mr. Jones drank from. It made him dizzy.



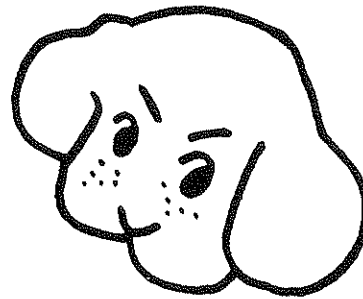
Pepper felt very bad,



very sad,

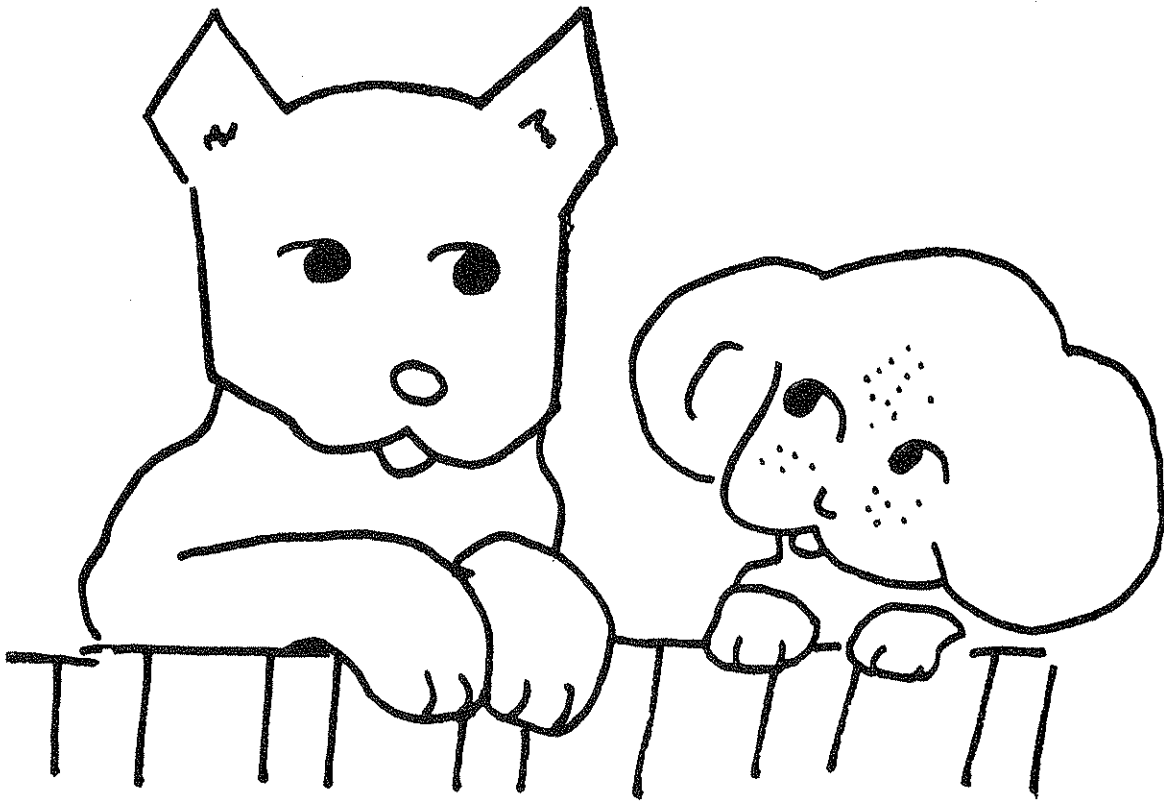


very mad,



and wondered what to do.

The next time Mr. Jones forgot, Pepper went for a walk by himself. He met another dog who said maybe Mr. Jones was sick. Sometimes when people are sick they forget things. Sick people should see a doctor.

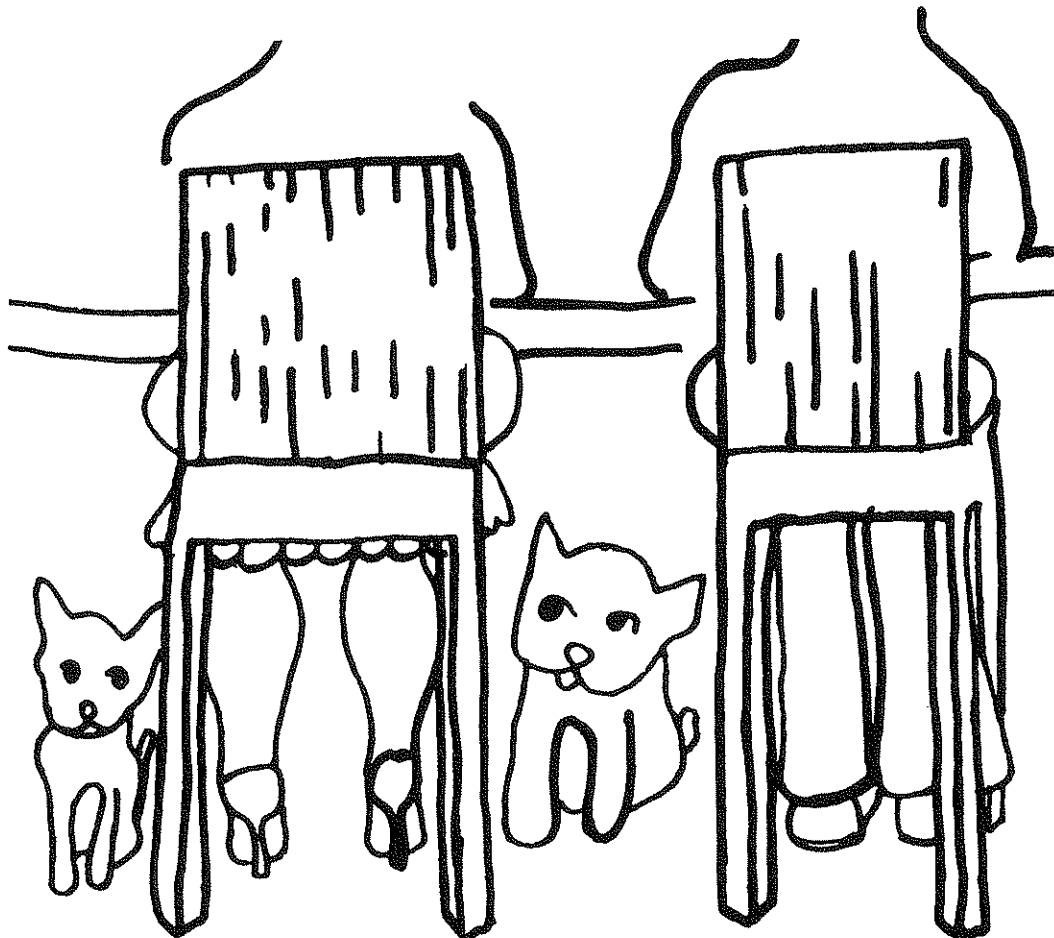


Mr. Jones didn't understand Pepper when Pepper tried to tell him to see a doctor. So Mr. Jones kept getting sicker and sicker. Pepper felt sadder and sadder. Until one day Pepper found some new friends.

He found his new friends at a meeting some people were having. The people all sat on chairs around a big table.

“What’s going on here?” asked Pepper.

“Shhh,” said a dog named Fred.



“Listen!”

Pepper listened. A man was talking about being sick and needing help.



“I know someone who is sick and needs help,” said Pepper.

A lady talked about being sick, too, and having many bottles in the house.

“I know someone with many bottles,” said Pepper.

“Shhh,” said Fred. “Listen!”

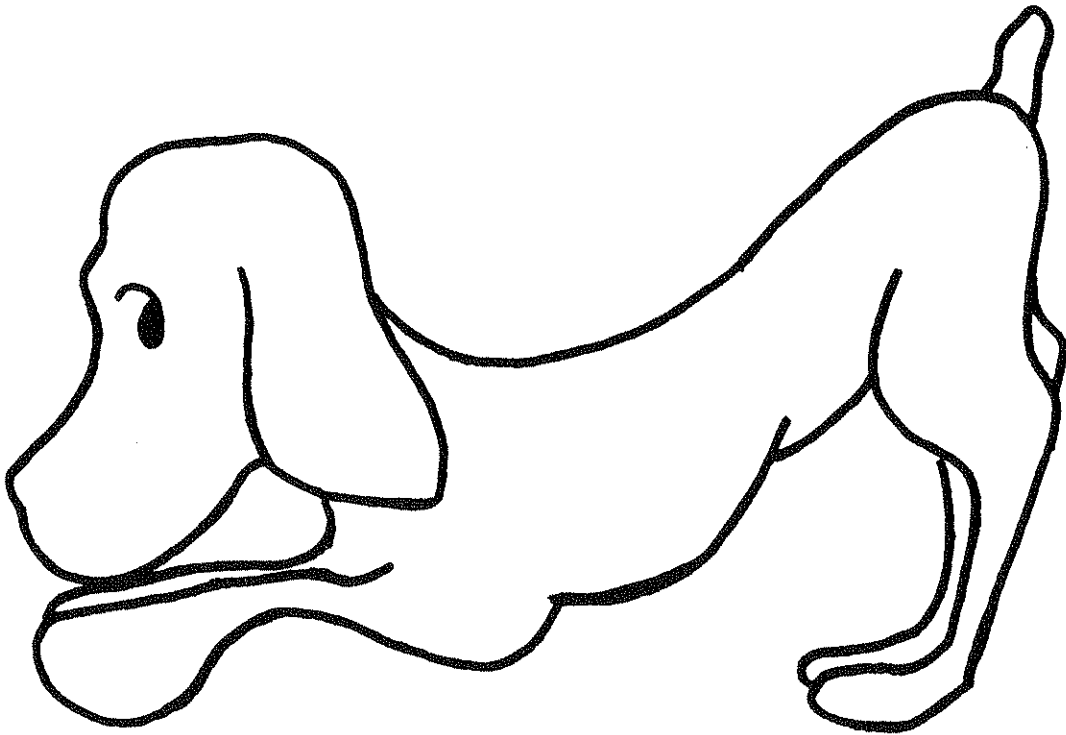
Another lady said that she got well when she stopped drinking what was in the bottles. She used a big word that Pepper had never heard before. She said it was alcohol that was in the bottles.

“What is *alcohol*?” Pepper asked Fred.

Fred whispered back, “*Alcohol* is what some people drink. It makes some people feel funny. It makes some people sick when they drink too much.”

“Is that why Mr. Jones forgets to feed me, and take me on walks, and forgets to pet me?”

“Uh huh,” said Fred, stretching.



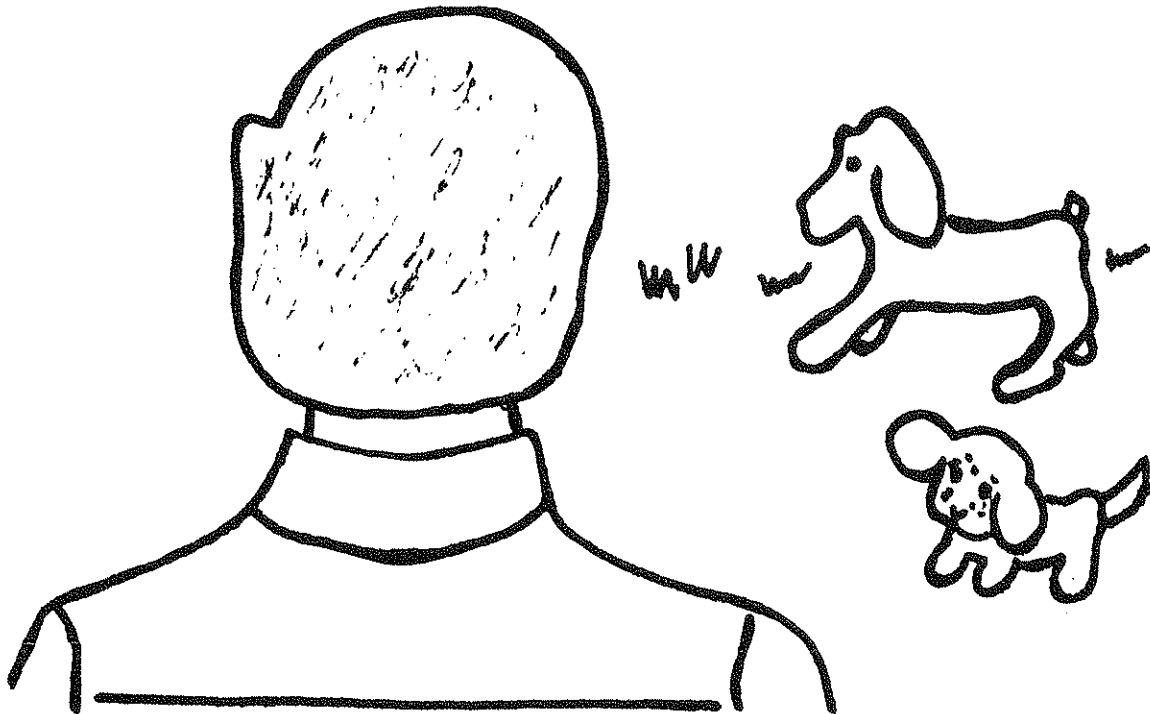
“Oh,” said Pepper. “I thought he was mad at me.”

“No,” said Fred, “Mr. Jones is not mad at you. Mr. Jones forgets because he drinks too much.”

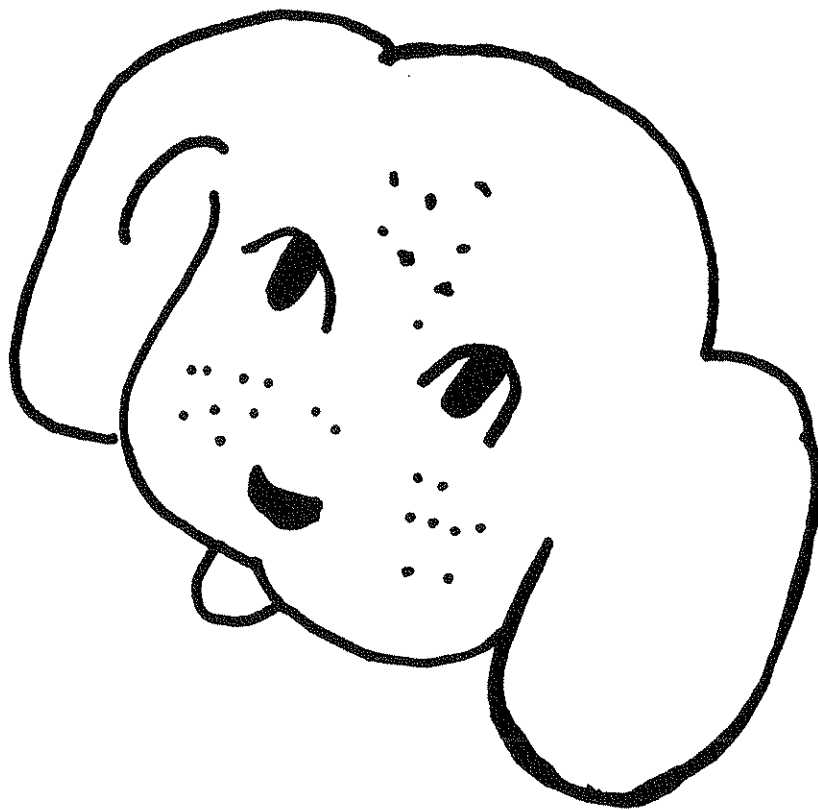
“Now I don’t feel so bad, so sad, or so mad,” said Pepper, “because I know it’s not my fault.”

“That’s good,” Fred told him. “Some day Mr. Jones will feel so sick he may see a doctor. Then maybe he won’t forget so much. Maybe he’ll join a meeting like this one.”

“Hey!” Pepper barked. “Let’s be friends and play together. Race you to that fence!”



Mr. Jones saw them playing. He wondered what had happened at the meeting. He wondered what had made Pepper feel happier.



Problem and Solution Game

Problem Solving Session: Elementary and High School

This activity helps young people integrate basic problem solving skills into their everyday lives.

Description

The facilitator develops and presents three or four problem scenarios on index cards and uses the STARR Problem Solving Model (below) as a guide to teach problem solving. The game provides an atmosphere of teamwork and cooperation conducive to building such skills. Children also have fun in the process of practicing these important life tools.

STARR Problem Solving Model

- **Stop** (What is the problem? Name it.)
- **Think** (How do I feel? How can I solve this problem? Identify options.)
- **Act** (Choose the best option that helps me stay safe and allows me to take good care of myself.)
- **Resources** (Who can help me? Where can I find assistance? Find safe people and places for help.)
- **Review** (Would I try to solve this problem the same way again? What would I do differently next time?)

Dividing the group into two teams and having each pick a card, the facilitator walks the young people through STARR to solve their

problems, such as fighting with siblings or being embarrassed by a parent's behavior. The facilitator guides each team in brainstorming possible options and their consequences by listing them on the chalkboard/flipchart in front of the room. Young people are encouraged to explore a wide array of choices that allow for safety and resolution. The facilitator also lists the group's suggestions of resources to help, as well as those safe people and places to turn to for support and guidance.

A discussion follows about the best two or three solutions to the problem. Here the facilitator again emphasizes the concept of choice, as there are many choices to make when solving problems. Ask younger children to draw the different options and possible consequences in resolving their dilemmas. This will facilitate the process of choosing the best solutions. Allow the children to do the work in the brainstorming phase. Provide comments and feedback only when necessary. The facilitator's most important function is to guide the children through the process. The key is enabling young people to master the STARR method and thereby build their self-confidence. Teens won't require the level of assistance that younger children will need for this activity.

Materials Needed

- Three or four index cards with problem scenarios
- Chalkboard/flipchart
- Nontoxic markers
- Drawing Paper (Elementary)

Problem Box, Solution Box

Problem Solving Session: Elementary School

This activity helps young children see that their problems, especially addiction in the family, are not unique.

Description

The facilitator explains to the children that they are going to be able to share their own problems with the group, the feelings involved, and the ways they can deal positively with their problems.

This activity is best done in a wide, open space where children can sit comfortably on the floor. Spread colored markers, crayons, and index cards on the floor. Allow children to find a space for themselves with lots of room. After a brief discussion of the problems often faced when growing up with alcoholism and drug addiction, the facilitator passes out index cards. Using colored markers or crayons, children draw or write about problems in their own lives on the index cards. The facilitator

emphasizes that they don't have to write their names on the cards. Children can thus draw or write about a problem that they might not otherwise have been willing to share.

When all are finished, the children put their cards into a large wooden "problem box." After the box is shaken well, each child pulls out a card. In turn they read or describe the problem on the card they have chosen. The group brainstorms ways to solve the problem. Children tell how they've solved similar problems in their own lives. The child who pulled out the card writes or draws a couple of possible solutions on the back of the card. Once thoroughly discussed, the card is placed in the "solution box."

Materials Needed

- Two wooden boxes (cigar boxes work well)
- Placards saying "problem box" and "solution box"
- Nontoxic colored markers
- Crayons
- Index cards

Problems, Problems

Problem Solving Session: Middle and High School

This activity helps young people see the ways they are affected by addiction in the family and that the group members share many similar problems.

Description

The facilitator reviews what the young people know about the myths of addiction. Then the facilitator explains that instead of just talking about the problem of addiction, the goal is to talk about how it has affected them. Facilitators should ask participants to think of a person whose alcohol or drug use has affected them. The Problems, Problems worksheet lists common problems for teens from addicted families.

Pass out a worksheet to everyone in the group. Have each group member read the list and mark ones they agree with. The facilitator says, "Check the statements that apply to you. The examples may not always fit your situation exactly. You can check one, though, if it is

something like your own situation. If you want, you can write down your own examples."

When participants have finished, the facilitator says:

"Go down the list of effects. Share examples of when you have been in situations like these."

"How do you feel about what you see?"

"Were you surprised by any of your answers? Are these things you have thought of before?"

Facilitators can look for how open or guarded participants are at this stage in the process. Usually, sharing this information will create its own momentum of honesty. When one participant hears another's story, he/she will open up and offer examples as well.

The statements in this exercise focus on the effects on youth, not the specific family problems that led to these effects. Facilitators should guide the discussion away from detailed descriptions of parental behavior.

Materials Needed

- Copies of Problems, Problems worksheet (on next page)
- Pencils

Problems, Problems Worksheet

- A parent disappears:**
“They’re just NOT THERE. He/she doesn’t even look up when I talk to him/her.”
- Kids have to act as parents:**
“I have to plan the shopping and take care of my little brother. Sometimes I even go to parent meetings at school with him.”
- Confusion:**
“When he/she’s drinking you can’t always tell what’s going to happen. Sometimes he/she’ll be laughing and joking and then start screaming at us.”
- Losing sleep:**
“I can hardly sleep in my house because my parents are fighting and I’m worried.”
- Worrying:**
“I’m always afraid my mom/dad will get killed in an accident.”
- Arguments and fighting:**
“I sure have a lot of arguments with him/her when he/she’s drinking or hung over.”
- Staying away from home:**
“After school I stay in the park as long as possible. I don’t go home until it’s dark.”
- Fear of losing the nondrinking parent:**
“I love my mom/dad, but I think she/he’s gonna leave if the drinking doesn’t stop.”
- Violence:**
“One night, he was getting so mad that I thought he was going to hit my little sister.”
- Embarrassment:**
“I’m afraid that if my friends come over, they’ll see my dad drunk.”
- Moving around too much:**
“We had to move because my dad had so many problems in the town we lived in.”
- Broken promises:**
“My father says he’ll teach me how to fix my bike, but he never has.”
- Riding with a drunk driver:**
“If there’s anything I hate, it’s when my mother drives me somewhere after she’s been drinking. That’s just *too* scary.”
- Sickness:**
“My stomach hurts so much I had to see the doctor.”

Quiz on Alcoholism and Drug Addiction

Addiction Session: High School

This activity helps young people to identify any misunderstandings regarding alcoholism and drug addiction.

Description

The facilitator starts the activity by saying, "Everyone growing up today has heard at least something about alcoholism and other forms of addiction. Sometimes we hear very clear and truthful messages. Sometimes, however, we hear some false information or half-truths."

The facilitator then hands out copies of the True/False Quiz on Alcoholism and Drug Addiction. The facilitator says, "Let's look at our own beliefs regarding drug use. Take some time now to give your opinions on whether some use of alcohol and mood-altering drugs is okay or not okay." Have the young people complete the quiz and then review the answers.

Go through the list of questions and ask participants why they believe each statement is true or false. Ask participants to give any supporting data or observations they have. Quiz questions and appropriate responses are as follows:

1. "You can't be an alcoholic if you just drink beer." False. People can get just as drunk on beer as they do on mixed drinks. The alcohol content in a can of beer is approximately equal to a mixed drink.
2. "No one can help an alcoholic or drug-addicted person. Only the alcoholic or drug-addicted person can help him/herself." False. Sometimes alcoholics seek treatment when their spouses, children, and others encourage them to do so; however, it's still the addicted person's responsibility.
3. "Alcoholism is the most common drug problem in the country." True. Far more people are addicted to alcohol than to marijuana, cocaine, heroin, or other drugs.
4. "Alcoholics and drug-addicted people are usually Skid Row bums." False. Alcoholism and drug addiction cross all lines in a community. Doctors, lawyers, ministers, priests, moms, and dads all can be alcoholics or drug abusers.
5. "Very few women are alcoholics. Almost all are men." False. One-third of all alcoholics and alcohol abusers are women.
6. "Most alcoholics and drug-addicted people could stop drinking or using if they just used their willpower and really decided to stop." False. Addiction to alcohol or drugs is a physical disease. Willpower alone will not work. Medical treatment and programs like Alcoholics Anonymous are ways that many people find sobriety after they have tried and failed to do it on willpower alone.

7. "Very few alcoholics and drug-addicted people have jobs." False. Millions of alcoholics and drug-addicted people are able to drink or use drugs heavily and still maintain a job. It is the family that feels the effects of the addiction most strongly, usually long before the effects are seen on the job.
8. "There is nothing you can do for an addicted person until he or she hits bottom. They have to realize for themselves that they need help and do it on their own." False. Experts have found that when people are confronted with the effects of their addiction on others, and when people stop "enabling" them to continue drinking or abusing drugs, they seek and accept treatment for their problem much sooner.
9. "Alcoholics drink because they really love the taste of alcohol." False. Alcoholics drink because it makes them feel good and because they have developed a disease that makes it almost impossible for them to stop on their own once they start to drink. The taste has very little to do with it.
10. "Unlike heroin, alcohol is psychologically but not physically addicting." False. Alcohol is definitely both psychologically and physically addicting.
11. "People become addicted when there is too much pressure on them. Being nervous about their jobs or their families can cause them to become alcoholics." False. Alcoholics become addicted because of their relationship with alcohol. Alcoholism has a genetic component as well. People whose parents or grandparents are alcoholic are at increased risk of becoming alcoholics themselves.
12. "Because alcoholics and drug-addicted people have a disease, they are not responsible for their behavior when they are drunk or using drugs." False. Alcoholics and drug-addicted people have learned that when they drink, they have serious behavioral problems. They know before they start drinking or using that there will be serious consequences if they do drink or use drugs.

Materials Needed

- Copies of True/False Quiz on Alcoholism and Drug Addiction (on next page)
- Pencils

True/False Quiz on Alcoholism and Drug Addiction

True False

- 1. You can't be an alcoholic if you just drink beer.
- 2. No one can help an alcoholic or drug-addicted person. Only the alcoholic or drug-addicted person can help him/herself.
- 3. Alcoholism is the most common drug problem in the country.
- 4. Alcoholics and drug-addicted people are usually Skid Row bums.
- 5. Very few women are alcoholics. Almost all are men.
- 6. Most alcoholics and drug-addicted people could stop drinking or using if they just used willpower and really decided to stop.
- 7. Very few alcoholics and drug-addicted people have jobs.
- 8. There is nothing you can do for an addicted person until he or she hits bottom. They have to realize for themselves that they need help and do it on their own.
- 9. Alcoholics drink because they really love the taste of alcohol.
- 10. Unlike heroin, alcohol is psychologically but not physically addicting.
- 11. People become addicted when there is too much pressure on them. Being nervous about their jobs or their families can cause them to become alcoholics.
- 12. Because alcoholics and drug-addicted people have a disease, they are not responsible for their behavior when they are drunk or using drugs.

Rad Ads

Addiction Session: High School

This activity helps teens come to a deeper understanding about alcohol, drugs, and addiction.

Description

The facilitator tapes a variety of advertisements for alcohol and drugs on the group room walls. Teens stroll around the room and closely scrutinize the ads, which stress the good life, beautiful people, fun, excitement, instant relief, and pleasure. A brief discussion takes place as teens comment on what they see in each ad, what the ad appears to be promising, and what makes it so appealing that people want to try the product.

Following this discussion, the facilitator asks the young people to think about what is missing from the various ads, specifically the negative side of alcohol and drug addiction. Drawing largely from their own experiences, teens then create advertisements about the perils of alcohol and drug abuse and addiction. They draw scenes about parental fighting, family violence, broken promises, child abuse,

and family members relapsing. Sometimes they draw pictures of people in hospitals, jails, or actually dying as a result of their addiction.

The teens have the option to share their pictures with the group. In reviewing these rad ads, the facilitator stresses that addiction isn't the teens' fault and that they can't make it better, either. The ads help them see that they all have similar problems and feelings. Through their creativity and shared experiences, teens describe a side of this powerful disease that rarely gets alluded to in any advertising. Along the way, they again realize that the disease is not their fault and that they are not alone.

An optional followup is to tape the rad ads on the walls to use for further reference in discussing the disease concept of addiction.

Materials Needed

- Sample advertisements for alcohol and drugs
- Drawing paper
- Tape
- Nontoxic markers or crayons

Safe People Maps

Problem Solving Session: Middle School

This activity helps young people search for characteristics of safe people so they can have maps to determine whom they can turn to in times of need.

Safe People Session: Middle and High School

Assists youngsters in deepening their awareness and understanding of what makes certain people safe and others not so safe.

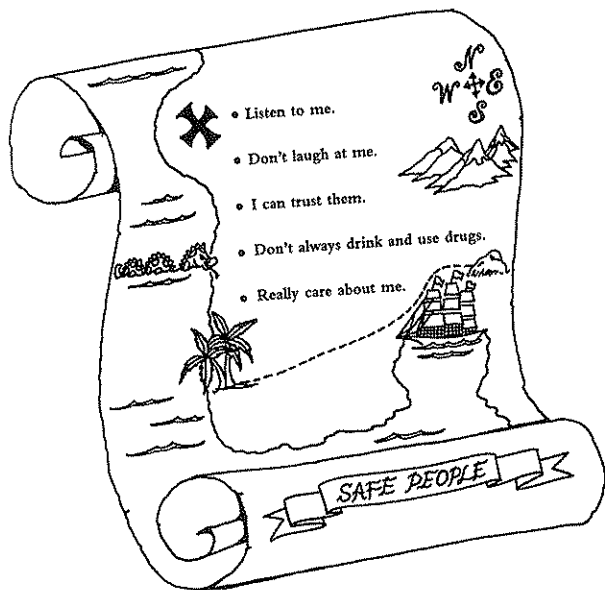
Description

The facilitator introduces the concept of safe people. Participants discuss whom they turn to when they need support and guidance. More important, they begin to ponder what it is that makes that person safe. Taking a large piece of newsprint with "Safe People" written

on the top and taping it to the wall during the session, the facilitator guides a brief discussion about characteristics that help make someone safe.

Before long, this exercise becomes spontaneous as kids yell out new characteristics as soon as they come to mind. If this process bogs down at all, do it in conjunction with the Safe/Unsafe People Game (on page 4-149); the latter activity spurs several thoughts and ideas about safe people and their many characteristics. The facilitator may guide the process by helping the young people touch upon any important points that escape them about safe people.

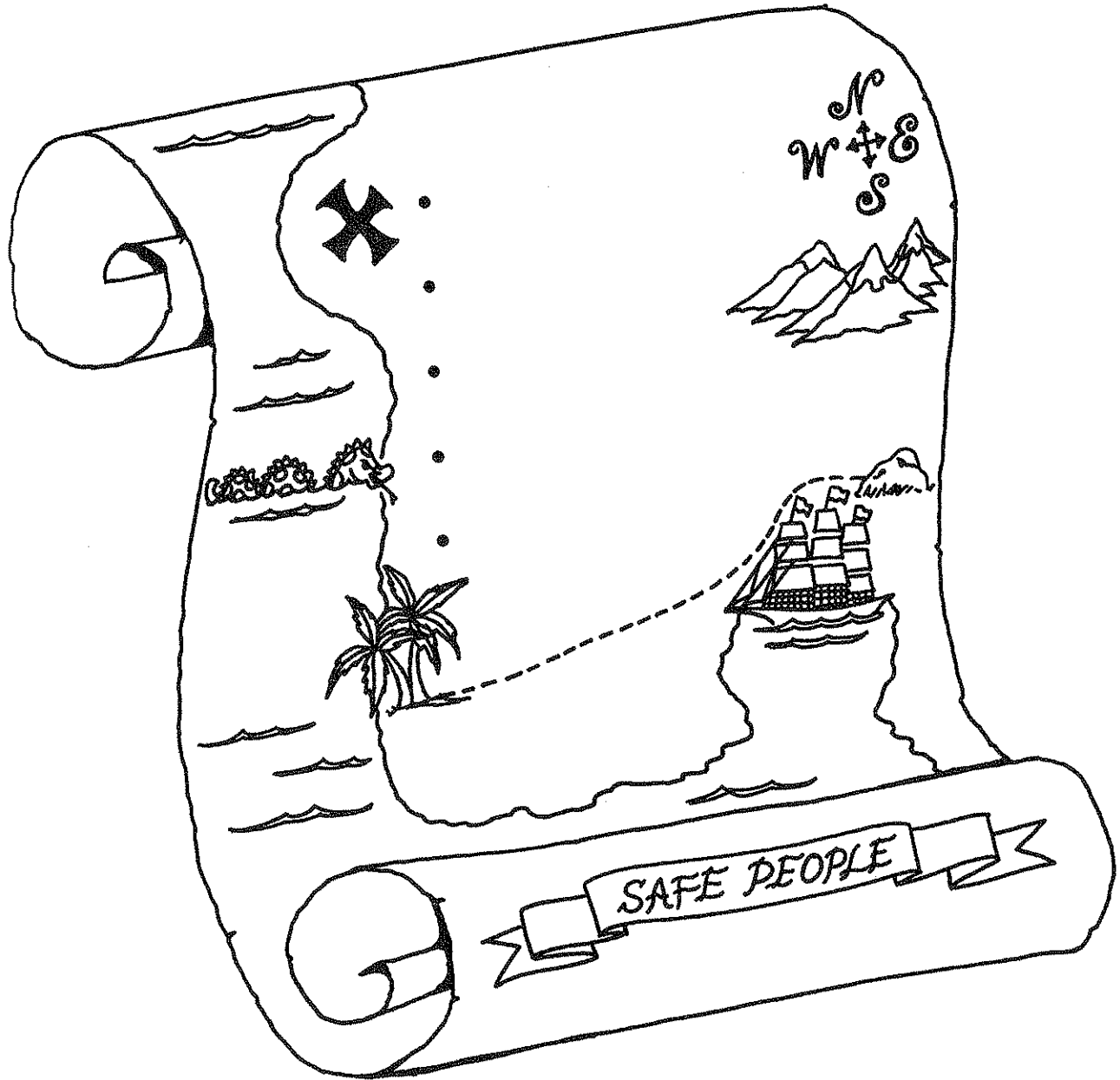
Toward the end of the group session, the list contains numerous characteristics. The facilitator takes ample time to have the youth brainstorm who in their lives has many of these gifts and skills (probably no one has them all, because no one's perfect). This exercise helps young people to identify the safe people in their lives. The facilitator provides extra support for those who have trouble translating the list into people in their lives. Finally, all group members get a copy of the Safe People Map worksheet (see example) and are encouraged to fill in what they have learned about safe people.



Materials Needed

- A sheet of newsprint with "Safe People" written at the top
- Masking tape
- Nontoxic markers
- Copies of Safe People Maps worksheet (on next page)

Safe People Maps Worksheet



Safe/Unsafe People Game

Safe People Session: Elementary School

This activity helps children learn specific information on what makes certain people safe and others unsafe.

Description

The facilitator explains that the children are going to discuss how to seek out people who can provide support, guidance, and assistance. Explain why this important life skill can serve young people for many years to come.

With the group sitting in a circle in the middle of the room, the facilitator initiates a brief discussion about safe people, describing characteristics that make someone safe and others that make someone unsafe. The facilitator writes the words "Safe People" on a chalkboard/newsprint and asks the group to brainstorm exactly what behaviors make someone safe.

To deepen this process the facilitator explains that he/she will be role-playing a variety of people over the next several minutes. The facilitator will walk outside the room and come back in playing someone else, either a

safe person, an unsafe person, or someone in-between. After a few minutes in character the facilitator will say "Stop" and the children will guess if that person was safe, unsafe, or somewhere in between. A brief discussion follows as the group attempts to list other characteristics of safe people. The facilitator plays five or six different characters, running the whole spectrum from safe to really unsafe (exhibited by such behaviors as yelling, being disrespectful, touching inappropriately by grabbing a child's shirt, and not really listening). If time allows, a group member may volunteer to role-play another character and then the group decides if that person was safe or unsafe. The facilitator completes this activity by reviewing the Safe People list and seeing if the group can make any final additions to it.

During the role-plays, use a variety of characters, some clearly safe and unsafe, as well as others in between. Doing so will facilitate a rich group discussion.

Materials Needed

- Chalkboard/flipchart
- Nontoxic markers

Safe Way Role-Play

Coping Session: Elementary School

This activity gets children actively involved in the learning process and lets them demonstrate their burgeoning problem solving and self-care skills.

Description

The facilitator divides the group into two teams and asks each one to demonstrate a safe solution to a problem they just discussed. The facilitator makes sure each team works on a different problem scenario and stresses that there are different safe choices in resolving each dilemma. (Situation Cards from the Healthy Decisions activity could be a source of scenarios.)

The teams form huddles at opposite ends of the room to prepare their role-play solutions. The facilitator, offering support, suggestions,

and enthusiasm, moves back and forth between the two groups, giving the children 20 minutes or more to come up with their skits. Once ready, each team presents its skit to the other group. A discussion follows on how each team arrived at its particular solution, as well as on other safe solutions that could work. Emphasis is on safe people and places that could assist in problem resolution.

Many children especially enjoy practicing these skills in the context of skits. Role-plays enable young people to demonstrate the many new skills they've learned as well as to practice them.

Materials Needed

- Assorted props for the role-plays (a bag of clothes, wigs, and assorted items)
- Situation Cards (see Healthy Decisions on pages 4-104 and 4-105)

Searchin' Serenity

Coping Session: Middle and High School

This activity helps young people to see the Serenity Prayer in an entirely new light and helps them to understand the importance of taking good care of themselves.

Description

The facilitator hands out Searchin' Serenity worksheets to all group members. It's often quite helpful for young people to work in small groups so they may learn from one another. The facilitator proceeds by reading the first part of the prayer and asking the teams to quietly brainstorm what things in their lives they can't change. After 5 minutes or so, a large group discussion ensues and the facilitator writes the various teams' responses on a chalkboard/flipchart for all to see and comment on.

Next the facilitator reads the middle section of the prayer and asks the teams to brainstorm

those things in their lives they can change. After a few minutes the large group assembles and the facilitator records the various responses on the chalkboard/flipchart. If the group doesn't do so, the facilitator emphasizes that the most important things young people can change are themselves.

With this in mind, the facilitator reads the last part of the prayer and asks each team to come up with plans to take good care of themselves. Again the group comes together and the responses are recorded for all to see. The facilitator stresses that a wise person is someone who truly takes good care of him/herself. A discussion follows. The prayer also can serve as a valuable frame of reference in handling tough problems while staying safe.

Materials Needed

- Copies of Searchin' Serenity worksheet (on next page)
- Chalkboard/flipchart
- Nontoxic markers

Searchin' Serenity Worksheet

**God, grant me the serenity to accept the things
I cannot change**

Here are some things I cannot change (others):

1. _____
2. _____
3. _____
4. _____
5. _____

Courage to change the things I can

Here are some things I can change (me):

1. _____
2. _____
3. _____
4. _____
5. _____

And the wisdom to know the difference

Here is a plan to take good care of me:

1. _____
2. _____
3. _____
4. _____
5. _____

Self-Care Bags

Coping Session: Elementary School

This activity empowers children to incorporate self-care strategies into their daily lives.

Description

The facilitator distributes small paper lunch bags and instructs the children to decorate them. They may do so with crayons, colored pencils, and nontoxic markers in any way they like, just as long as each child writes his/her name on the bag. Have extra bags available in case someone makes a mistake or ends up disliking his/her design. Some children who are perfectionists might want to keep redoing their bag, however, and this behavior should not be reinforced. Young people usually need 20 minutes or so to complete the activity, but the facilitator should give the group extra time, if necessary, to create bags they are proud of.

After the bags are finished, the facilitator hands each child seven index cards. If the group has the results from the Jeopardy Self-Care Game on a posterboard, the facilitator can ask the children to write down a self-care idea (for example: exercise, play a game, read, draw feelings) on each side of the seven index cards. If the list of self-care ideas is not available, it will need to be brainstormed (see Jeopardy Self-Care Game on page 4–109). The facilitator tells the group to write suggestions for each of the areas (Body, Mind, Feelings, Spirit, and Being A Kid) so that youngsters will

be sure to include ideas for taking good care of their bodies, minds, feelings, spirits, and the little kid inside each of them.

After the children have completed this phase, the facilitator instructs them to put their completed index cards into their care bags. Sitting in a circle, the children, one by one, take out a card and read each side for self-care ideas. The facilitator explains the importance of having a suggestion on both sides, as children have choices in how they can take care of themselves.

A discussion ensues about the importance of caring for oneself. One of the few activities children actually take home with them, self-care bags remind them of the importance of taking time out for themselves because they are worthy and deserve it. The facilitator brainstorms with the group ways that they can use their bags when they get home: “If you’re ever bored or not feeling very good about yourself, pull a card out of the bag and follow the instructions; use your self-care bag every day.” Remind them they can use this bag after group when they need to think of a safe way to take care of themselves.

Materials Needed

- Small paper lunch bags
- Crayons, nontoxic markers, colored pencils
- Index cards
- Results from Jeopardy Self-Care Game on posterboard, if available

Seven Cs

Addiction Session: Elementary and Middle School

Treatment and Recovery Session: Elementary and Middle School

Safe People Session: Middle School

Coping Session: Elementary School

This activity helps young people further deepen their understanding that they're not responsible for their parents' problems.

Description

The facilitator writes the Seven Cs (see next page) on a chalkboard/flipchart. As a review, children read one "C" at a time and the group discusses what each means and how it applies to their lives. After this process the facilitator draws a line between the third and fourth "C" to differentiate between what young people can't (take care of parents' problems) and can (take care of themselves) do. Once this is clearly established, the game is ready to begin. This role-play exercise solidifies specific skills children can use to take good care of themselves. Children, up

and moving as they tap into their creativity, have some fun along the way.

The facilitator demonstrates how this activity works. He/she leaves the room for a moment and reenters, role-playing a scene illustrating one of the seven Cs. After a 1-minute skit, the group guesses which "C" was being portrayed. After performing a few role-plays for the group as examples, the facilitator asks for volunteers to role-play the various Cs. While some young people go solo, others work in small groups. Learning by doing helps to deepen group members' grasp of this important information. After each scenario, a brief discussion takes place to make sure everyone understands what has just transpired.

The initial scenarios that the facilitator performs should be simple and obvious. This allows young people to build confidence in their abilities, giving them more motivation to volunteer to do their own role-plays. If necessary, the facilitator can help group members plan possible role-play situations. Allow adequate time to discuss each scenario to make sure everyone is on the right track. For the Middle School age group, distribute the Alateen worksheet after you have finished the exercise. Review the questions, discuss as time permits, and stress the value of Alateen as an ongoing resource.

Materials Needed

- Chalkboard/newsprint
- Nontoxic markers
- Copies of Alateen Worksheet (on page 4-156)

The Seven Cs

I didn't Cause it.

I can't Control it.

I can't Cure it.

but

I can help take Care of myself by

Communicating feelings

Making good Choices and

Celebrating myself.

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.

STARR

Problem Solving Session: High School

Introduces teens to a basic and simple problem solving model to take good care of themselves.

Description

The facilitator begins by asking the group to describe problems they have recently experienced. Asking for a volunteer to describe how he/she solved a particular problem, the facilitator guides the group in a discussion on the process of solving problems and introduces children to the STARR method.

STARR Problem Solving Model

- STOP.** What is the problem? Name it.
- THINK.** How do I feel? How can I solve this problem? Identify options
- ACT.** Choose the best option that helps me stay safe and allows me to take good care of myself.
- RESOURCES.** Who can help me? Where can I find assistance? Find safe people and places.
- REVIEW.** Would I try to solve this problem the same way again? What would I do differently next time?

The facilitator names and describes the five basic steps while writing them on a chalkboard/flipchart in the front of the room. The facilitator encourages group discussion throughout the steps, especially resources to help. The facilitator emphasizes that not only is it wise to get help from others in solving problems but it's also very smart to find a safe place to hang out when a problem becomes too dangerous or difficult to handle.

The group goes back to the problems they shared at the beginning of this activity and attempts to solve them using the STARR model. Such practice helps the young people feel more comfortable with this particular model and increases their confidence in successfully applying it. The facilitator explains that when a young person feels peer pressure he/she must think about making good decisions that take into account choices and consequences. Give each young person a copy of the worksheet and discuss common peer pressure problems and refusal skills.

Materials Needed

- Chalkboard/flipchart
- Nontoxic markers
- Copies of Refusal Skills worksheet (on next page)

Refusal Skills

1. Ask questions...

“You mean you want me to do WHAT?”

2. Name the trouble...

“That’s illegal.”

3. State the consequence...

“If we do that, we could get arrested.”

4. Suggest an alternative...

“Why don’t we go and do something else?”

5. Leave and leave the door open...

“I am going to do this instead. I hope you will join me.”

Treatment and Recovery Ask-It Basket

Treatment and Recovery Session: Middle and High School

This activity provides an opportunity for young people to ask any questions they have about the treatment and recovery process.

Description

The facilitator gives each young person a 3" x 5" card. Ask them to write down any questions they have about treatment and

recovery. They can write sentences or just a few words that will be explained.

When everyone is done writing, the facilitator puts all the cards in the shoebox. The young people sit in a circle and pass the box around the circle. Each chooses a card and reads one of the questions and allows the group and/or facilitator to answer or address the questions.

Materials Needed

- Package of 3" x 5" cards
- Pencils
- Shoebox

Treatment-n-Recovery

Treatment and Recovery Session: Elementary, Middle, and High School

This activity helps children gain a new and deeper understanding of treatment and the recovery process as they come to see that they are not responsible for their parents' recovery, but that they are responsible for taking care of themselves.

Description

The facilitator can refer to the Addiction Game (see page 4–69), where the addicted person eventually gets hooked by the disease of addiction. If the group has not done the game yet, review the process of addiction and how a person gets hooked. The disease grabs the person by the arms and won't let him/her go, thus symbolizing how that person has been hooked, trapped, and consumed by addiction. After a brief discussion about how addiction now runs that individual's life, young people try different ways to get the person unstuck, all to no avail. Group members not only see that the addiction is not their fault, but also that they can't make everything better. But how do people get better from addiction?

While the disease still firmly has a grasp on the addicted person, the group brainstorms ways in which the person can get better. When someone yells that the addicted person needs

to ask for and get help, the addicted person yells out, "Help. I need help. Please help." Role-playing Treatment-n-Recovery, the other facilitator or child volunteer goes to the person asking for help. When Treatment-n-Recovery gets close, the disease runs away out of fear. Treatment-n-Recovery introduces itself to the addicted person and shares how it can help. "I'll help you learn to love yourself, be honest, share feelings, and learn how to take care of yourself and be free." The addicted person learns that Treatment-n-Recovery stays around only if the person really wants to get better. Treatment-n-Recovery demonstrates that it is a safety net that protects the person from alcohol, drugs, or whatever the person is hooked on. The disease lurks on the other side of the room, waiting to pounce on the addicted person, but it can't do so while Treatment-n-Recovery is around.

All group members get the opportunity to role-play the addicted person and ask Treatment-n-Recovery for help. A discussion follows on all the things that comprise Treatment-n-Recovery: treatment, aftercare, counseling, and 12-step meetings like Alcoholics Anonymous, Narcotics Anonymous, and Al-Anon.

The facilitator explains what relapse is and emphasizes that relapse also is not the child's fault. It occurs because the addicted person doesn't stay with Treatment-n-Recovery.

Materials Needed

- None

Wheel of Misfortune

Problem Solving Session: Elementary and Middle School

This activity helps children solve the real-life problems found in families with an alcohol- or drug-dependent member and to see that they have choices and options in handling tough situations.

Safe People Session: Elementary, Middle, and High School

This activity prepares them to handle any similar real-life crisis in the future.

Description

The facilitator divides children into teams of three, and each group selects a team name. With a spin of the wheel (see example of spinner in "Feelings Wheel"), each team lands on a particular letter of the alphabet. The team looks at the Wheel of Misfortune gameboard (see page 4-164) to identify its problem; for example, riding in a car with a drunk driver or being embarrassed by a drinking or drug-abusing parent in the presence of one's friends. The team brainstorms a variety of ways to solve the dilemma.

Play the game over and over to allow each team to brainstorm ways of handling a variety of problem situations. This helps children believe they truly have choices in their lives. Above all, this is an activity that stresses trust and cooperation among the children. The key here is teamwork. Everyone wins. Children come to see that they have choices and options in handling tough situations. Facilitators emphasize the importance of taking good care of oneself and always staying safe. When all are ready, each team presents its findings to the large group. Discussion ensues. The facilitator reviews the following self-care safety tips to remind children of ways to stay safe:

- Walk with a group when going to school, recreational events, and other activities and always avoid empty lots, vacant buildings, and alleys.
- If you feel threatened by someone outside the school, go back into the building and find a counselor, teacher, maintenance worker, or office worker to help you.
- Notice and try to remember places on your school-to-home route that you could go to if you needed to get away from someone you felt threatened by; places like stores, post offices, police stations, recreation centers, and service stations can serve as temporary places of safety.

- Don't show off money or valuable possessions. Keep them out of sight if possible.
- Don't wear obviously valuable jewelry, like gold chains, at school or on the streets. Don't make a habit of talking about money or other valuables you or your parents have at home. Even if you are telling a friend you trust, that person may tell someone less trustworthy.
- Don't hitchhike.
- Don't e-mail personal information to people you don't know.
- Don't invite people into your house unless you know them very well.
- If at all possible, don't ride with a driver who has been drinking or using drugs;

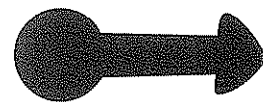
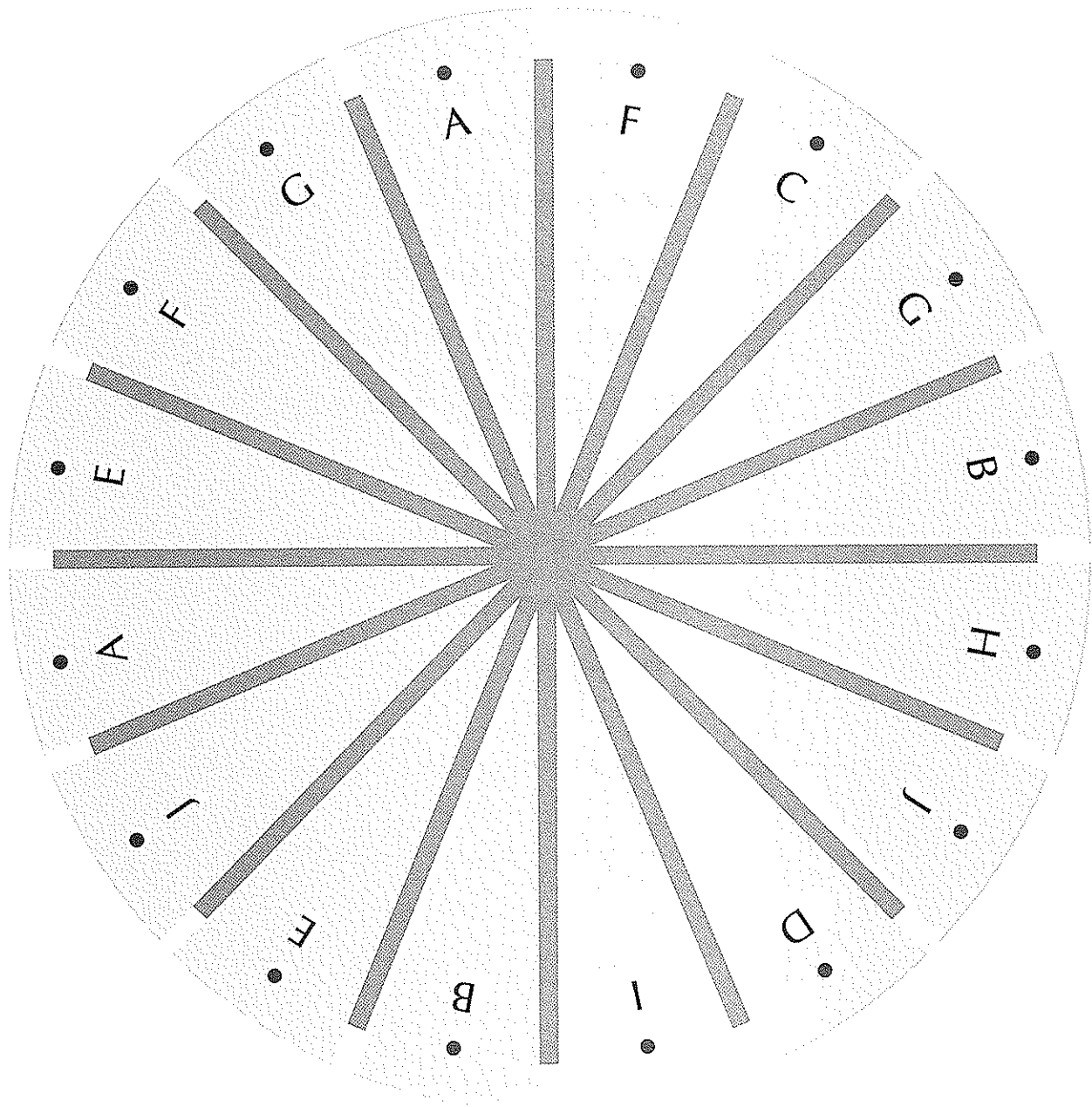
have a plan for safe transportation and confirm it ahead of time with those you might call.

- When the drinking or drug use at home becomes a problem, try to remove yourself to your room, a neighbor's house, or other safe place. If you have younger siblings, take them along. (Do not engage in angry dialogue or storm out. Go quietly and calmly.)

Materials Needed

- Spinning Wheel (on next page)
- Wheel of Misfortune gameboard (on page 4-164)

Wheel of Misfortune



Wheel of Misfortune Gameboard

- A Blamed unfairly
- B Yelled at for no reason
- C Passed out on the floor
- D Driving with a drunk parent
- E Mom or Dad not coming home
- F Watching parent getting beaten up
- G Brother or sister getting hit
- H Asked if you want alcohol or drugs
- I Embarrassed with friends
- J Stuck in the middle

You're Not Alone Video

Addiction Session: Elementary School

Problem Solving Session: Elementary, Middle, and High School

Safe People Session: Elementary, Middle, and High School

This 9-minute video features Jerry Moe, national director of Betty Ford Center's Children's Programs, and children who have benefited from participating in educational support groups for children of addicted parents. It speaks to children in families with addiction or other high-stress and emotionally painful living environments.

Description

Before viewing *You're Not Alone*

The facilitator explains that they will view a film that speaks directly to children from addicted families. It also contains important messages for all children and youth as it prepares them to respond more appropriately and comfortably to friends and classmates who live in families where someone is suffering from alcoholism or drug addictions.

After viewing *You're Not Alone*:

The facilitator guides a discussion with the young people. Suggested topics are as follows:

For the Addiction Session

What is addiction?

- Loss of control
- People not controlling their behavior
- Family stress/challenges
- Getting help

For the Problem Solving Session

How can children living with addiction help to take care of themselves?

- What to do to stay safe
- Ways children can positively cope
- Why it's important to stay out of harm's way

For the Safe People Session

- Who are the safe people in your life?
- What makes them safe?
- Who else could be safe for you?
- When is it helpful to reach out to safe people?

Materials Needed

- *You're Not Alone* Video
- TV/VCR

