

MOVING ON

A Program for At-Risk Women

REVISED AND EXPANDED



MODULE 5 
FACILITATOR'S GUIDE

Making Connections and Staying Healthy

Marilyn Van Dieten, Ph.D.

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Hazelden®

Hazelden
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Editor's note

The names, details, and circumstances may have been changed to protect the privacy of those mentioned in this publication.

This publication is not intended as a substitute for the advice of health care professionals.

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MOVING ON

A Program for At-Risk Women

PROGRAM COMPONENTS

Moving On is made up of the following components:



← ***Modules 1 and 6 Facilitator's Guide: Transitions***

Module 1 is designed to engage the women and motivate them to participate. Module 6 prepares the women to transition out of the program.



← ***Module 2 Facilitator's Guide: Listening and Being Heard***

Module 2 provides effective communication skills to help women initiate and maintain healthy relationships.



← ***Module 3 Facilitator's Guide: Building Healthy Relationships***

Module 3 explores the impact of unhealthy relationships and domestic violence.



← ***Module 4 Facilitator's Guide: Expressing Emotions***

Module 4 focuses on expressing and celebrating emotions.



← ***Module 5 Facilitator's Guide:
Making Connections and Staying Healthy***

Module 5 addresses real-life challenges regarding women's relationships with themselves and their connections with others.



← ***CD-ROM and DVD***

The CD-ROM includes participant handouts and facilitator supplements. The DVD features the *Moving On* lead trainer as she demonstrates six activities with female participants from the Iowa Correctional Institution for Women.



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How to Access the Resources on the *Moving On* CD-ROM

The *Moving On* CD-ROM contains electronic versions of the participant handouts and facilitator supplements you'll need for this module. All of these resources are in PDF format and can be accessed using Adobe Reader. If you do not have Adobe Reader, you can download it for free at www.adobe.com.

The "Materials Needed" list at the beginning of each session indicates which facilitator supplements and participant handouts will be needed from the CD-ROM. Whenever you see this icon  in this guide, this means a handout or supplement will be used in the exercise or activity.

To access these resources, put the disk in your computer's CD-ROM player. Open your version of Adobe Reader. Then open the documents by finding them on your CD-ROM drive. These resources cannot be modified, but they may be printed for use without concern for copyright infringement.





Module 5: Making Connections and Staying Healthy

Module 5
contains these
sessions →

Session 1: Challenging Common Myths and Stereotypes

Session 2: Exploring Ways to Be Happier and Healthier

Session 3: What about Drugs?

Session 4: My Family

Session 5: The Family Challenge

Session 6: My Career: What I Want and What I Can Do

Session 7: It's All about Me

Module 5 explores the woman and her relationship with herself and her connections with others. It also focuses on making healthy choices. As the women progress through this module, they will face difficult personal challenges. They will be asked to explore their own communities in order to establish a sense of what, where, and how they can begin to connect. Family is explored as well. Participants are encouraged to identify and then build supports that will assist with an array of family needs. Facilitators should acknowledge the challenges undertaken by the women in this program and work intentionally to build optimism and hope. Whenever possible, validate strengths and reinforce successes.

Remember to use the Resource Board and Successful Strategies Board in the sessions throughout this module. See pages 18–19 in the program manual for instructions on using these boards.





SESSION 1

Challenging Common Myths and Stereotypes

In session 1, participants explore how advertising and the media affect our perceptions of self. They are introduced to three persuasion tactics advertisers consistently use to influence our behavior. The women explore ways to combat media messages that contribute to negative stereotypes and images.



GOALS

- Begin to explore the detrimental impact of stereotypes and how they are formed and sustained.
- Look at how advertising and the media influence how we feel and behave.
- Introduce three common persuasion tactics.



MATERIALS NEEDED

Participant Handouts:

- 1A: Blue Eyes and Brown Eyes
- 1B: Stereotypes I Have Heard about My . . .
- 1C: Persuasion Tactics
- 1D: My Body Image
- Personal Change Plan
- How I Am Doing

Other Materials:

- Drawing and construction paper
- Colored pencils, markers, or crayons
- Scissors
- Blank sheets of paper

continued

SESSION 1

Challenging Common Myths and Stereotypes

continued

- Variety of fashion magazines (at least one per participant)
- Successful Strategies Board
- Resource Board
- Index cards or sticky notes (for the Successful Strategies Board and Resource Board)
- Flip chart



PREPARATION NEEDED

- On a flip chart, create three columns and label them Maria, Lucy, and Keisha.



OUTLINE

Part 1: Reviewing (30 minutes)

- Welcome (*optional*)
- Review Personal Change Plan

Part 2: Discovering (75 minutes)

- Is That Really True? (15 minutes)
- How Does That Impact Me? (15 minutes)
- The Media Have Spoken (25 minutes)
- Body Image—What Is It and Where Does It Come From? (20 minutes)

Part 3: Reflecting (15 minutes)

- Building My Portfolio

REVIEWING



Reviewing is an introductory part of each session and requires about 30 minutes to complete. (Additional time will be needed if there are new participants to welcome to the group.) It is designed to provide the women with the opportunity to process new information, to enhance skill transfer, and to assist in building self-efficacy. Instructions for part 1 are in chapter 4 of the program manual (see page 31).

Welcome (Optional)

Moving On offers a continuous intake so it is possible that new participants will join the group at the beginning of each module. Safety and support are a critical component of the program. Therefore, new members should be welcomed, introduced, and provided with the opportunity to review and add comments to the group guidelines. (See chapter 4, pages 33–37, in the program manual.)

Review Personal Change Plan

During module 1, participants developed collages that characterized their vision of success and established personal goals for one or more of the four major domains: family, career/vocational, community/peers, and personal. Participants review the progress they have made toward these goals and update their ***Personal Change Plans*** during the first and last session of this module. See chapter 2 (pages 17–18) of the program manual for additional information about the ***Personal Change Plan*** and chapter 4 (pages 39–41) of the program manual for step-by-step instructions on how to review the ***Personal Change Plan***.



• • • PART 2 (75 MINUTES) • • •

DISCOVERING

Discovering is the largest part of each session and is designed to introduce information and provide opportunities for skill acquisition.

IS THAT REALLY TRUE? (15 minutes)

This segment deals with messages from society that contribute to the formation of stereotypes and other values and beliefs. Use the profiles for Keisha, Lucy, and Maria (see the facilitator supplements for module 1) and the summaries below as a springboard for the first activity and discussion.

Step 1:

Tell the participants:

In today's session, we are going to look at where our values, perceptions, and beliefs come from. We will see how they are shaped by our families and friends, the media, and other people we come into contact with.

Step 2:

Present the summary about Maria. Tell them:

Let's start with an exercise. I am going to read an excerpt from Maria's story. Just sit back and listen carefully.

"Maria grew up in a 'traditional' family. Her mother stayed at home and took care of the family, while her father went to work. He was an abusive man who demanded that the house be clean, that the children stay out of sight unless spoken to, and who did not hesitate to criticize her mother. Maria's first serious boyfriend behaved a lot like her father. He abused their children. He also let her take the rap for stolen property. She finally got out of the relationship. As a single mom with two kids, she struggled to make ends meet. When she entered the Moving On program, she had been charged with writing bad checks."

I would like you to picture Maria in your mind. Just reflect on her hair color, skin color, height, weight, sense of style, and so on.

Step 3:

Distribute paper and colored crayons or markers to draw pictures. Have several fashion magazines available as well.

I'd like to see what you think Maria looks like. If you don't like to draw, that's okay. You can write down a description or search through the magazines and pick out someone who closely resembles her.

Step 4:

After they are done, ask them to listen to Lucy's story.

Okay, now I want you to do the same thing for Lucy. Just listen to the story and visualize what she looks like—her hair color, skin color, height, weight, and any other physical descriptors.

"Lucy had a very difficult relationship with her mother and left home at the age of sixteen to live with her boyfriend, Corey. Very quickly they ran into financial trouble, and Corey encouraged her to go into exotic dancing and then into the escort business. When she entered the Moving On program, she had been charged with prostitution."

Step 5:

Give the group a few minutes to complete a drawing or find a magazine photo that resembles Lucy.

Step 6:

Next, follow the same instructions for Keisha.

All right, here is the final story. Just visualize Keisha.

"Keisha's mom had a long history of drug problems, and Keisha spent most of her youth with her grandmother. Her grandmother was a very strong woman and protected Keisha after she was sexually abused by her uncle and cousin. Unfortunately, when she hooked up with a pimp, Keisha found herself falling into the same drug trap as her mother. Her children were taken away and she was struggling to get them back. When we met Keisha, she had been charged with assaulting a woman whom she believed was hitting on her man."

Step 7:

Refer to the flip chart with the three columns (Maria, Lucy, Keisha) you prepared earlier. Now ask volunteers to share their drawings and magazine images with the group.

Let's look at your drawings of Maria. Would someone be willing to volunteer? Great . . .

Tell me why you see Maria this way. What information did you have to lead you to think that Maria is [short/tall, heavy/slim, white/black/Hispanic, wears a certain type of clothes, has this type of hair, etc.]?

As participants respond, note any similarities in their images/drawings and record these under the appropriate column on the flip chart. Also note any stereotypes. Move on to review the pictures for Lucy and Keisha.

It's interesting that no one knows what Maria really looks like and yet we can all picture her. Many of you pictured her as . . . Summarize responses.

Let's look at Lucy next.

Repeat questions as above and summarize responses.

Finally, how did you visualize Keisha?

Repeat questions as above and summarize responses.

Step 8:

Introduce the concept of stereotypes. Tell them:

Even if we have never met someone, we draw conclusions about how they look and who they are based on something as simple as a name. Ultimately, all of us are influenced by comments or stories about people who are viewed as different for one reason or another. Often what we hear and accept as true takes the form of a stereotype. This means that we make assumptions about people based on something we have heard even though it may not be true.

Step 9:

Ask the group to share an example of a stereotype.

Who can share an example of a common stereotype?

Step 10:

Further explore the definition and impact of stereotypes by discussing the responses to the drawing activity. Ask them:

Let's look back at the activity you just completed for Keisha, Lucy, and Maria. What stereotypes—racial, ethnic, gender, economic based, sexual—did you use to come up with a picture?

What were the most common stereotypes used?

Step 11:



Continue to explore the impact of stereotypes by looking at an experiment a teacher in Iowa conducted in 1968. Distribute handout **1A: *Blue Eyes and Brown Eyes***. Tell them:

Stereotypes are very powerful because they can shape how we feel and behave. Let me read a story about a teacher who wanted to show kids the impact of stereotypes. Read the story from the handout.

Step 12:

Debrief by eliciting participants' reactions to the story and emphasizing how powerful stereotypes can be in influencing behavior. Tell them:

What were the negative consequences? Right! The kids wearing the collar were mistreated and then they started feeling that they were "inferior" and "stupid." It affected their ability to do well in school.

Not all stereotypes have a negative impact, but some can affect how we feel about ourselves and how we actually perform.

HOW DOES THAT IMPACT ME? (15 minutes)

Step 1:



Distribute handout **1B: *Stereotypes I Have Heard about My . . .***

Ask the group members to consider their personal situation and to list any stereotypes that they have heard. Tell them:

We are going to continue to look at stereotypes, but this time we are going to explore how they impact you. Think about all of the ways that you have been stereotyped by the media, by family and friends, or by yourselves.

This handout has a number of different categories. Let's start with race/ethnicity. Ask yourself what you have heard about your own race/ethnicity and record it on the handout. Pause.

Repeat this process until you have completed all of the categories. If applicable, focus on the stigma associated with criminal justice involvement.

Step 2:

Debrief by asking for volunteers to share what they wrote with the rest of the group. Use the following questions to probe their responses:

- *What have you encountered with respect to [ethnicity/race]?*
- *Do you feel these statements are true? If yes, where is the evidence?*
- *What assumptions are people making about you?*
- *How do you think these stereotypes impact how you feel about yourself?*
- *How do you think they impact your vision of success?*

Repeat the critical evaluation of the remaining categories until the women have an understanding of how to examine stereotypes.

Step 3:

Summarize their responses and then move on to talk about the impact of stereotypes on how people feel about themselves.

We have just identified a number of different stereotypes. How do you think stereotypes impact the way that people feel about themselves?

Right, when we categorize people in this way, we assume that everyone in the group is similar. It takes away their uniqueness and right to individual expression. Stereotypes often have a negative connotation and can be very harmful not only for others but also for ourselves.

Step 4:

Summarize what has been covered thus far. Tell them:

So far in today's session we have looked at what stereotypes are, where they come from, and the negative impact they can have on how we feel about ourselves and the way we act. To avoid using stereotypes, it is important to use critical thinking. Ask yourself, "Is this really true?" "Do I have any evidence to support this?"

Step 5:

Link this segment to the next discussion.

One of the best ways to test your critical thinking skills is to focus on messages from advertising and the media with respect to how we should look and behave. Let's focus on the media now to explore this topic further.

THE MEDIA HAVE SPOKEN (25 minutes)

In this segment, the women are introduced to the power of advertising and the media. They examine persuasion techniques advertisers use to influence people.

Step 1:

Begin by asking participants:

- *Which magazines do you like to look at?*
- *What do you like most about these magazines?*
- *Do you ever feel as if you want to buy or have new things after you read them?*
- *What kinds of things do you want?*
- *Why do you think that happens?*

Step 2:

Give each woman one of the magazines to flip through. Tell them:

I have given each of you a popular magazine. Just flip through it now. Notice how many advertisements there are. Most magazines have a lot of advertising. Why do you think that is?

Advertisers pay a great deal of money to get us to look at their products in magazines and on TV and the Internet because that's how they get us to buy things.

We are going to look closely at the tactics that advertisers use to convince us to buy things. We need to become aware of advertising's power to influence us.

Step 3:

Introduce three of the most popular persuasion techniques: (1) Need It, Want It, Gotta Have It Now! (2) I Am Hot! and (3) It's Good for Me. You may choose samples of magazine ads to help visualize each of these techniques. Examples of these techniques are as follows:

1. Need It, Want It, Gotta Have It Now!

Advertisers know that people want to fit in with everyone else. They use this knowledge to hook you. They'll show happy, cheery groups of people in their ads, getting along with and loving each other, while using their products. They'll try to show you how their products will make you better liked. They lure kids into bugging their parents: MOM! I have to have these jeans or I will not fit in!

2. I Am Hot!

Advertisers and the media set the standard for what is desirable. Ad after ad will show how you should look, what you should wear, and how you should act in order to be desirable.

3. It's Good for Me.

Advertisers are keen observers. They study trends and are always ready to jump on the bandwagon of the "trend du jour." Today, people are really into whole wheat because doctors and nutritionists are telling us that "it" is good for us. Advertisers try to find a way of incorporating "all natural" or "made with whole grains" into their ads because people want to hear that something is good for them.

Step 4:

Distribute handout **IC: Persuasion Tactics** to each woman. Give them 10 minutes to find examples of each tactic.



Use the magazines to find examples of how advertisers use persuasion tactics. Record the page numbers on the handout.

Step 5:

Provide some general comments about the importance of the media.

Reading these magazines can be fun. It can be a way to connect with other people by using the stories as conversation topics, or it can be a way of staying in touch with what is happening in the world.

But ads and articles in these magazines also set a standard. They tell us what is supposedly cool to wear; how we should look; and what we should eat, own, and expect from life. Advertisers use the media to influence us to buy things and to want things.

What do you think happens to women who do not look the way advertising and the media tell them to? Right! Some women get upset, feel ugly, put themselves down, go out with anyone who is available, and so forth.

Advertising and the media can have a tremendous influence on how we see ourselves and what we value. To protect yourself against the influence of the media, stand back and look at the persuasion tactics being used, and then start to challenge them.

In the next segment, we will look at ways to protect ourselves from negative media influences.

BODY IMAGE—WHAT IS IT AND WHERE DOES IT COME FROM? (20 minutes)**Step 1:**

Begin by briefly summarizing the major points from the last segment. Tell them:

We are going to continue our discussion about the impact of media with a focus on body image.

Step 2:

Ask the women the following questions and record their responses on a flip chart.

Note: Body image pertains to how people think and feel about their own bodies. A person's actual body size does not necessarily correlate with the person's body image. Women with anorexia will often see themselves as fat when they appear emaciated to everyone else.

- *What does the term body image mean? How would you define this?*
- *Does a person's weight and shape determine whether they have negative or positive body image? Why or why not?*
- *What do you think determines a person's sense of body image?*
- *What factors in society (family, media, community) do you think play into how one develops a sense of body image?*

Step 3:

Distribute a blank sheet of paper to each participant. Tell them:

Before we explore body image further, turn to the person to your left and make a list of as many positive physical qualities as you can. Look at her face, hair, and body. You are going to share these with the person so be as thoughtful as possible.

Give them 1 minute to complete the activity.

Step 4:

Distribute handout *ID: My Body Image*. Tell them:

Body image is a difficult concept to understand and has a huge impact on women. Sometimes, because we have learned to compare our bodies to other people, we can develop an unrealistic perception or a negative perception of ourselves.



Let me read these statements aloud. Answer them as true or false. Just think about how you feel right now and put down the answer that most reflects your point of view.

Step 5:

Read each statement aloud in part 1 of the handout and then give participants a moment to rate the items as true or false.

Step 6:

Read the instructions on the handout for part 2 and ask participants to complete that section.

Step 7:

Ask the women what they learned about their own body image and summarize the major findings.

- ***Where did you rate yourself on the scale of body satisfaction?***
- ***Where did you rate yourself on the scale describing where you would like to be?***
- ***It looks as if many of you would like to have a different view of your body.***

Step 8:

Ask the women to pull out the lists of positive attributes that they wrote earlier and read them aloud.

Let's go back to the exercise you did earlier when I asked you to list positive qualities for the person next to you. Let everyone read their list. If someone struggled to put things down, then add to the list.

How many of you heard something different from what you thought? It's interesting that for many of you, your ratings are different from how other people see you.

Step 9:

Conclude by asking the women to consider the costs of having a poor body image. Record all responses on a flip chart.

It's common for women to feel uncomfortable about their bodies; however, having a poor body image can lead to problems.

Can you tell me how a poor body image can lead to problems? (Expected responses might include (1) physical problems such as excessive weight loss, eating disorders—anorexia or bulimia, over-exercising, over-eating, etc.; (2) emotional

problems including depression, guilt, anger, etc.; (3) negative self-talk including feelings of worthlessness, undesirability, etc.; (4) social problems including a refusal to go out, making poor decisions about who to spend time with, etc.)

Note: Experts agree that up to 15 percent of women can experience extreme problems related to body image, including anorexia (where people literally starve themselves to be skinny), bulimia (where people binge and then use laxatives or vomit), and binge eating (where people eat excessively).

Step 10:

Conclude this segment with some good news.

In this session, we focused on the power of the media and how it can affect what we think and how we feel about ourselves. Women are particularly vulnerable to the body image trap.

The good news is that women are learning to fight back and to address issues about their bodies.

In the next session, we will focus on how to protect yourself from the media and learn to love and appreciate your body.

• • •

• • • PART 3 (15 MINUTES) • • •

REFLECTING



Reflecting is a closing activity that requires about 15 minutes at the end of each session. It is designed to assist the women in processing information learned during the session and in adding useful strategies, skills, and resources to their portfolios. See chapter 5 (starting on page 55) in the program manual for instructions on delivering part 3.

Building My Portfolio

Distribute ***How I Am Doing*** and ask the women to complete the rating scales in part 1, and then focus on part 2.





SESSION 2

Exploring Ways to Be Happier and Healthier

This session builds on session 1 and looks more closely at the impact of advertising and media influences on body image. The session also provides the women with strategies that can be used to combat stress and deal with unpleasant events.



GOALS

- Identify perceptions with respect to body image.
- Focus on how to challenge and change harmful perceptions.
- Brainstorm strategies to combat a negative body image.
- Examine the signals and symptoms of stress.
- Begin to explore coping strategies to deal with stress.
- Identify healthy and unhealthy reactions to stress.



MATERIALS NEEDED

Participant Handouts:

- 2A: Redefining My Body Image
- 2B: Stress Checklist
- 2C: A Menu of Coping Strategies and Quick Ways to Relax
- Reflection Diary
- How I Am Doing

Other Materials:

- Pens (one for each participant)
- Markers, colored pencils, or crayons
- Relaxing music on CD or audiotape (*optional*)
- Sticky notes

continued

• • • PART 3 (15 MINUTES) • • •

REFLECTING

Reflecting is a closing activity that requires about 15 minutes at the end of each session. (Additional time will be needed for a farewell if any of the participants have completed the program.) It is designed to assist the women in processing information learned during the session and in adding useful strategies, skills, and resources to their portfolios. See chapter 5 (starting on page 55) in the program manual for instructions on delivering part 3.

Farewell (Optional)

Moving On offers a continuous intake, so it is possible that one or more of the participants will complete the program at the end of each module. If this is the case, then leave at least 20 minutes at the end of the session for a graduation ceremony. See chapter 5 (pages 57–59) in the program manual for instructions and suggestions for the ceremony.

Building My Portfolio

Distribute ***How I Am Doing*** and ask the women to complete the rating scales in part 1, and then focus on part 2.

***Feedback***

At the end of each module, the women are asked to fill out ***My Feedback Form***. This provides them with the opportunity to respond to program content, format, and facilitation. Distribute a copy of the evaluation form and provide instructions. Tell them:



Now that we have completed this module, please take a few minutes to give the Moving On facilitators some feedback. Let us know if you felt respected, what you thought about what you heard and did, and if you liked the material overall.

Finally, we would really appreciate it if you would let us know the three things that you liked the most, the three things that you liked the least, and any other comments.

Your feedback will help us to improve the program and make it more meaningful for other women who join the group.

Thank the women for completing the feedback forms. Congratulate them on their successes and participation and end the module.





REFERENCES

Connor, D. (2002). *Aggression and antisocial behavior in children and adolescents: Research and treatment*. New York, NY: Guilford Press.

Hazelden, a national nonprofit organization founded in 1949, helps people reclaim their lives from the disease of addiction. Built on decades of knowledge and experience, Hazelden offers a comprehensive approach to addiction that addresses the full range of patient, family, and professional needs, including treatment and continuing care for youth and adults, research, higher learning, public education and advocacy, and publishing.

A life of recovery is lived “one day at a time.” Hazelden publications, both educational and inspirational, support and strengthen lifelong recovery. In 1954, Hazelden published *Twenty-Four Hours a Day*, the first daily meditation book for recovering alcoholics, and Hazelden continues to publish works to inspire and guide individuals in treatment and recovery, and their loved ones. Professionals who work to prevent and treat addiction also turn to Hazelden for evidence-based curricula, informational materials, and videos for use in schools, treatment programs, and correctional programs.

Through published works, Hazelden extends the reach of hope, encouragement, help, and support to individuals, families, and communities affected by addiction and related issues.

For questions about Hazelden publications,
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or visit us online at **hazelden.org/bookstore**.



"We've been using *Moving On* for a little more than ten years now. It has been one of the best programs, if not the best program, we have used. *Moving On* works for us. It's female oriented, it's gender responsive, and it addresses all the needs that the women have."

— Patti Wachtendorf, Warden, Iowa Correctional Institution for Women



According to the United States Bureau of Justice Statistics, the total number of female state and federal prison inmates has grown 5 percent each year since 1995, compared to 3.3 percent average annual growth for male prisoners. Considering that women often serve as family caregivers and that their incarceration affects the entire household, this disturbing statistic carries widespread implications for society.

To address this important issue, Hazelden has created *Moving On: A Program for At-Risk Women*. This gender-specific, manualized program provides women with alternatives to criminal activity by helping them identify and mobilize personal and community resources.

Moving On is organized around four main themes: encouraging personal responsibility and enhancing motivation for change; expanding connections and building healthy relationships; skill enhancement, development, and maintenance; and relaxation and stress management. The complete program is delivered in five facilitator's guides (*Transitions, Listening and Being Heard, Building Healthy Relationships, Expressing Emotions, and Making Connections and Staying Healthy*), a CD-ROM that contains the program manual and reproducible handouts, and a powerful DVD that features real women in the process of going through the program.

This dynamic program is flexible and open-ended to allow continuous intake of new participants and draws on the evidence-based treatment models of relational theory, motivational interviewing, and cognitive-behavioral therapy. It has been successfully administered to adult women in a number of correctional settings, including community corrections as well as state- and federal-level institutions.

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Cover art: Diana Ong/SuperStock

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