

MOVING ON

A Program for At-Risk Women

REVISED AND EXPANDED



Supplemental Sessions
for Module 5

FACILITATOR'S GUIDE

Making 
Connections
and Staying
Healthy

Marilyn Van Dieten, Ph.D.

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SUPPLEMENTAL SESSIONS FOR MODULE 5
FACILITATOR'S GUIDE

Making Connections and Staying Healthy

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Hazelden®

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Editor's note

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SUPPLEMENTAL SESSION 1

My Community: Things That I Enjoy

This supplemental session 1 is an optional session that can be used during module 5: Making Connections and Staying Healthy. It is used after session 6 of that module and in conjunction with supplemental session 2.

Remember to use the Resource Board and Successful Strategies Board throughout all the sessions of module 5. See pages 18–19 in the Moving On program manual for instructions on using these boards.



GOALS

- Explore a typical day in the lives of the women.
- Identify and expand leisure interests and opportunities.
- Prepare to overcome obstacles to participating in healthy leisure activities.
- Begin to focus on finances and how to deal with financial stress.



MATERIALS NEEDED

Participant Handouts:

- Reflection Diary
- SS1-A: My Typical Day
- SS1-B: My 24-Hour Clock
- SS1-C: My Leisure Inventory
- SS1-D: Obstacles to My Enjoyment
- SS1-E: Monthly Expense Sheet
- How I Am Doing

continued

SUPPLEMENTAL SESSION 1

**My Community:
Things That I Enjoy**

continued

Other Materials:

- Pens/pencils (one for each participant)
- Paper
- Flip chart
- Markers for writing on the flip chart
- Set of four colored markers or pencils (red, green, yellow, blue) for each participant
- Calculators
- Resource Board
- Successful Strategies Board
- Index cards or sticky notes (for the Successful Strategies Board and Resource Board)



PREPARATION NEEDED

- Fill out a copy of handout *SS1-B: My 24-Hour Clock* before the session to use as an example during the session.
- On a page in the flip chart, draw the *Rating My Financial Priorities Scale* (see page 12).



OUTLINE

Part 1: Reviewing (30 minutes)

- Reflection Diary

Part 2: Discovering (75 minutes)

- A Typical Day (20 minutes)
- My Leisure Interests (25 minutes)
- How Much Money Do I Need? (30 minutes)

Part 3: Reflecting (15 minutes)

- Building My Portfolio

• • • PART 1 (30 MINUTES) • • •

REVIEWING



Reviewing is an introductory part of each session and requires about 30 minutes to complete. 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 *Moving On* program manual (see page 31).

Reflection Diary

The ***Reflection Diary*** is completed at the beginning of sessions 2–6 of module 5. It is also used at the beginning of this supplemental session 1 and supplemental session 2. Encourage the women to reflect on the time between the last session and now and to record an experience that was very negative/challenging or very positive/exciting. See chapter 2 (page 17) of the *Moving On* program manual for additional information about the ***Reflection Diary*** and chapter 4 (pages 43–54) of the program manual for step-by-step instructions for introducing the ***Reflection Diary*** to the women.



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• • • 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.

A TYPICAL DAY (20 minutes)

In this session, the women explore their leisure interests and connections with the community. The primary goals of this session are to determine how the women are using their free time and to expand their leisure interests and opportunities. They will also think about ways to overcome obstacles to participating in healthy leisure activities, including finances.

Step 1:

Begin by eliciting a definition of the term *leisure* from the women.

Tell them:

We are going to begin this session by looking at the things you do and the things you would like to do in your leisure time. When you hear the word leisure, what do you think of? What does it mean to you? (Expected responses might include “free time,” “time for myself,” “time to watch TV,” “time to take it easy,” “time to hang out with friends,” “time when no one expects me to do anything,” and so on.) Record all the responses on a flip chart.

Reinforce the fact that people have different definitions of *leisure*.

Say:

You can see from your answers that people have different definitions of leisure. Some people define it based on the activity, others define it as something enjoyable, and still others look at it as time that is beneficial and when no one has any expectations for us.

Step 2:

Highlight the following three concepts on the flip chart and provide a clear definition of *leisure*.

Tell the women:

The key elements of the definition we will use in this session are

- *There is personal choice in the activity.*
- *The activity is enjoyable.*
- *It gives us a personal benefit.*

Based on these key elements, we are going to define leisure as “any activity that is beneficial to you and that you choose to do for pleasure during a time when you are not obligated to do something else.”

Step 3:

Encourage the women to identify reasons why leisure is a focus of this session. Try to elicit as many responses as possible.

Ask them:

We are going to spend the entire session talking about leisure time. Why do you think this is an important topic?

Right. One of the reasons people get down or turn to drugs is they get bored—they don’t know what to do with their free time. Other people get stressed because they don’t do anything for themselves. Remember Maria? She is like that. She is so busy working and taking care of kids that there is no balance in her life.

We want to show you that you can have control over your leisure time and make enjoyable choices, and that leisure time helps you win back some balance in your life.

Step 4:

Begin by asking the women to examine a typical day. Distribute a copy of hand-out **SS1-A: My Typical Day** and give the participants approximately 10 minutes to complete it.



Tell them:

Let’s start by looking at how you use your time. This worksheet will help you reflect on what a “typical day” looks like for you. Just picture yourself getting up in the morning and then write down everything that you do. Continue writing down activities through lunch and dinner, right up until you go to bed.

Step 5:

Once the women have completed this exercise, distribute a copy of handout **SS1-B: My 24-Hour Clock** and four colored markers or pencils to each participant. **My 24-Hour Clock** provides the women with a visual map of their daily routine. The clock should be divided into slices according to how much time they spend on each activity.



To assist them with this exercise, suggest that they group activities that are repeated during the day, for example, time spent eating, sleeping, at school, with friends, watching TV, and so on. Prior to the session, fill out your own **My 24-Hour Clock** and use it to model how to complete the activity. A key at the bottom of the handout will help them color code and organize primary activities.

Tell them:

Now we'd like you to plot your activities on the My 24-Hour Clock handout. You can refer to the My Typical Day handout you just completed in the last exercise and start grouping activities that occur more than once a day.

So, for example, calculate how much time you spend eating, sleeping, working or going to school, going to appointments, doing activities with your family and friends, and so on.

Show the women your **My 24-Hour Clock** handout and give a summary of a typical day for you, using a description such as the following:

Let me show you my 24-Hour Clock. As you can see, a large portion of my day is devoted to sleeping. Point to the section of the clock showing sleeping. I usually get 8 hours a day. I color coded this blue. I am at work for 8 hours, and I spend 1 hour commuting to/from work. Point to the section of the clock. I color coded this yellow. I spend 2 hours eating and preparing meals. I try to exercise for 30 minutes a day, and I usually spend about 3 hours with my kids in the evening. That leaves me about 1-1/2 hours to relax, watch TV, and read books.

Now plot and color code your own activities using the key at the bottom of the handout.

Step 6:

When they have finished, explore their reactions to this activity and introduce a discussion on free time. Many of the women who become involved in the criminal justice system have difficulty managing their free time. Most are not engaged in prosocial activities, and they often spend time with others who are not engaged in prosocial activities. Many have difficulty identifying healthy leisure activities they enjoy.



Note: The absence of prosocial leisure and recreation interests has been identified as an important predictor of criminal behavior. If the participants are not able to identify an activity that is prosocial and enjoyable, help them brainstorm healthy activities. The *My Leisure Inventory* handout will also help them think about activities that they would like to do.

Ask them:

What did you discover when you completed this exercise?

How much free time do you have? By free time we mean time that you spend doing things or relaxing—where you do not have to be at work, minding your kids, or taking care of your home.

What kinds of things are you doing with your free time?

Are these activities enjoyable and things that will not get you into further difficulty with the law?

Try to identify one thing that you feel is healthy, makes you feel good, and that will not get you into trouble with law enforcement.

If you can't find an interest or time for yourself in your schedule, then sit back for a moment and reflect on what you would like to do. Ask yourself: "If I could do anything, what would I like to do?"

Step 7:

Wrap up this segment by summarizing the last two activities and linking to the next segment.

Tell the women:

Now that you have had the chance to explore how you use your time and to reflect on what you would like to do more of, we are going to explore interests, hobbies, and activities that you can do in your free time or when you are just hanging out with friends.

MY LEISURE INTERESTS (25 minutes)



Step 1:

Distribute a copy of handout *SS1-C: My Leisure Inventory*.

Tell the women:

Often when people start thinking about doing things that they enjoy, they have trouble finding activities. Here is a leisure inventory. Take a few minutes to look at each of the items and put a check by any you do right now and any that you think you would like to do.

Give the women sufficient time to complete the inventory and then debrief with them.

- **How many of you discovered a leisure interest that you would like to do but have never done?**
- **How many of you identified an activity you really enjoyed in the past but stopped doing?**
- **Using our leisure time productively can help us deal with stress, cope with depression and boredom, and open up all kinds of opportunities to meet other people.**

Step 2:

Focus on obstacles to participating in leisure activities. Distribute a copy of handout **SS1-D: Obstacles to My Enjoyment**. Read the directions out loud and give the women a few minutes to complete the activity.



When all the participants have completed the handout, generate solutions to the first two obstacles in the large group. Provide the following instructions:

Now that you have had a chance to fill out the obstacles handout, let's spend some time looking at how to overcome the obstacles. Who rated the first item ("Once I am home, I usually don't feel like doing anything") as an obstacle?

Tell us the last time you told yourself this.

Let's help [participant] brainstorm some ways to overcome this obstacle.

[Participant], which do you think will be most helpful?

Okay, let's review the next item. Who rated this as an obstacle? Tell us about the last time you felt this way. Let's brainstorm ways to overcome this obstacle.

Step 3:

Once they understand how to generate solutions to overcome the obstacles, divide the group into pairs and assign each of the pairs to one or more of the obstacles. Hand each pair a blank sheet of paper. Ask them to generate solutions to the obstacle(s) and to record them on the paper. They will be asked to present them to the large group.

Tell them:

Now that you have the hang of this exercise and realize that there are always solutions to every obstacle, we are going to ask you to work in pairs and to generate as many solutions as you can. Group 1, you will be responsible for the next obstacle. Group 2 . . . Continue assigning obstacles.

Step 4:

Debrief this exercise by asking one member of each pair to state the obstacle(s) they were assigned and the solutions they came up with. Applaud them for generating strategies to overcome the assigned obstacle(s).

If the pairs were unable to come up with solutions, ask the large group to assist with this process. Try to ensure that all participants have options to address their obstacles before bringing the activity to a close.

Step 5:

When the discussion is complete, close this segment by asking the participants to revise their schedule to include some of the leisure activities that they have named.

Ask the women to pull out the ***My Typical Day*** handout that they completed earlier.

Tell them:

We hope that you will use the solutions you generated to overcome obstacles to leisure activities.

One obstacle that many women face is the time barrier.

Women often play multiple roles, so it can be very hard to fit leisure activities into our schedules. Look at the My Typical Day handout that you completed earlier. Where in your day would you fit in a new leisure activity and how often would you do it?

Step 6:

Give the participants a moment to reflect on this, and then debrief by asking participants how they are going to manage the new activity. Introduce the next topic of discussion:

Another obstacle to leisure can be finances. Because this is such a big obstacle, we are going to spend some time focusing on it in this session and the next.

HOW MUCH MONEY DO I NEED? (30 minutes)

Step 1:

Provide a brief introduction to this segment of the session by discussing the importance of managing money and budgeting. Determine the various ways that women in the group have managed financial stress in the past and record these strategies on the flip chart. Point out that it is not uncommon to forget our good intentions when money becomes a problem.

Tell the group:

When we start to talk about finances, we are talking about money.

It seems that one of the most difficult challenges for everyone is managing money. If we look at statistics, most of society lives paycheck to paycheck. Even those people with fairly good jobs can get into debt, and over the last twenty years, there has been a steady increase in the number of people who file for bankruptcy, have credit problems, lose their homes, and end up in divorce courts because of money. All of us need money to survive, but when things get out of hand and we lose control over money, it can lead to stress, depression, frustration, and anger. Then our good intentions—all of our plans for success—seem less important; we forget about our goals and return to old ways of thinking and behaving. Is there anyone in this room who has felt financially stressed?

How have you coped with financial stress in the past? Record all responses on the flip chart.

For some of you, money has been identified as a trigger for doing crime, using alcohol and drugs, for giving up, or for feelings of depression. There are ways to feel less stressed about money, and we are going to explore some ways to make money problems manageable.

Step 2:

Distribute handout *SS1-E: Monthly Expense Sheet*. Ask the women to review and add to a list of expenses and to estimate the cost for each item. If women are in transition (i.e., plan to move from a shelter or shared living space to their own apartment within the next few months), ask them to consider their expenses when they are on their own.



Circulate around the room to provide assistance. Some women will have difficulty estimating the costs of housing or other items if they are not living on their own. If they have difficulty putting down a cost, tell them to leave the item blank. The rest of the group can provide assistance when the exercise is debriefed. Give the women approximately 15 minutes to complete this exercise.

Introduce the exercise by saying the following:

One of the first steps in ensuring that money does not become an obstacle is to figure out exactly how much you need. Let's start by thinking about monthly expenses. This is going to vary dramatically for each of you, depending on where you live, whom you live with, etc. Here is a Monthly Expense Sheet. Review the items in the list for each of the categories. If an item is an expense for you, put down how much it costs in the "Estimated Cost" column. If you are unsure about an item, just leave it blank, and we'll give you a hand when we review this activity. If you have an expense that is not included on this expense sheet, then write it in under the appropriate category, on one of the "Other" lines.

Step 3:

Ask for volunteers to share their findings for each of the categories. As the volunteers are presenting, encourage the remaining participants to continue to add to their list when they identify an item that is appropriate for them. Emphasize the importance of having a complete list. Then distribute calculators to assist the women in coming up with a grand total. Say:

Let's take some time to make sure that you have a complete list. Would someone mind sharing the expenses they listed for Personal Care? Did anyone have anything else on her list? Feel free to add any new items to your budget if you feel they apply to you. Remember that the more clear we are about how much we need, the more prepared we will be to manage our money. Continue this process for the remaining categories.

Does everyone feel that they have a complete list of expenses? Great, now it's time to add everything up. Who needs a calculator?

You now have a good idea of how much your monthly expenses are. This is a benchmark only, but it gives you a picture of where you spend your money every month. What are your total expenses? Are any of you surprised by the total amount?

Step 4:

The next activity helps the women explore the difference between financial wants and needs. The women are asked to review their list and to prioritize all the items. Display a flip chart with the **Rating My Financial Priorities Scale**.

Rating My Financial Priorities Scale

1	2	3
high	moderate	low

Tell them:

Now that you know your monthly expenses, let's start to prioritize. We are going to use a rating scale of 1-3 to rate each of the items that you have on your list. Use a "1" if you feel the item has a high priority, a "2" if the priority is only moderate, and a "3" if an item has a low-priority rating.

Step 5:

Give the women approximately 10 minutes to prioritize each of the items. Ask for volunteers to share their priorities. Encourage comments and discussion until the women feel comfortable with their individual ratings.

Say:

Would anyone be willing to volunteer her findings? What were your priority expenses? Did anyone have something different? Not all of us will agree on what is a priority because our living situations are all very different. But some expenses are essential like food, clothing, and housing.

Step 6:

Next, ask the women to cross out all the expenses that they believe are nonessential (have a low-priority rating). Tell them:

Now that you have had a chance to decide on priorities, let's distinguish between needs and wants. Look over your budget again and decide which items you feel are not absolutely essential. Pick the ones with a low-priority rating and cross them out.

Ask them to review the costs associated with the remaining items and to add them up. Tell them they now have a rough budget of the income they believe is necessary to meet their needs.

Say:

Now look at the costs that you have estimated for each of the remaining items. Do you want to make any changes to those amounts? Make those now.

After you have made all the changes you want, add up the total once again.

Congratulations! You now have a rough budget of the income you believe is necessary to meet your basic needs.

Step 7:

Encourage the women to discuss their findings. If women express concern that they cannot meet even basic needs, inform them that the group will explore creative ways that will assist them in addressing essentials and nonessentials in future activities. Tell them that the group will continue with this discussion in the next session.

Say:

Would anyone be willing to discuss her findings? Don't despair if your budget didn't turn out the way you wanted. We are going to look at some creative ways to assist you in meeting all of your financial obligations and needs in the next session. You will also have a chance to help Maria and Lucy with some community challenges.

• • •

• • • 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 *Moving On* 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.





SUPPLEMENTAL SESSION 2

Community Challenges

This supplemental session 2 is an optional session that can be used during module 5: Making Connections and Staying Healthy. It is used in conjunction with supplemental session 1 and follows that session. (Supplemental session 1 is used after session 6.)

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



GOALS

- Increase awareness of the need for financial planning.
- Expand social and professional supports in the community.
- Encourage the women to address challenges related to finding and accessing resources and supports.



MATERIALS NEEDED

Facilitator Supplements:

- Maria's Community Challenge
- Lucy's Community Challenge

Participant Handouts:

- Reflection Diary
- SS1-E: Monthly Expense Sheet (which the women completed in supplemental session 1)
- SS2-A: Monthly Expense Sheet (Revised) (two copies)
- SS2-B: Maria's Community Challenge
- SS2-C: Lucy's Community Challenge
- How I Am Doing

continued

SUPPLEMENTAL SESSION 2

Community Challenges

continued

Other Materials:

- Pens (one for each participant)
- Collages that the women created in module 1
- Art supplies, a variety of magazines, etc., to revise the collages created in module 1
- Calculators (one for each participant)
- Paper
- Resource Board
- Successful Strategies Board
- Index cards or sticky notes (for the Successful Strategies Board and Resource Board)



PREPARATION NEEDED

- Have information available about resources that the women may access to assist them with financial planning, dealing with loans, and so forth.
- Read the facilitator supplements for this session and gather materials to help the women complete the Community Challenges.



OUTLINE

Part 1: Reviewing (30 minutes)

- Reflection Diary

Part 2: Discovering (75 minutes)

- Budgeting for a Windfall or a Crisis (30 minutes)
- Community Challenges (30 minutes)
- Revisiting My Vision of Success for Community (15 minutes)

Part 3: Reflecting (15 minutes)

- Building My Portfolio

• • • PART 1 (30 MINUTES) • • •

REVIEWING



Reviewing is an introductory part of each session and requires about 30 minutes to complete. 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 *Moving On* program manual (see page 31).

Reflection Diary

The ***Reflection Diary*** is completed at the beginning of sessions 2–6 of module 5. It is also used at the beginning of supplemental session 1 and this supplemental session 2. Encourage the women to reflect on the time between the last session and now and to record an experience that was very negative/challenging or very positive/exciting. See chapter 2 (page 17) of the *Moving On* program manual for additional information about the ***Reflection Diary*** and chapter 4 (pages 43–54) of the program manual for step-by-step instructions for introducing the ***Reflection Diary*** to the women.



• • •

• • • 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.

BUDGETING FOR A WINDFALL OR A CRISIS (30 minutes)

This activity was designed to continue the work started in supplemental session 1. The importance of budgeting is emphasized, and the women are given additional practice in modifying their budgets to match available income.

Step 1:

In supplemental session 1, the women developed a budget that listed the total amount of money needed for essentials each month. Now, ask the women to develop a new budget. Ask them to pretend they have had a windfall and to figure out monthly expenses when they have twice the amount of money needed for essentials. Distribute calculators, pens, and handout **SS2-A: Monthly Expense Sheet (Revised)**. Also make sure each participant has her copy of handout **SS1-E**, which she filled out in supplemental session 1, for reference.



Tell the women:

Preparing a budget is a critical first step to managing money. It is important to know how much money you need for essentials. Then, if your income is lower than that amount, you can begin to investigate different ways to meet your needs. If your income is higher than that amount, you can decide how to use the extra money. Be sure to revise your budget if your circumstances change (for example, if your income increases or decreases).

In the last session, you estimated the total amount needed for essentials each month. Now we are going to prepare another budget. Look at the total amount that you calculated for your monthly expenses. Let's imagine that, for some reason, you have a windfall. You now have double the income needed for your expenses. Just take the total amount for essentials you estimated in the last budget and double it. Now plan out another budget.

Step 2:

Give the women approximately 10–15 minutes to complete the exercise and ask them to present their results.

How did it feel to make a budget like this? What did you do with the extra money? Did anyone put anything into savings? What does the way you spent money say about your wants and needs? Did you spend the money on things that are most important to you? Why are they important to you?

Step 3:

The second activity is more challenging and requires the women to develop another budget. Distribute another blank copy of handout **SS2-A: Monthly Expense Sheet (Revised)**. Tell the women that this time they are going to be asked to develop a budget pretending that they have only half of the income needed to meet their monthly expenses. Once again, give the women approximately 10–15 minutes to complete this activity.



Say:

Now we are going to try a more challenging exercise. You are going to develop one more budget, but this time you are going to picture yourself in a financial crisis. You now have to return to your initial budget—the one you did in the previous session—but this time you have to work with only half of the total amount you calculated for essentials each month. This will definitely be more difficult, but do your best.

Step 4:

Debrief this exercise by asking the women how it felt to make a budget like this. Explore their reactions and tell them that later in the session the group will explore creative ways to deal with a difficult budget and make every dollar count.

Ask them:

How did it feel to make a budget like this? Definitely not as exciting, is it? Who feels that they figured out a budget that is workable? What was the most difficult part of this exercise? Did anyone think of some legitimate ways that you could make ends meet with a more limited budget?

Step 5:

Ensure that you provide the women with information and resources that they can access to assist them with financial planning, dealing with loans, and so on.

Tell them:

We are going to continue to look at creative ways to address financial needs in the next segment. Before we move on to the Community Challenges, I want to give you some information on programs in the community that you can access if you need additional assistance with financial planning.

COMMUNITY CHALLENGES (30 minutes)

In this segment, the women will be challenged to solve various problems faced by Maria and Lucy as they attempt to identify and access resources in the community.

This activity requires considerable preparation prior to the session. Please review the instructions in the facilitator supplements for this session carefully.



Step 1:

Provide the following introduction to the Community Challenges:

Today we are going to challenge you to help Maria and Lucy find resources and develop support systems in the community.

Step 2:

Begin by breaking the women into small groups of three or four participants. This is a team exercise, so form the groups carefully to ensure that the women can work well together. Distribute paper and handout *SS2-B: Maria's Community Challenge* or handout *SS2-C: Lucy's Community Challenge* to the women. You are welcome to review the various assignments and to pick one or more that address the needs of the women in your group.



Tell them:

There are two parts to this activity.

Part 1: Read the story and the problem statement.

Part 2: Tackle the various assignments mentioned in your assigned challenge.

As the women are working, ensure you are available to assist them with the various assignments.

Step 3:

When the women have finished the Community Challenges, ask them to come together in the large group. Debrief the assignments of each challenge and answer questions the women have. Also have the groups perform the role-plays they prepared in assignment 3 of the challenges.

REVISITING MY VISION OF SUCCESS FOR COMMUNITY (15 minutes)

Step 1:

Give the women the opportunity to reexamine their goals with respect to their community/peers. Ask them to pull out their collages from module 1 and to look closely at their vision of success.

Tell them:

Now that you have helped Maria and Lucy with their challenges, we are going to revisit the collage that you created in module 1.

Step 2:

Ask the women to share their image of “community.” Use the following questions to guide the discussion:

*Does your vision of community take into account the leisure interests that you have?
Your financial situation?*

Does your vision of community take into account resources and supports that will help you achieve your goals?

Step 3:

Give the women the option to revise their vision of success. If necessary, let them add to or change their vision for “community.” Ensure that you have art supplies, magazines, and other materials available.

Ask them:

Now that you have had a chance to look at your vision of success for community, would anyone like to make some changes to your collage? If yes, feel free to take some time now and make any adjustments.

Give them as much time as available to complete this activity. If one or more of the women do not wish to modify their collage, prompt them to identify the challenges they have experienced and tasks they have completed with respect to moving toward their vision of success for community. Encourage them to set new goals.



• • • 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 *Moving On* 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.

