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# SESSION 2

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## Objectives:

- To experience once again the power of thoughts.
- To understand what self-esteem is.
- To recognize what a goal is and to begin to be able to set and move toward goals.
- To recognize that movement toward goals is not always even and that a change in direction is sometimes called for.
- To recognize the range of feelings we all have and the ways in which we actually experience those feelings.
- To expand skills in identifying and communicating feelings.

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## **Session Outline:**

- **Opening: Remembering Names**
  - Exercise: Centering
- **Self-esteem**
- **Goals**
- **Goal-setting**
- **Break Or Split Session Option**
  - Relaxation for Split Session
  - Selfwork for Split Session
  - Updating for Split Session
- **Feelings**
  - Feeling Numb
  - Anger
- **Conflicting Emotions**
  - Exercise: Feeling Cards
- **Accepting Your Feelings**
  - Exercise: "I Feel . . . When You . . ."
- **Car Wash**
- **Selfwork**
- **Handouts**
  - Letter to Parents
- **Goal-setting: Six Steps**
  - I Feel . . . When You . . .
- **Materials**
  - Flip chart or black board
  - Cards for Feelings Exercise

## Opening: Remembering Names

Let's begin by reviewing everyone's name.

This time I want you to say your name and one word about yourself, and then we'll go around. I'll start.

Example: "I am cheerful (use own name)."

When it is your turn, say your name, preceded by an adjective (a word that describes something about you), and repeat all the names as far as we've gone around the circle until everyone has had a turn.

Does anyone have anything they would like to share that happened since our last meeting?

Allow sharing for short time.

This session we will be talking about self-esteem, how you feel about yourself, and setting and working toward goals.

But first, we're going to do another activity to remind us how much we can use our imaginations to feel strong and in control.

## Exercise: Centering

Centering is when you let go of all the things outside of you and bring your focus to yourself.

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Facilitator's responses should show interest without evaluation or analysis. This is an opportunity to begin to focus on "feelings" with questions like, "How did that feel?" The facilitator may want to share a feeling reaction, such as "I feel really happy (or whatever is appropriate) hearing you tell about that." express a personal

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feeling reaction,

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**We're going to do a centering exercise that will show you how your mind and body can work together to help you reach your goals.**

**When we feel balanced, we are less likely to fall down, to be pushed over, or to feel nervous or uncertain. Who can help me?**

Have the volunteer stand casually in the center of the area. Gently push them off balance. This should be very easy.

**"Now try really hard not to let me push you off balance."**

The rigidity of trying hard increases the loss of flexibility. The harder they try, the easier they are to push over.

**This is how most of us go through life, sort of off-balance, easily swayed or pushed around, or trying really hard to stay in control.**

**But we can use our internal voice and our imagination to help us feel more centered, more in control, more balanced.**

To volunteer say slowly:

**"Close your eyes, stand with your feet as far apart as your shoulders, arms loosely at your side."**

**"Now, imagine that you are like an old, old tree. In your mind, see how strong the trunk of your body is."**

Use your hands a few inches away from the volunteer's body to demonstrate the area you're speaking about.

**"Your arms are big, strong branches that move easily and sway with the wind; and under you, you have a very large network of roots that hold you firmly and steadily."**

**"Imagine the roots going from the bottoms of your legs and feet, deep into the ground, spreading out to the edges of a large circle, making a steady base for you."**

**"Now, keeping that picture in your mind, see what happens when I push you."**

Very gently try to push the participant off balance. S/he should be significantly more steady. If not, acknowledge that this kind of exercise can take some practice and ask the person if s/he feels more calm and steady.

**This exercise gives you an opportunity to see how you can use your mind to help make you secure and strong.**

**What did it feel like when you were centered and strong?**

Discuss.

## **Self-Esteem**

Some people think mostly positive things about themselves. They feel that they are pretty neat people, that they can do things well, that other people like to be around them, that they deserve to be loved and have good things happen to them in life.

Other people think mostly negative things about themselves. They wish they were someone else, they feel

This activity may be repeated with all participants working in pairs and then switching so everyone has an opportunity to experience the exercise. The group leader should lead the participants through the process. Once again, do not do this in pairs if the group has poor impulse control or if there are behavioral or control problems in the group or if the group is too young.

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**they can't do anything right, they don't like the way they look, or act, or feel.**

**Based on the centering exercise we just did, what effect do you think positive and negative thoughts have on your life?**

Discuss.

**Stop for just a minute and think about how you see yourself, how you feel about yourself today.**

**Write down a few words that describe how you feel about yourself today.**

**Who can tell me what self-esteem is?**

Let them share ideas.

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**Flip Chart 3****Self-esteem is:**

1. a healthy love and appreciation of who you are (liking yourself);
2. a feeling of being competent and deserving of a good life;
3. feeling that you have the ability to handle all kinds of situations;
4. the experience of successfully handling different kinds of situations; and
5. a sense of respect for yourself and others.

**Self-esteem is:**

respect for self and esteem for others; and  
esteem for self and respect for others.

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**Self-esteem is not one single thing. It includes the total way you think and feel about yourself.**

**The first thing we have listed to describe self-esteem includes all the things you know and feel about yourself.**

**Do they add up to liking, loving, and appreciating who you are as an individual? This doesn't mean that you are perfect, but that you are happy with who you are.**

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The second one is more specific. Competent means being able to do things. You are all competent at something. Who can tell me something you do well?

Examples.

Worthy means you feel you deserve to have good things happen to you, that you deserve a happy life. Self-esteem is made up of both.

The third one means that you feel that you can handle many different kinds of situations. It is feeling or anticipating that you can make choices that will be appropriate, that will keep you healthy, safe, and growing.

The fourth one means that you act on the choices you make and successfully solve problems or tasks. This type of success reinforces your feelings of competence and worth and enhances high self-esteem.

The fifth means respecting yourself and others. It means treating others as you would like to be treated — with high esteem and consideration.

High self-esteem means you accept who you are and are happy with your ability to keep growing and becoming a person who you like. And, when you like and care about yourself, you take better care of yourself.

Who can think of some things kids do to hurt themselves or put themselves at risk when they feel badly about themselves?

Discuss.



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Do you think if you started being nicer to yourself, you would start to believe how special and wonderful you are?

Elicit reactions.

This week, I'd like for you to pay attention to the things you say to yourself about yourself (remember that inner voice) and begin to write them down in your notebooks.

## Goals

Having higher self-esteem is one of the goals of this Program.

Who can tell me what a "goal" is?

We can think of a goal as a destination we want to reach, like going on a trip.

### Flip Chart 4

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**Reaching a goal is a combination of:**

- knowing where you are;
  - discovering where you want to go;
  - figuring out the best way to get started; and
  - dealing with various roadblocks and impediments along the way.
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Goals are like destinations. They provide us with direction. For example, the goals for this session are:

### **Flip Chart 5**

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**Goals:**

- identify what self-esteem is;
  - learn about setting goals; and
  - learn more about relaxation.
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## **Goal-Setting**

Goals are not loose ideas; they are specific things you want to do for yourself. steps to take when working toward a goal are:

### **Flip Chart 6**

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#### **GOAL SETTING**

1. Set a reachable goal.
  2. Write out steps for reaching that goal.
  3. Keep going until you reach your goal.
  4. Give yourself a reasonable time limit.
  5. Check your progress.
  6. Compliment yourself.
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Now, I'd like each of you to identify a goal you have and walk through the steps with me.

The first step asks you to be reasonable and pick goals that you are going to be able to accomplish.

The second step asks you to decide the steps you will take to reach your goal and write down what you will do.

The third step tells you to keep going until you have reached your goal. Setting smaller goals along the way (chunking down), helps you to be successful again and again and see how you are moving toward your goal.

The fourth step tells you to give yourself enough time to accomplish your goal, to be reasonable.

The fifth step tells you to check your progress to see how you are doing. This means being honest with yourself. It includes looking at the things you're doing well and looking at the things that are getting in the way of reaching your goals, like watching too much television.

The sixth step tells you to compliment yourself. Give yourself pats on the back for all the things you're doing right, no matter how small. Learn to become your own cheering section.

This week and every week, use your notebook or journal to help you keep track of what your goals are; whether you're moving toward them; whether you need to rethink them; and, perhaps, change them.

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If a child insists on a goal such as making a million dollars this year, talk about the concept of "chunking down," that is, setting interim goals such as saving \$20 by next Friday.

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## **Break Or Split Session Option**

### **Relaxation for Split Session**

About the nicest feeling is that of being yourself, of liking yourself. Next time you feel that way, take time to notice the thoughts, feelings, and body sensations that go along with liking yourself just the way you are.

Let's close our eyes, get comfortable in your chairs, take a deep breath and let it out slowly and quietly.

Do this three or four times.

Keep breathing now and think of a time when you did something that made you really happy.

Pause about 15 seconds between each of these suggestions.

Now think of a time when you were having a really good time.

Now think of another time when you were with people who really liked you.

Now think of a time when you felt really loved.

Now think of a time when you felt really special.

Now think of a time when you were really proud of yourself.

Pay attention now to the way it feels to know you are special.

Notice how your body feels. Notice if you are smiling.

You can take a minute or two to feel this way whenever you need to.

Now, keeping that feeling and those good thoughts, begin to stretch and move about in your chair and, when you are ready, open your eyes.

## **Selfwork for Split Session**

Select Selfwork exercises from numbers 1, 2, 3 and 4 found at the end of Session 2.

## **Updating for Split Session**

How did you do with your goals?

Are you feeling successful or do you need to rethink your goals?

## **Feelings**

What are feelings?

Are feelings important? Should we pay attention to them?

Elicit ideas.

Everybody has feelings and they are important. They are what separate us from things like rocks, chairs, trees, and even some animals.

Having feelings is part of what makes us human. And, because they are such an important part of us, it is important to understand as much as we can about our

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feelings, what they do to us, and what we can do with them.

While everybody has feelings, people express them in many different ways.

How many of you are pretty open about your feelings?

How many of you are very private about your feelings?

How many of you think your feelings come through in things like headaches, stomachaches or being in a bad mood?

Are some feelings easier to express than others?

What are some feelings that are easy to express?

List them.

What feelings are hard to express?

List them.

After they have developed a list, augment it with flip chart list.

**Flip Chart 7****Feelings list:**

- |              |             |
|--------------|-------------|
| ✓ sad        | ✓ glad      |
| ✓ angry      | ✓ depressed |
| ✓ calm       | ✓ excited   |
| ✓ nervous    | ✓ tired     |
| ✓ confused   | ✓ bored     |
| ✓ shy        | ✓ happy     |
| ✓ weak       | ✓ strong    |
| ✓ eager      | ✓ reluctant |
| ✓ frustrated | ✓ antsy     |
| ✓ guilty     | ✓ ashamed   |
| ✓ numb       | ✓ afraid    |
| ✓ loving     | ✓ hateful   |

The feelings that you have are not good or bad or right or wrong. They are your feelings and it is okay to have them. The important thing is to know how you feel.

This sounds easy, but often isn't, especially when you are afraid that you won't be able to handle feelings or that no one cares about your feelings.

Feelings are a part of you, they can be your friend if you learn to listen to them.

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## **Feeling Numb**

Have any of you ever felt that you don't feel anything?

Did any of you experience feeling numb during or after your abuse experience?

Allow discussion.

It isn't really true that you don't have feelings anymore. It's like when you go to the dentist and get novacaine. It feels like your jaw goes to sleep; you can't feel anything because your jaw is numb.

The way to keep this from happening to you is to let yourself have the feelings you have.

Do any of you think it would be too frightening or dangerous to let out all of the feelings you have?

What are some safe ways to let those feelings out?

Therapy, writing, pretending, role-playing.

Learning to express your feelings, to make friends with them, is really making friends with yourself.

Remember, your feelings are only a part of you, they are not you. Having bad feelings does not make you bad.

## **Anger**

Saying you need to learn to express your feelings does not mean you are free to go around hurting others as an expression of how you feel.



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Just because you feel angry does not mean you get to hit the person who made you angry.

There are more appropriate ways to release anger.

Who can identify some appropriate ways to express anger?

Discuss.

How did you express your anger about being abused?

Discuss.

Anger is usually also a cover-up for some other emotion or feeling such as hurt, disappointment or frustration.

## **Conflicting Emotions**

Do you ever notice a difference between the way you think you should feel and the way you really feel?

Discuss.

Have you ever felt nervous before a spelling test even though you knew how to spell all the words? You might know it's silly but that doesn't stop you from feeling nervous.

You might know that your parents love you, but when things aren't going well, you might not feel that love.

Did you have conflicting emotions or feelings about your abuse?

Discuss.

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**How did you deal with that confusion, with those conflicting emotions?**

Discuss.

## **Exercise: Feelings**

Put each feeling from the feeling list (Flip Chart 7) on a card.

Have a group member draw a card. Do not reveal to the group the feeling word on the card. Ask the participant to think about an experience associated with this feeling.

Have them demonstrate the feeling including facial expressions, body language, and other physical elements they associate with that feeling. Ask the group to identify as precisely as they can the feeling being expressed and the visual clues they see.

If it is easier, role-play with the person who selected the card a situation using that feeling, and allow group members to identify facial expressions, body language, and other elements which communicate that feeling.

Adapted from: "Pick a Feeling Card" Susan Dennison, *Twelve Counseling Programs for Children At Risk* (pg 352).

## Accepting Your Feelings

Have any of you ever felt guilty or embarrassed or angry with your feelings?

This is very common, but also a bit silly when you think about it. If your arm itches, do you get mad at it?

Feelings are like that too. They are always with us, and being upset with them doesn't make very much difference.

On the other hand, if you learn to recognize, understand, and accept the feelings you have, you can be more like the tree; you can feel more in control of what comes and goes around you.

### Flip Chart 8

**Feelings can let you know:**

- what is important to you;
- what you need or want; and
- when you need to take care of yourself.

Think of a strong feeling you had this week. Jot down a word or two that reminds you of another time you had that feeling.

Did you share that feeling with anyone?

What happened?

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**Are there any rules you made with yourself as a result of what happened?**

An example might be: "What if you loaned an important or valued possession to a friend and that person never returned it. You might feel hurt and distrustful of your friend, but you also might make a rule to never loan anything again.

**What happens to feelings when you don't share them or communicate them?**

**Feelings are like toothpaste. If they can't come out one way, they'll come out another. What are some other ways feelings come out?**

Attitudes, headaches, stomachaches, feeling tired all the time, feeling angry, feeling out of control, or crying.

**One way to begin to learn to communicate your feelings is by using the following sentence:**

### **Flip Chart 9**

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This should be posted for the remainder of the sessions.

**I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_ and I want \_\_\_\_\_.**

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**Let's look closely at this sentence and see how it works.**

**The first part, "I feel," identifies how you are feeling; it gives your feeling a name.**

**The second part, "when you," helps the other person to understand what they may have done that you are**

responding to. This is important. If they don't know what you are talking about, they probably won't respond in a way that helps to make things better.

The third part, "because," may be added if it is going to make your message clearer. For example, "I feel angry when you hit me on the back, because it hurts."

The final part, "and I want," is to state clearly what you want. This way there is no confusion about how you want the person to respond.

## **Exercise: I Feel . . . When You . . .**

With each of the following situations, let's put together how you could respond using this sentence.

Role-play the following:

- ▶▶ After you tell your "friend" that you are trying out for the baseball team, she says "You're a lousy player. You shouldn't bother."
- ▶▶ You come home with an A on your spelling test, and your mother says, "I didn't expect any less."
- ▶▶ You let a friend wear your favorite necklace and she loses it. She says, "It wasn't worth much anyway."
- ▶▶ You are excited about going to "Chuckie Cheese" for your birthday. One of the other kids says, "Chuckie Cheese is for babies."
- ▶▶ You are sleeping in on a Sunday morning, and your brother comes in and squirts you with ice water.

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If the group is not ready to talk about feelings in relationship to their own abuse, omit the questions which are specific to abuse.

➤ You have just found out that your "friend" has been telling people that you were abused.

Now get a partner. The person with the longest hair goes first.

Think of a feeling you are having now or one that you remember from last week.

Put it in the sentence we've been working with.

Now practice saying it to your partner.

The person listening should make no comment except, "Thank you for sharing that with me."

After one minute have them switch.

Now, let's really switch gears and do something silly and fun.

## Car Wash

The Car Wash consists simply of lining up your group in two parallel lines quite close together. One participant is sent through the car wash (between the lines) and everyone says words of praise, affection, and encouragement as they give pats on the back, handshakes, or "give 'em five". The group support produces a sparkling, shiny, happy "car" at the end of the wash!

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As silly as it is, this is a wonderful exercise for groups of all ages.

## Session 2 — Selfwork Activities

1. Look at your answers to the 17 Questions from last session. What goals do you want to set for yourself? Write them down. What specific steps will you take this week toward reaching those goals? Write them down.
2. Look at your answers to the Getting to Know Me Exercise. Are there any goals that come to mind that you would like to set? Write them down. What steps will you take this week toward reaching those goals? Write them down.
3. Continue to make notations of nice or special things that happen to you every day in your notebook.
4. Set a goal for the week. Write in your notebook or journal the steps you will take toward reaching that goal, when you will take them, and then check your progress between now and the next session.
5. Be aware of the range of feelings you have through the week and name them. Stop a few times each day and ask yourself "What am I feeling right now?" Notice, too, if you are upset with yourself for having that particular feeling and want to deny it or make it go away.
6. Begin a page in your notebook called "Things I Think and Feel About . . ." Make notes to yourself putting them in the form, "I feel \_\_\_ when \_\_\_ because \_\_\_ and I want \_\_\_." Practice writing

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and thinking in this form. Pay attention to what your inner voice is saying to you about this process.

7. Make a list of everything you "have to do" in your life. After you've made your list, change it to "I choose to . . ." Notice if saying it differently makes you feel differently about doing it. Does it change your attitude? Does it change your actions? Does it generate any positive side-effects with other people in your life?



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Dear Parents,

Learning to set goals is an important part of getting what you want out of life. Goals are not loose ideas. They are specific and measurable.

Planning for goals includes the following specific steps:

1. set a reachable goal;
2. write out steps for reaching that goal;
3. keep going until you reach your goal;
4. give yourself a reasonable time limit;
5. evaluate — check your progress; and
6. compliment yourself.

One of our goals is recognizing and identifying feelings without attaching “good” and “bad” value judgments to them. Feelings are a part of who we are. They let us know:

- what is important to us;
- what we need or want; and
- when we need to take care of ourselves.

Though we are encouraging your child to identify, experience and communicate feelings, we do not encourage acting indiscriminately upon those feelings. (Just because a child feels angry does not mean s/he gets to hit someone as an expression of the angry feeling.)

Recognizing the feelings we have and learning behaviors which are constructive and successful in dealing with other people are goals of the RECOVERY Program.

Sincerely,

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## **Self-esteem is:**

a healthy love and appreciation of who you are (liking yourself);

a feeling of being competent and deserving of a good life;

feeling like you have the ability to handle all kinds of situations;

the experience of successfully handling different kinds of situations; and

a sense of respect for yourself and others.

## **Self-esteem is:**

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## **Reaching a goal is a combination of:**

- knowing where you are;
- discovering where you want to go;
- figuring out the best way to get started;  
and
- dealing with various roadblocks and impediments along the way.

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## **Goals:**

- identify what self-esteem is;
- learn about setting goals; and
- learn more about relaxation.

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## **Goal Setting**

1. Set a reachable goal.
2. Write out steps for reaching that goal.
3. Keep going until you reach your goal.
4. Give yourself a reasonable time limit.
5. Check your progress.
6. Compliment yourself.

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## **Feelings list:**

sad

angry

calm

nervous

confused

shy

weak

eager

frustrated

guilty

numb

loving

glad

depressed

excited

tired

bored

happy

strong

reluctant

antsy

ashamed

afraid

hateful



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## **Feelings can let you know:**

what is important to you;

what you need or want; and

when you need to take care of yourself.

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**I feel \_\_\_\_\_**

**when you \_\_\_\_\_**

**because \_\_\_\_\_**

**and I want \_\_\_\_\_.**