

*Voices: A Program of Self-Discovery
and Empowerment for Girls*

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A program of self-discovery
and empowerment
for girls



*Hear us loud
and strong*

Stephanie S. Covington

Definition of Gender-Responsiveness

Creating an environment through site selection, staff selection, program development, content, and material that reflects an understanding of the realities of women's and girls' lives, and is responsive to their strengths and challenges.

(Covington & Bloom)

Gender-Responsive: Guiding Principles

- **Gender**
- **Environment**
- **Relationships**
- **Services**
- **Economic & Social Status**
- **Community**

Guiding Principles

- **Gender:** Acknowledge that gender makes a difference.
- **Environment:** Create an environment based on safety, respect, and dignity.

Guiding Principles (cont.)

- **Relationships:** Develop policies, practices, and programs that are relational and promote healthy connections to children, family, significant others, and the community.
- **Services:** Address substance abuse, trauma, and mental health issues through comprehensive, integrated, and culturally relevant services.

Guiding Principles (cont.)

- **Socioeconomic status:** Provide girls/women with opportunities to improve their socio-economic conditions.
- **Community:** Establish a system of comprehensive and collaborative community services.

(Bloom, Owen, Covington 2003)

Therapeutic Environment

- ***Attachment:*** a culture of belonging
- ***Containment:*** a culture of safety
- ***Communication:*** a culture of openness
- ***Involvement:*** a culture of participation and citizenship
- ***Agency:*** a culture of empowerment

(Haigh)

Sanctuary



Definition of Sanctuary

- Sacred place
- Place of refuge/protection
- Shelter

Qualities of a Facilitator

The following qualities in a facilitator will help to ensure a positive group experience:

- Trustworthiness
- Reliability, consistency
- Warmth, compassion
- Emotionally mature

Qualities of a Facilitator (cont.)

- Healthy boundaries, respect for confidentiality
- Committed to and interested in the girls' issues
- Multi-cultural sensitivity and responsiveness

Qualities of a Facilitator (cont.)

- Appropriate gender (a female should facilitate the all-female groups)
- Content expertise, if possible
- Facilitation Skills

Qualities of a Facilitator (cont.)

- **BE PREPARED!**

Four Key Elements in the Voices Group Process

1. Understanding more about their experiences as girls— their similarities to and differences from others in the group
2. Exploring how the influences in their lives (e.g., gender, families, substance abuse, interpersonal violence and various forms of oppression) have impacted them

Four Key Elements in the Voices Group Process (cont.)

3. Learning skills and coping mechanisms to help them both now and in the future
4. Feeling safe and learning that this is a safe place to share their voices

Voices

Four Modules

- *Self*
- *Connecting with Others*
- *Healthy Living*
- *The Journey Ahead*

What about the Girls?



Reality of Girls' Lives

- Socialization and identity
- Culture and class
- Sexuality
- Violence and aggression
- Expressions of risk

Socialization and Identity

- Girls stop “being” and start “seeming”.
- Girls develop identity in their connections with others.

Culture and Class

- Ethnicity and socioeconomic status have a significant impact on girls' strengths and challenges.

Sexuality

- 50% 9-12th graders have had intercourse.

(Centers for Disease Control, 2002)

- 74% of young women who had intercourse before age 14 and 60% before age 15 reported it was involuntary.

(Planned Parenthood Federation of America, 2001)

Sexuality (cont.)

- 24.5% of sexually active 9th grade girls use alcohol/drugs with intercourse.

(Center for Disease Control, 2002)

- 4 out of every 10 young women are pregnant before age 20.

(The National Campaign to Prevent Teen Pregnancy, 2001)

- Teenage sex often means girls servicing boys.

(Denizet-Lewis, 2004)

Sexually Transmitted Infections *(STIs)*

STIs may result from the sexual transmission of bacterial or viral agents such as:

Chlamydia trachomatis (Chlamydia)

Neisseria gonorrhoeae (Gonorrhea)

Treponema pallidum (Syphilis)

Trichomonas vaginalis (Trichomonas)

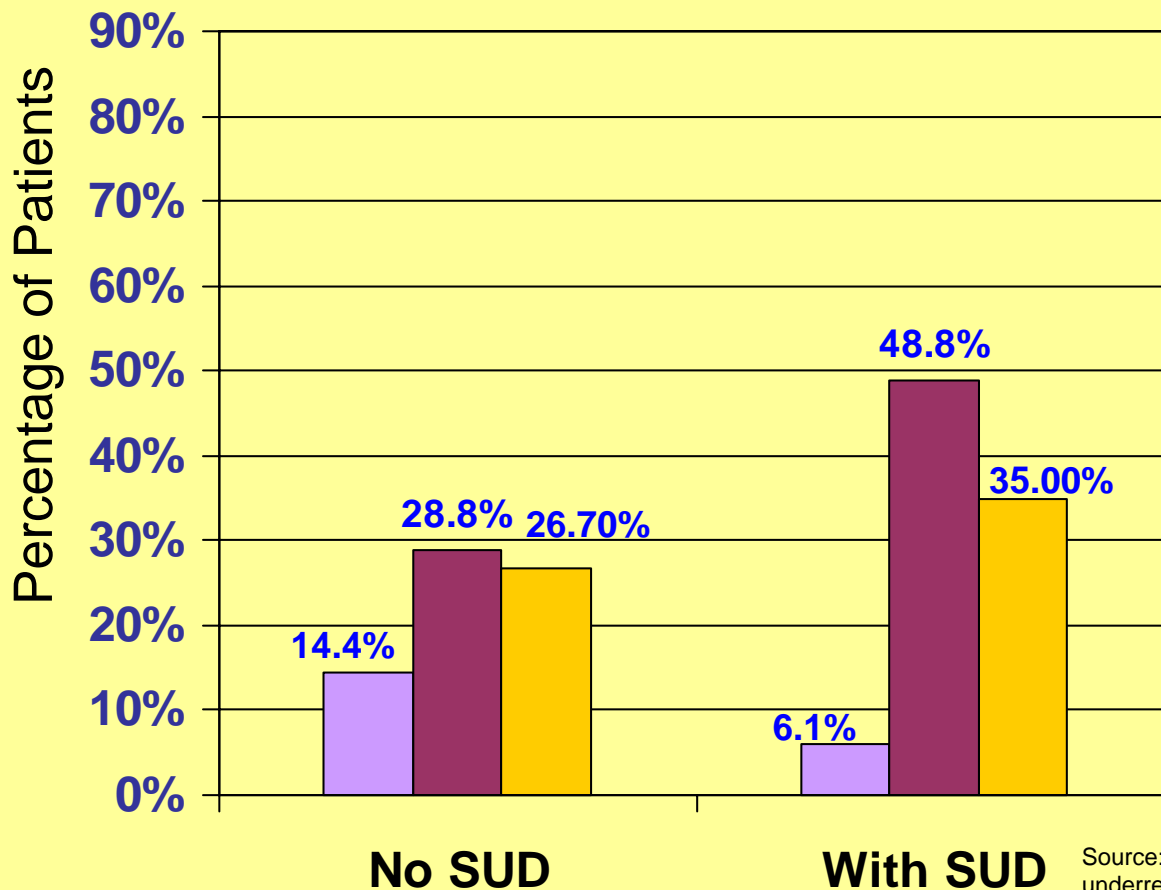
Human Immunodeficiency Virus (HIV)

Chlamydia and Gonorrhoea

- Highest rates among adolescents and young adults (34% of infections are 10-19 year olds [CDC, 2004]).
- Higher rates in youth involved juvenile justice systems
- 70% of infections do not have symptoms
- Major cause of reproductive health consequences in females (e.g. PID, epididymitis).
- Current STI=3-5 times more likely to contract HIV
- Effectively treated with antibiotics

(Source: Department of Criminal Justice, Temple University)

Among Young Attendees at STD Clinics, Substance Abusers Report more Risky Behavior



Patients aged 15 to 24 of a public sexually transmitted disease clinic who had a substance use disorder (SUD) were two to three times likely as those without an SUD to report multiple sex partners and inconsistent condom use during the past year. Overall, 43 percent of the 448 patients who participated in the Pittsburgh, clinic study had an alcohol or marijuana use disorder, and these young people also were 70 % more likely to be diagnosed with a sexually transmitted disease during their visit.

Source: Cook R.L., et al. Alcohol and drug use related disorders: An underrecognized health issue among adolescents and young adults attending sexually transmitted disease clinics. *Sexually Transmitted Diseases* 33(9): 565-570, 2006.

Violence & Aggression

- Violent crime doubled from 1988 – 1994.
(Mahan, 2003)
- Girl initiated violence increased 118%
since 1987. (Brown, 2002)
- Girl fighting – horizontal hostility
(Brown, 2002)

Expressions of Risk

- Depression
- Substance abuse
- Relationship violence
- Eating disorders
- Teen mothers
- Girls in juvenile justice settings

Girls' Mental Health Needs

- Girls who are coping with such serious issues as sexual abuse, substance abuse, family dysfunction and/or academic failure may experience depression, eating disorders, and other mental health concerns.
- More than half of young women in training schools have reported attempting suicide; of those, 64% have tried more than once to kill themselves.

Substance Abuse

Girls use alcohol and other drugs to:

- Improve mood
- Reduce tension
- Increase confidence
- Lose inhibitions
- Exchange sex
- Lose weight

Adolescence & Alcohol

- Start drinking before age 14
47% alcohol dependent
- Start drinking after age 21
9% alcohol dependent

(n=43,000)

(Source: Archives of Pediatrics & Adolescent Medicine, July 2006)

Alcohol & Adolescent Brain

- Disrupts parts of the brain essential for self-control, motivation and goal-setting
- More severe damage in adolescent brain than adult brain

(University of North Carolina; Duke; UCSD)

Alcohol & Adolescent Brain (cont.)

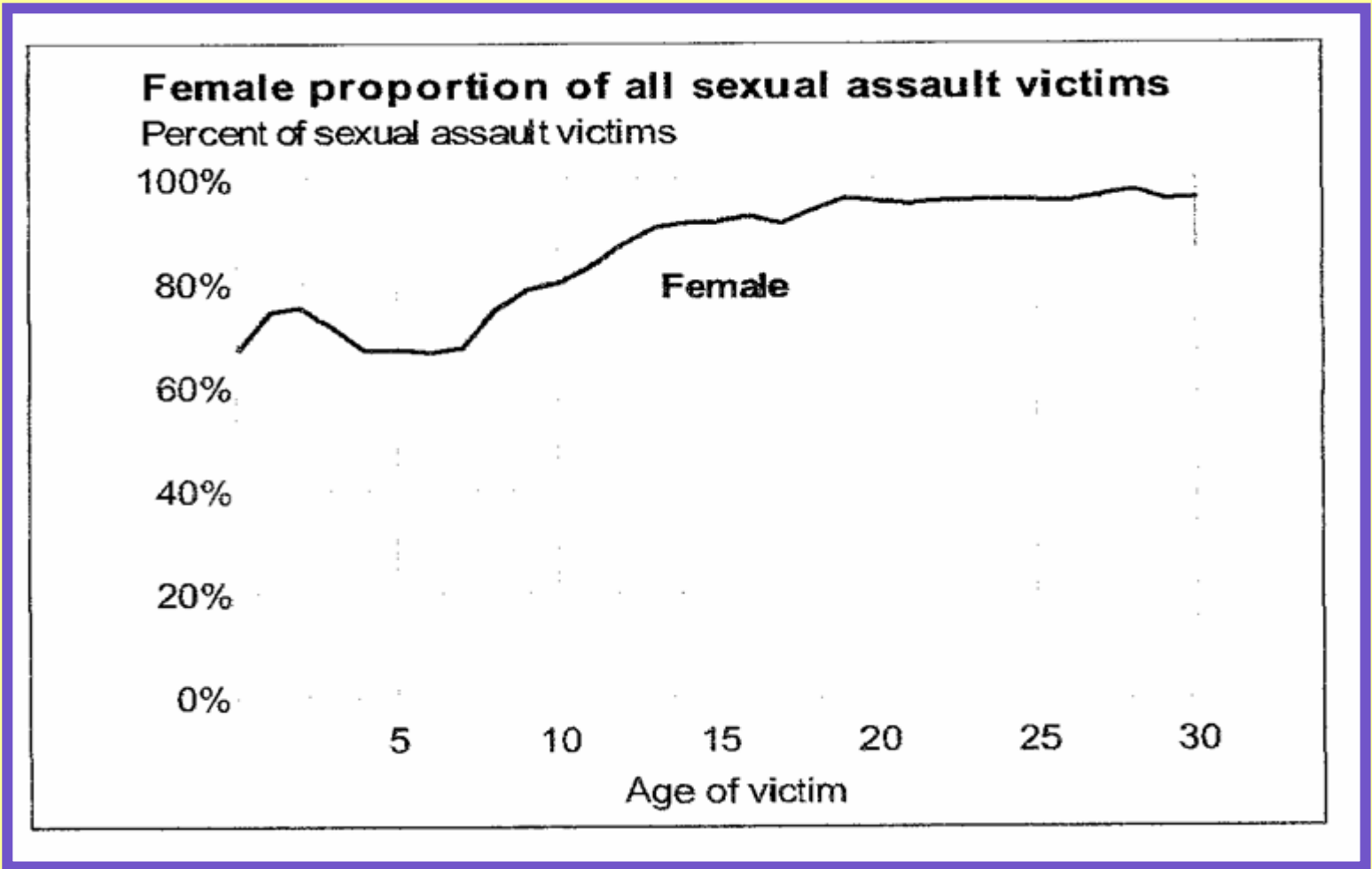
- Adolescent brain is more vulnerable...and more resilient with sobriety.

(UCSD)

Relationship Violence

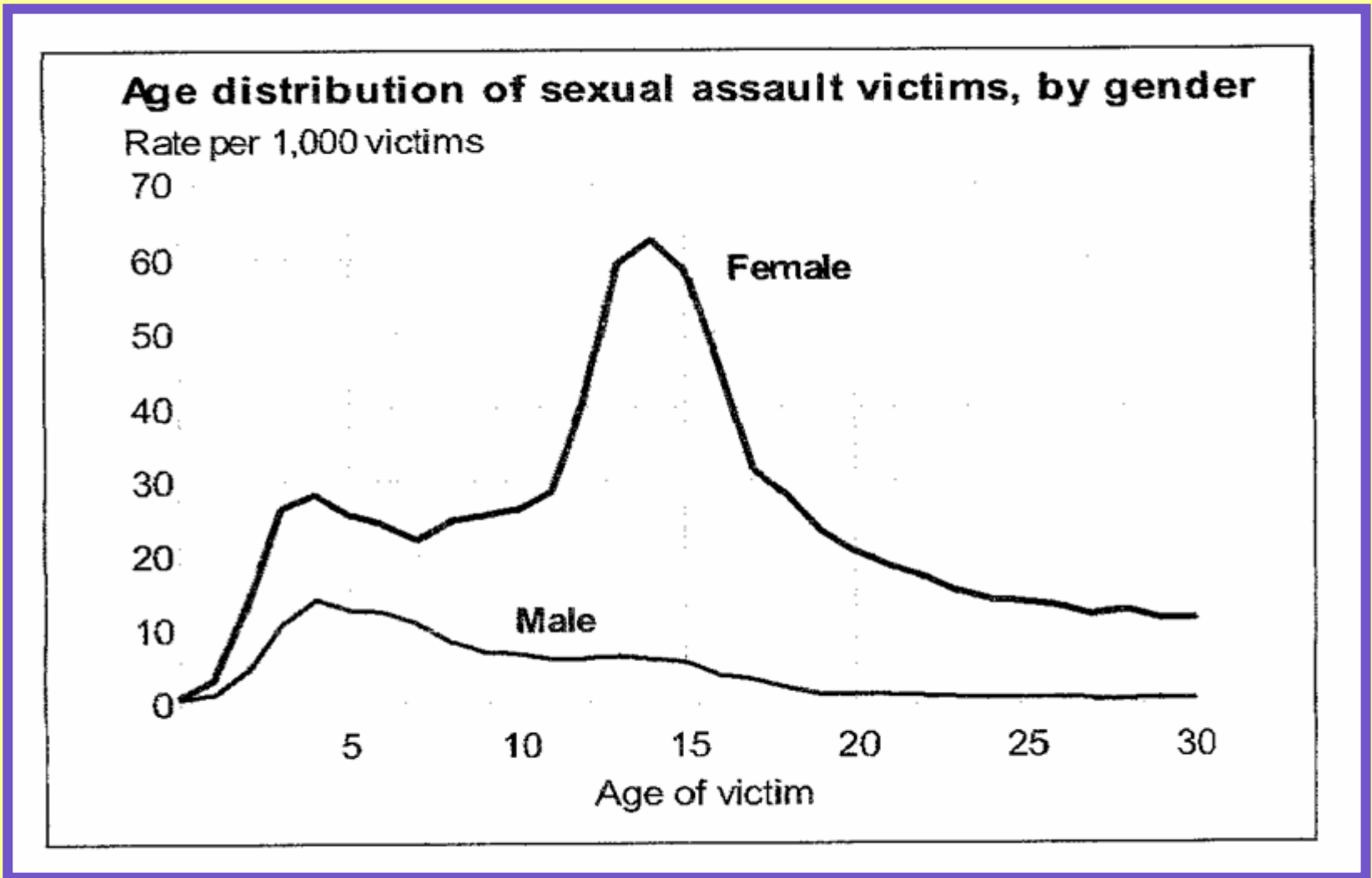
- Girls risk three times greater than boys.
(Banister & Scriber, 2001)
- Homicide (by someone they know) is a leading cause of girls' death.
(Anderson, 2002)
- 1 in 5 girls abused by dating partner.
(Patton & Morgan, 2002)

Sexual Assault Graph



Bureau of Justice Statistics, 2000

Sexual Assault Graph



Bureau of Justice Statistics, 2000

Female Delinquents and Sexual Abuse

- Among female delinquents, an estimated 70% have a history of sex abuse.
- In some detention facilities, the incidence of girls who have been abused is closer to 90%.
- Most often, abuse is perpetrated by family members or close family friends who are perceived as trusted adults.

Effects of Abuse on Girls

Sexual abuse can have a profound impact on a girl during adolescence:

- lessened self-esteem
- inability to trust
- academic failure
- eating disorders
- self-harm
- teen pregnancy
- running away
- substance abuse
- defensive & reactive violence

Eating Disorders

7 million women

- 43% onset 16 – 20
- 33% onset 11 – 15
- 10% onset 10 and under

(National Association of Anorexia Nervosa
and Associated Disorders, 2004)

Girls in Juvenile Justice Settings

- Histories of victimization
- Unstable family lives
- School failure
- Repeated status offenses
- Mental health problems
- Substance abuse

A High-Risk Population

- 1.4 M adolescents incarcerated in 2004 (USDOJ, 2004)
- Engage in high-risk behaviors
 - Substance use: 75% drug of alcohol (Belenko & Logan, 2003)
 - Early sexual initiation (Teplin et al., 2003)
 - Multiple partners (Teplin et. Al, 2003)
 - Unprotected sex (Canterbury et al., 1995)
- Substance use associated with higher STI risk (Cook, 2006)
- Limited access to health care, STI education/prevention (Forrest et al., 2000)

Girls and Juvenile Justice

- Between 1980 and 2000, the juvenile arrest rate for girls increased 35%.
(Snyder, 2002)
- In 2000, girls accounted for 28% of all juvenile arrests compared with 19% in 1990.
(Maniglia, 1998; Snyder, 2002)
- From 1991 to 2000, the juvenile arrest rate for aggravated assault increased by 44% for girls and declined 16% for boys.
(Snyder, 2002).

Girls and Juvenile Justice (cont.)

- Approximately 78% of arrests of girls for crime index offences are not for violence, but for larceny-theft, or shoplifting.
(FBI, 2000).
- Girls account for 59% of arrests for running away and 55% of arrests for prostitution.
(Snyder, 2002)
- Between 1988 and 1997, the use of detention for girls increased 65% as compared with a 30% increase for boys.

Poor Academic Performance

- One significant risk factor relating to early onset of delinquency is poor academic performance.
- By the time girls enter the system, they may be at least a grade level behind their peers.
- Girls may have developed a negative attitude about learning and lack self-confidence about their own ability to master academic skills.

Risk & Protective Factors

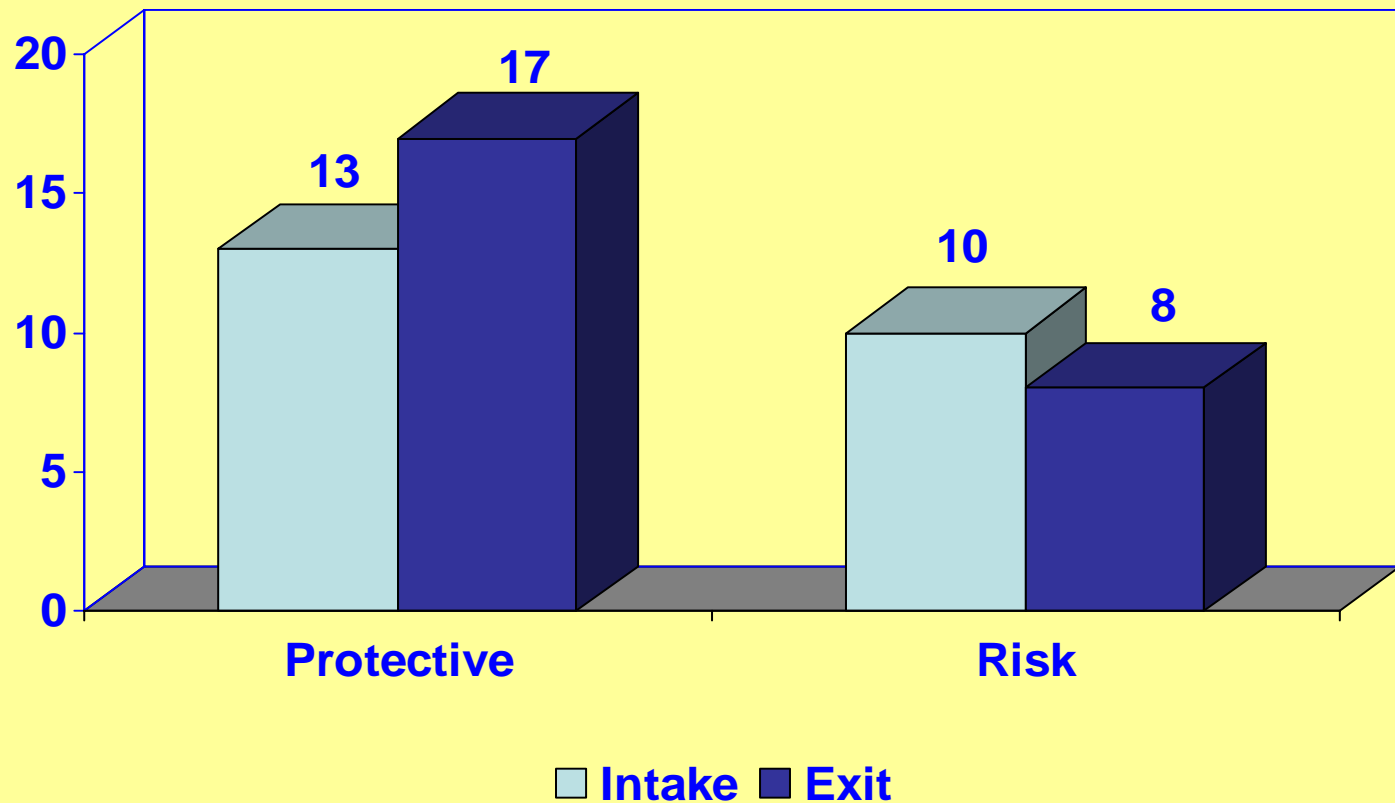
Risk Factors

- **History of sexual abuse**
- Academic failure
- Substance abuse
- Low self-esteem
- Fragmented family
- Lack of trusting adult
- Racism
- Sexism
- Negative peer group
- Lack of safe, nurturing environment

Protective Factors

- Positive sexual development
- Academic success/progress
- Positive self-esteem
- Positive, nurturing family
- Positive cultural and gender identity
- Positive peer group
- Positive relationship with caring adult
- Safe, nurturing environment

Protective Factors Easier to Change than Risk Factors



Why Develop Gender-Responsive Programs?

- Girls travel a different path to problems than most of their male counterparts.
- After years of struggling to squeeze girls into programs designed for boys, some agencies that work with girls are seeking approaches that are gender-specific.

Gender-Responsive Programs

- This does not mean giving girls the same programs as boys, or simply isolating juvenile offenders according to gender.
- Instead, the most effective programs are rooted in the experience of girls and incorporate an understanding of female development.

How do We Develop Services for Girls?



Definition of Gender-Responsiveness

Creating an environment through site selection, staff selection, program development, content, and material that reflects an understanding of the realities of women's and girls' lives, and is responsive to their strengths and challenges.

(Covington & Bloom)

Creating Programs for Girls

Gender-Responsive Elements

- Celebrates Strengths
- Safety is Key
- Female Mentors and Role Models
- Develop and Support Leadership Skills
- Empower Girls – Force for Social Change
- Media Literacy
- Physical, Sexual and Mental Health Information
- Cultural Connections
- Solidarity between Girls and Women

Theoretical Framework

The theories related to gender and substance abuse (and any other relevant treatment services) that create the framework of thought for program development. This is the knowledge base that creates the foundation upon which the program is developed.

Treatment Strategies

The approaches used in the program that create the therapeutic process. These are the ways in which theory is operationalized (how theory is applied).

Concepts of Successful Interventions

Strength-based approach: Working from a positive perspective, building on girls' personal and cultural strengths and providing opportunities for girls to be successful.

Addressing the "Whole Girl"

Domains:

- Physical
- Sexual
- Relationships
- Emotional
- Intellectual
- Spiritual



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Theoretical Foundation

- Psychological development
- Attachment
- Resilience
- Addiction
- Trauma

Psychological Development

Relational Theory

- Gilligan
- Stone Center
- Brown

Growth Fostering Relationships

- Increased zest and vitality
- Empowerment to act
- Knowledge of self and others
- Sense of self-worth
- Desire for more connections

Alone and Lonely

- Girls are alone more than 20% of awake time
- Less than 10% of time outside school with friends-happiest then
- 12th graders have 50% more alone time than 6th graders
- Many girls alone over 6 hrs a day
- Too much solitude=poor outcomes

(Source: M. Strauss, *All the Rage*)

Attachment Theory

- Bowlby
- Harlow
- Winnecott
- Stern
- Ainsworth

Types of Attachment

- Secure
- Avoidant
- Ambivalent (or anxious-avoidant)

Resilience

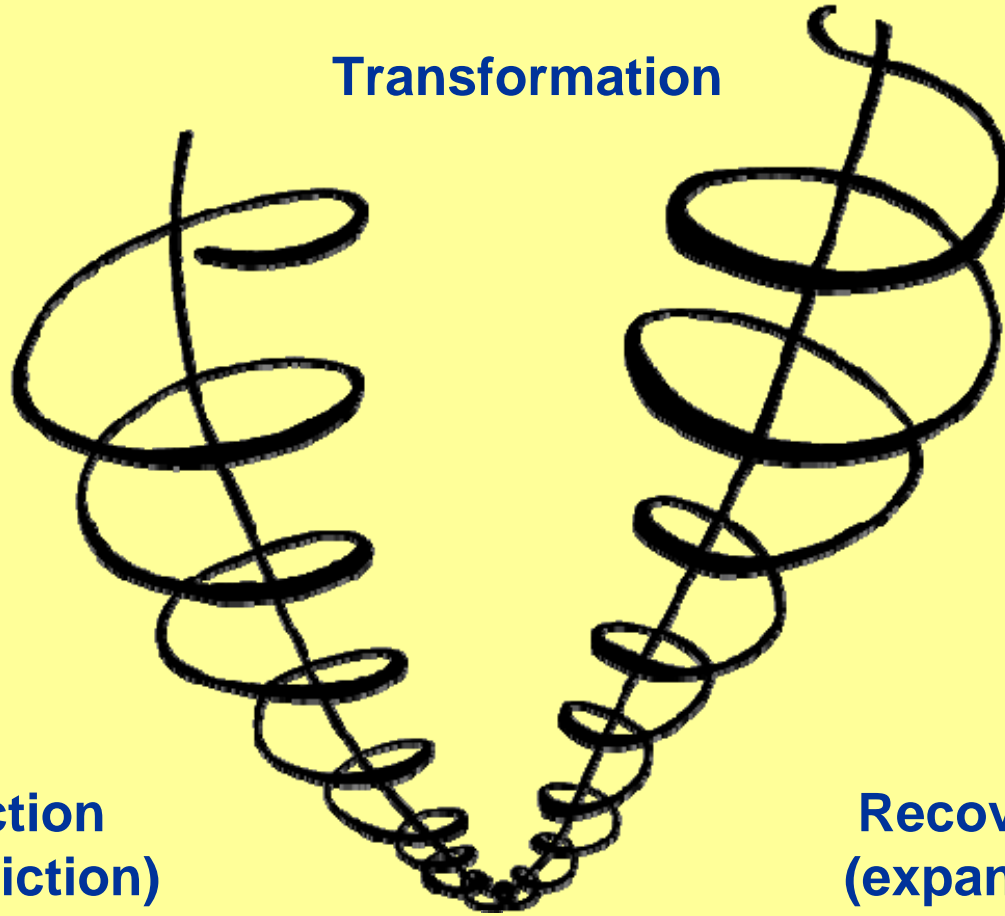
- Close relationship with one adult
- High expectations from significant people
- Positive role models and community involvement

Addiction

Transformation

Addiction
(constriction)

Recovery
(expansion)



Definition of Trauma

The diagnostic manual used by mental health providers (DSM IV-TR) defines trauma as, “involving direct personal experience of an event that involves actual or threatened death or serious injury, or other threat to one’s physical integrity; or a threat to the physical integrity of another person; or learning about unexpected or violent death, serious harm, or threat of death or injury experienced by a family member or other close associate.”

“The person’s response to the event must involve intense fear, helplessness or horror (or in children, the response must involve disorganized or agitated behavior).”

Trauma

Sexual abuse

Physical abuse

Emotional abuse

Domestic violence

Witnessing abuse/violence

Self-inflicted violence

Trauma (cont.)

Stigmatization

Girls in juvenile justice system

Girls of color

Poor girls

Lesbian, transgendered, bisexual

Girls with mental illness

PTSD

- Nightmares; Flashbacks
- Estrangement
- Numbing of General Responsiveness
- Insomnia
- Exaggerated Startle Response
- Hypervigilance

(DSM-IVTR)

Co-occurring Disorders

There is a high level of co-morbidity between post-traumatic stress disorder and:

Depression

Anxiety

Panic disorder

Phobic disorder

Substance abuse

Physical disorders

Source: "Gender-Responsive Strategies: Research, Practice and Guiding Principles for Women Offenders Project: Covington & Bloom (2001)

Trauma Services

Trauma-informed

These are services that are provided for problems other than trauma but require knowledge about violence against girls and women and the impact of trauma; thereby increasing their effectiveness.

Ten Principles of Trauma-Informed Services

Principle 1.

*Trauma-Informed Services Recognize the
Impact of Violence and Victimization on
Development and Coping Strategies*

Ten Principles of Trauma-Informed Services (cont.)

Principle 2.

*Trauma-Informed Services Identify Recovery
from Trauma as a Primary Goal*

Ten Principles of Trauma-Informed Services (cont.)

Principle 3.

*Trauma-Informed Services Employ an
Empowerment Model*

Ten Principles of Trauma-Informed Services (cont.)

Principle 4.

*Trauma-Informed Services Strive to Maximize a
Woman's/Girl's Choices and Control Over Her
Recovery*

Ten Principles of Trauma-Informed Services (cont.)

Principle 5.

*Trauma-Informed Services Are Based in a
Relational Collaboration*

Ten Principles of Trauma-Informed Services (cont.)

Principle 6.

*Trauma-Informed Services Create an
Atmosphere That Is Respectful of Survivor's
Need for Safety, Respect, and Acceptance*

Ten Principles of Trauma-Informed Services (cont.)

Principle 7.

*Trauma-Informed Services Emphasize
Women's/Girls' Strengths, Highlighting
Adaptation Over Symptoms and Resilience
Over Pathology*

Ten Principles of Trauma-Informed Services (cont.)

Principle 8.

*The Goal of Trauma-Informed Services Is to
Minimize the Possibilities of Retraumatization*

Ten Principles of Trauma-Informed Services (cont.)

Principle 9.

*Trauma-Informed Services Strive to Be Culturally
Competent and to Understand Each Woman/Girl
in the Context of Her Life Experiences and
Cultural Background*

Ten Principles of Trauma-Informed Services (cont.)

Principle 10.

*Trauma-Informed Agencies Solicit Consumer
Input and Involve Consumers in Designing and
Evaluating Services*

Elliot, D.E.; Bjelajac, P.; Fallot, R.D.; Markoff, L.S.; Reed, B.G. *Trauma-Informed or Trauma-Denied: Principles and Implementation of Trauma-Informed Services for Women*. *Journal of Community Psychology*, July, 2005., 33(4): 461-477.

ACE Study

(Adverse Childhood Experiences)

- Recurrent and severe emotional abuse
- Recurrent and severe physical abuse
- Contact sexual abuse

Growing up in a household with:

- An alcoholic or drug-user
- A member being imprisoned
- A mentally ill, chronically depressed, or institutionalized member
- The mother being treated violently
- Both biological parents *not* being present

(N=17,000)

ACE Study

(Adverse Childhood Experiences)

Results

ACEs still have a profound effect 50 years later, although now transformed from psychosocial experience into organic disease, social malfunction, and mental illness.

- Smoking
- Alcoholism
- Injection of illegal drugs
- Obesity

Childhood Traumatic Events

Largest Effect-Mental Health

- Psychotropic medication
- Mental health treatment
- Attempted suicide
- Traumatic stress

Childhood Traumatic Events

Largest Effect-Mental Health

- 980% increase in odds if exposure to 7 CTE's

(Messina & Grella, 2005)

Process of Trauma

TRAUMATIC EVENT

Overwhelms the Physical & Psychological Systems
Intense Fear, Helplessness or Horror

RESPONSE TO TRAUMA

Fight or Flight, Freeze, Altered State of Consciousness, Body Sensations, Numbing, Hyper-vigilance, Hyper-arousal

SENSITIZED NERVOUS SYSTEM CHANGES IN BRAIN

CURRENT STRESS

Reminders of Trauma, Life Events, Lifestyle

PAINFUL EMOTIONAL STATE

RETREAT

ISOLATION
DISSOCIATION
DEPRESSION
ANXIETY

SELF-DESTRUCTIVE ACTION

SUBSTANCE ABUSE
EATING DISORDER
DELIBERATE
SELF-HARM
SUICIDAL ACTIONS

DESTRUCTIVE ACTION

AGGRESSION
VIOLENCE
RAGES

Self-Harm Interventions

- Validate reality
- Understand cycle (CBT frame)
- Know when she doesn't self-harm
- Harm reduction
Try other things first (writing)
- Therapy for feelings and thoughts
- Teach new methods of coping: finding words and someone to hear them

(Source: Tracy Alderman, *Scarred Souls*)



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Voices

Four Modules

- *Self*
- *Connecting with Others*
- *Healthy Living*
- *The Journey Ahead*

Each Session Contains the Following Components:

Opening: Helping girls check-in/become present

Teaching: Key topic is presented

Interactive: Discussion of issues, questions, etc.

Experiential: Exercises to try out new skills and learning

Closure: Focus questions to facilitate reflection

S

E

L

F

Module A:

Self



Module A: Self

- Session 1** *Who am I?*
- Session 2** *My Life Story*
- Session 3** *Breaking the Silence*
- Session 4** *The World Girls Live In*
- Session 5** *Support and Inspiration*

(27 activities)

Who am I?

Describing myself

- A feeling
- A belief
- A quality

Examples of Feelings

- Joyful
- Sad
- Angry
- Happy
- Afraid
- Content
- Relaxed
- Jealous
- Calm
- Anxious
- Bitter
- Furious
- Depressed
- Ashamed
- Embarrassed

Examples of Beliefs

- I believe in myself
- I believe it's okay to be a virgin
- I believe in equality
- I believe you are what you eat
- I believe that life is tough
- I believe in practicing safer sex
- I believe that I can trust my friends
- I believe that I am fun, clean and sober
- I believe that I can use my voice
- I believe I am a good listener
- I believe that I have rights
- I believe that I can meet my goals

Examples of Qualities

- I am strong
- I am a good friend
- I don't trust people easily
- I am curious about things
- I am smart
- I am a loner
- I am sexy
- I do well in school
- I am honest
- I am caring
- I am funny
- I am a good artist

Feeling Okay Chart

Daytime

Alone

With others

Nighttime

Alone

With others

Five Senses Activity

5 things you can see

4 things you can touch

3 things you can hear

2 things you can smell

1 thing you can taste

My Life's Journey



Tree of Self Esteem



Esteemable Acts

One way to improve your self-esteem is to do things that make you feel good about yourself. What three things can you do?

1. _____

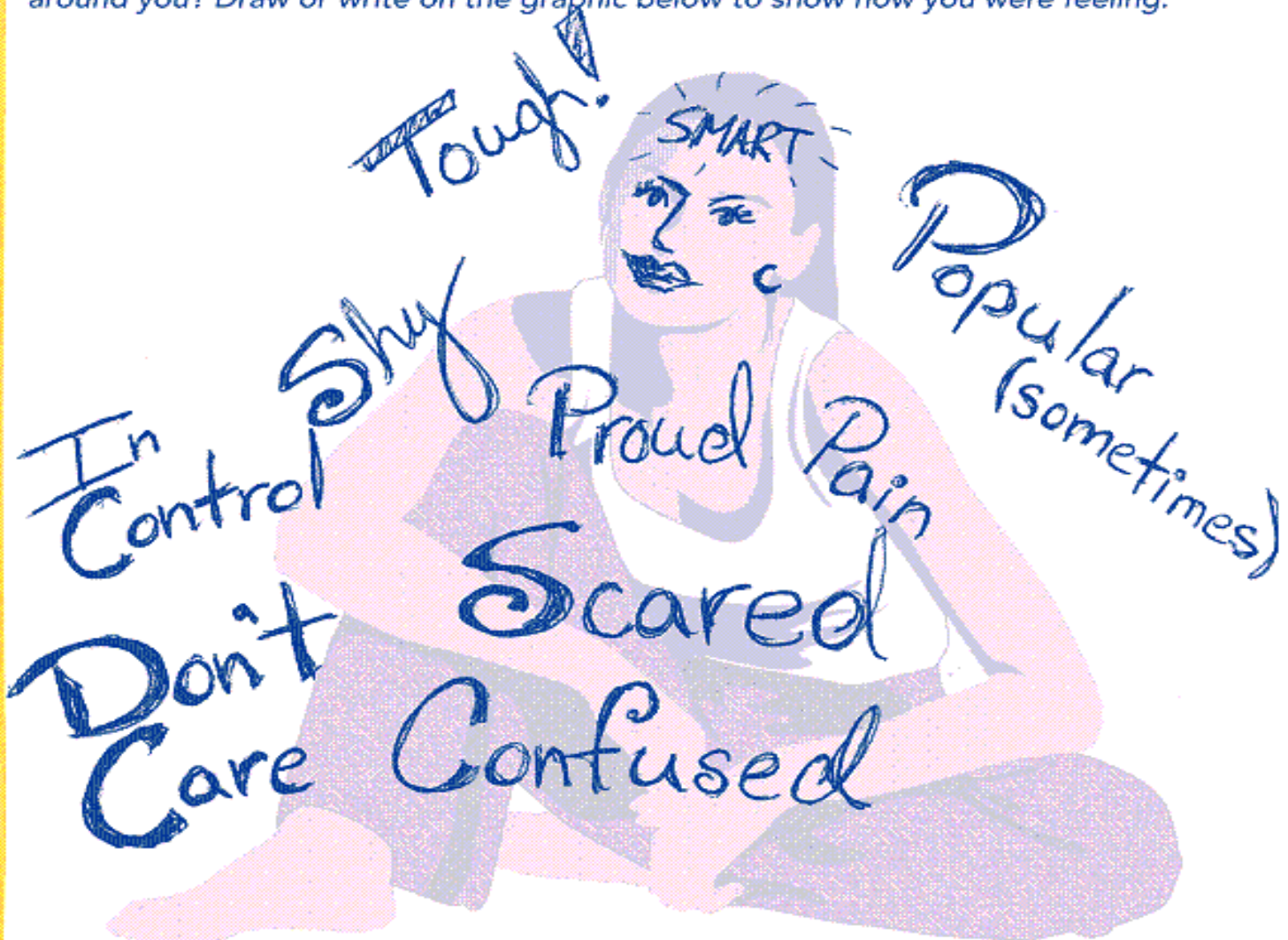
2. _____

3. _____

Me: Inside and Out



Can you recall a time when you felt one way inside but looked different to those around you? Draw or write on the graphic below to show how you were feeling.



Got Power?

Look at the groups listed below. Write each group in the column that best describes its power in today's society.

Powerful:

- Adults
- Non-Christian religions
- Women/girls
- Recent immigrants
- Whites
- English speakers
- Bosses
- Youth/children
- Lesbians/gay men/bisexuals
- Formally educated people
- Heterosexuals
- Men
- The poor
- Those born in the U.S.
- People with disabilities
- People with criminal records

Less powerful:

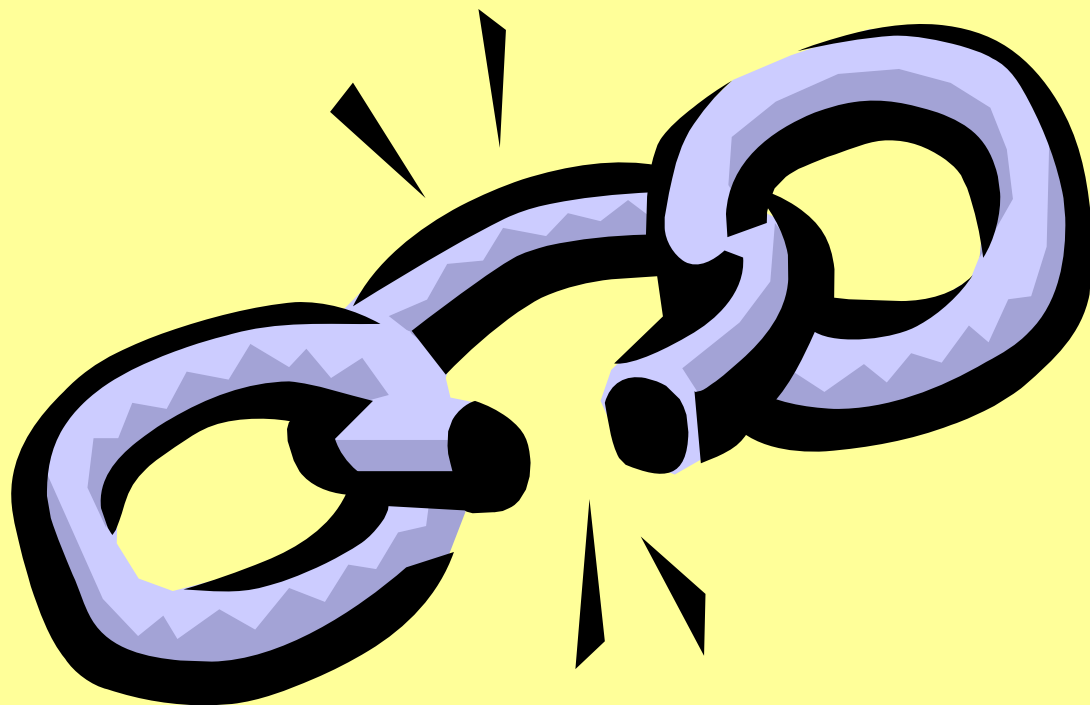
Adapted from *Men's Work: Stopping the Violence that Tears Our Lives Apart* by Paul Kivel, copyright 1992 by Hazelden Foundation, Center City, MN.

Media Messages

Key points to convey:

- Media messages are everywhere (e.g., in music, television, movies and advertising).
- Media messages give limited and unrealistic portraits of women and girls.
- Media messages tell us that alcohol and cigarettes can make us sexier, attractive, desirable and fun. Media messages do not show us the negative consequences of substance use and abuse (e.g., getting sick, being addicted).
- Media messages can make us feel bad about who we are.

Break the Chain!



What I have Learned from Her



What I have Learned from Her

Name: _____

She has inspired me by: _____

O

Module B:

T

Connecting with Others

H

E

R

S



Module B: Connecting with Others

Session 6	<i>Communication</i>
Session 7	<i>My Family</i>
Session 8	<i>Mothers and Daughters</i>
Session 9	<i>Friendship</i>
Session 10	<i>Dating and Sexuality</i>
Session 11	<i>Supportive Relationships</i>
Session 12	<i>Abuse Relationships</i>

(36 activities)

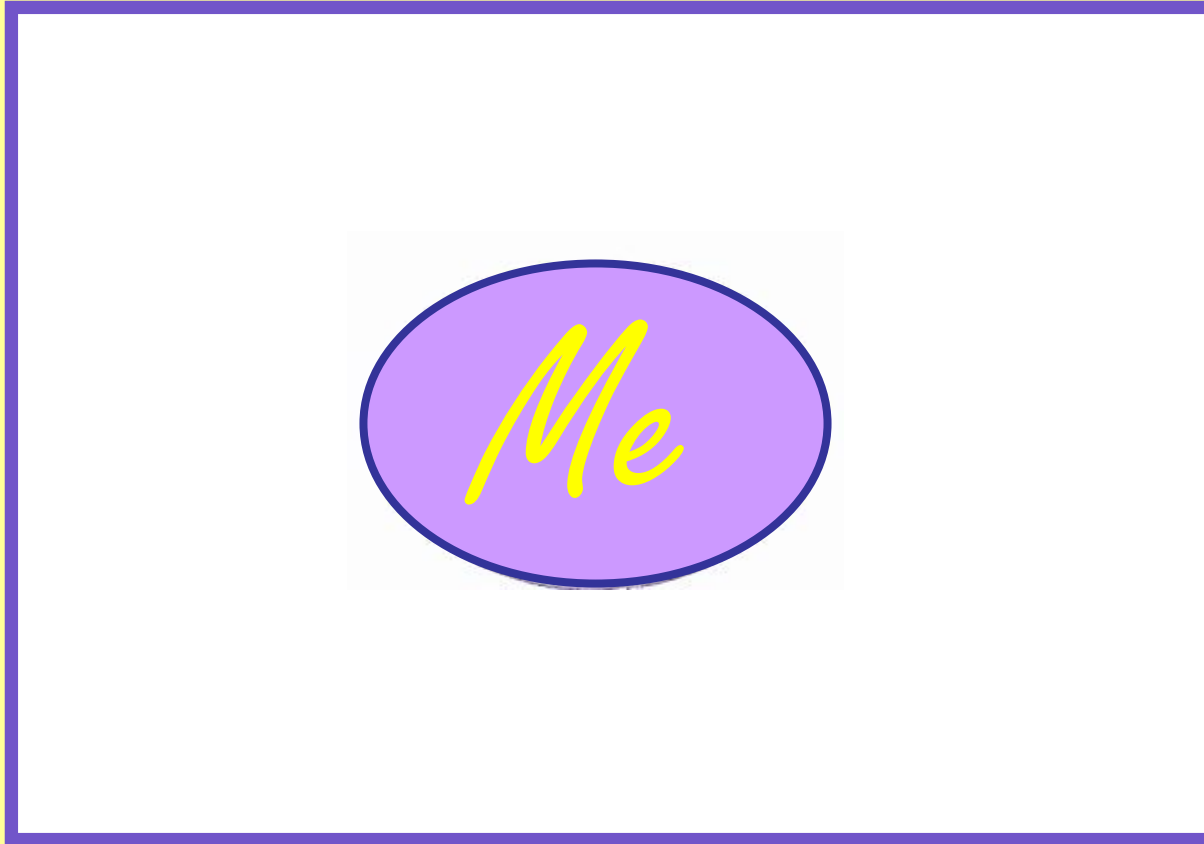
Communication is:

An exchange of ideas; an expression of oneself in such a way that one is clearly understood; a connection, one with another.

Communication (cont.)

- Passive communication
- Aggressive
- Passive-aggressive
- Assertive

My Family



Key

- Strong
- - - Weak
- · - Broken/no connection
- ~ Confusing
- ~ Angry

Healthy Families

	Weak	Medium	Strong
<i>Connectedness: feeling close and bonded to one another</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Acceptance: showing respect for one another, celebrating each other's unique VOICE</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Appreciation: recognizing each member's unique contribution to the family</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Trust: feeling safe because family members are consistent and respectful in how they interact with each other</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Truthfulness: being honest about what is said and what goes unsaid</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Commitment: making family a priority</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Flexible rules: staying open to change and discussion about rules</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Problem-solving skills: thinking clearly and working together to tackle problems</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Safety: feeling physically and emotionally protected</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Boundaries: feeling like you can be an individual while also being connected to family members</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mom and Me

Key Points:

- Mother-daughter relationships are complex and powerful.
- Our mothers influence how we see ourselves as young women.
- Mothers are more than simply their roles. It can be interesting and enriching to get to know our mothers as complete persons.

Friendship

Key Points:

- It is important to think critically about why girls can be mean to one another.
- Girls' relationships with one another are very important parts of their lives.
- Collaborating with and supporting one another counteracts negative stereotypes of females and creates powerful, collective opportunities for change in girls' lives.

Is it Love?

- Infatuation: Intense feeling of attraction to, admiration for or fascination with another person that may not be based on realistic facts or a true understanding of or connection with the person. Often does not involve seeing the person realistically. Can feel “high” and exciting.
- Sexual attraction: A desire or longing to be involved with someone physically and sexually.
- Love: A deep, tender feeling of affection and care toward another person. Can involve sexual attraction or intimacy but is much broader in that it also involves a sense of oneness, understanding, trust, respect and care. Love is also a behavior.

Shades of Sexuality

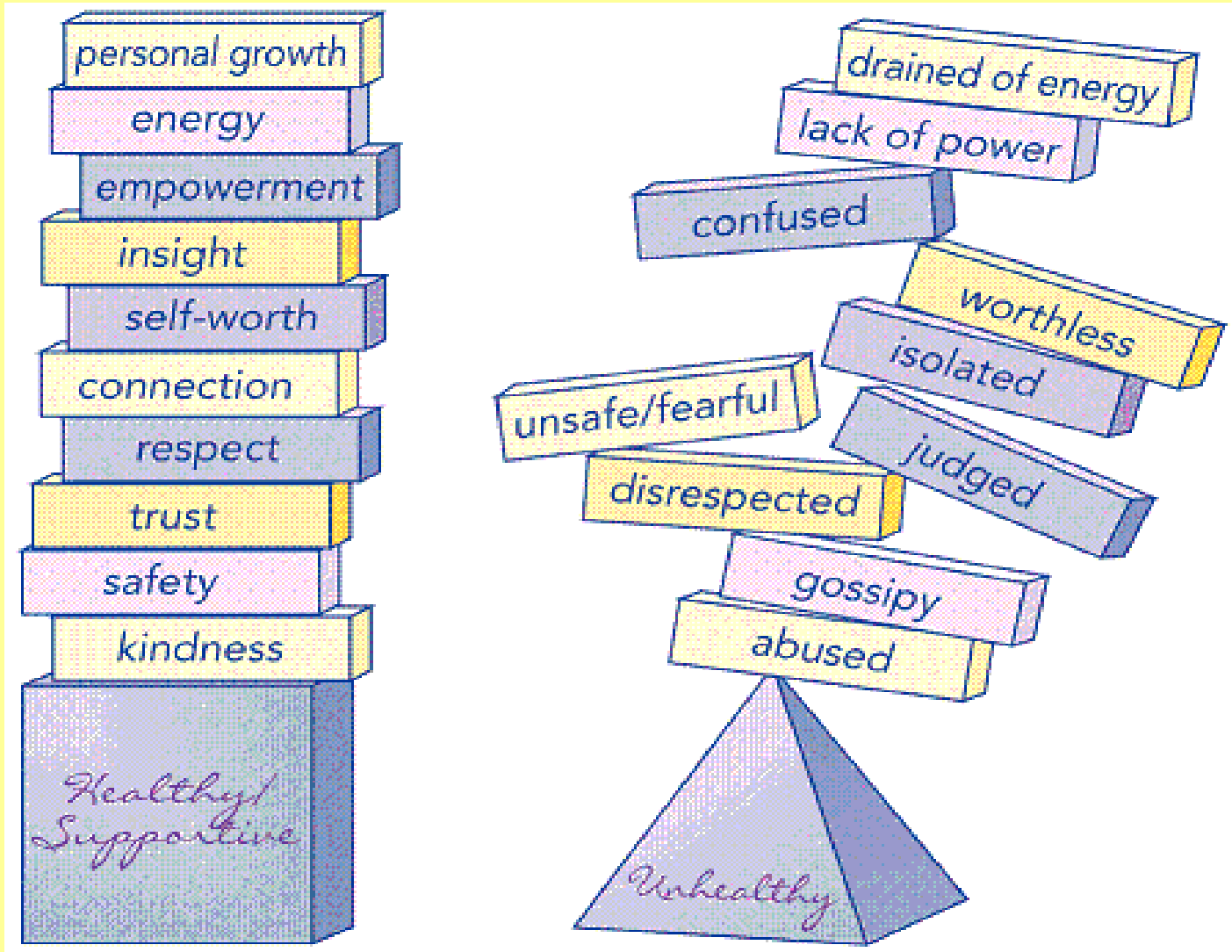
- Gender
- Gender identity
- Sexual orientation
- Straight
- Gay/lesbian
- Bisexual

Sexual Bill of Rights

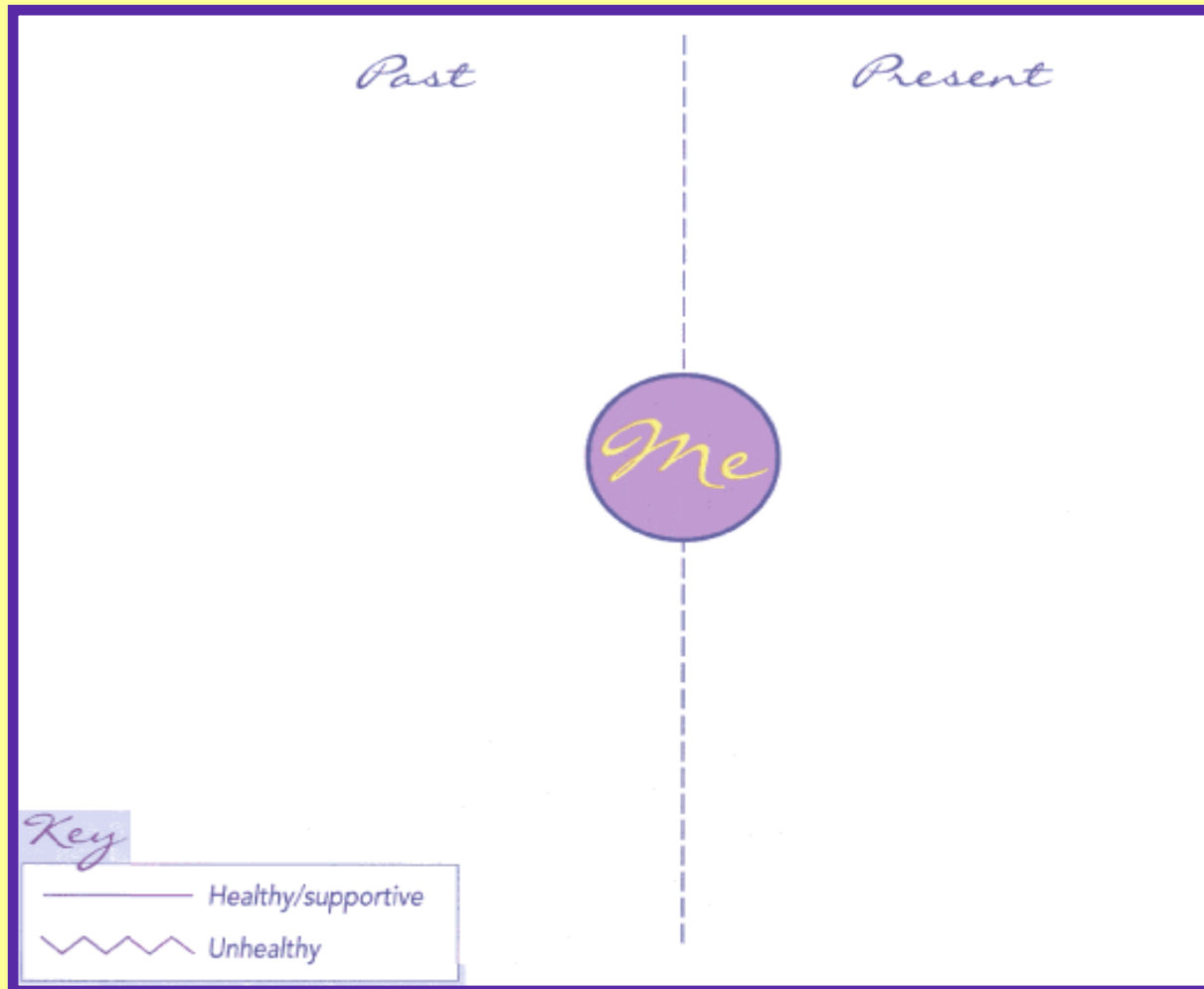
My Sexual Bill of Rights



Connecting with Others



A Map of My Relationships



What is Abuse?

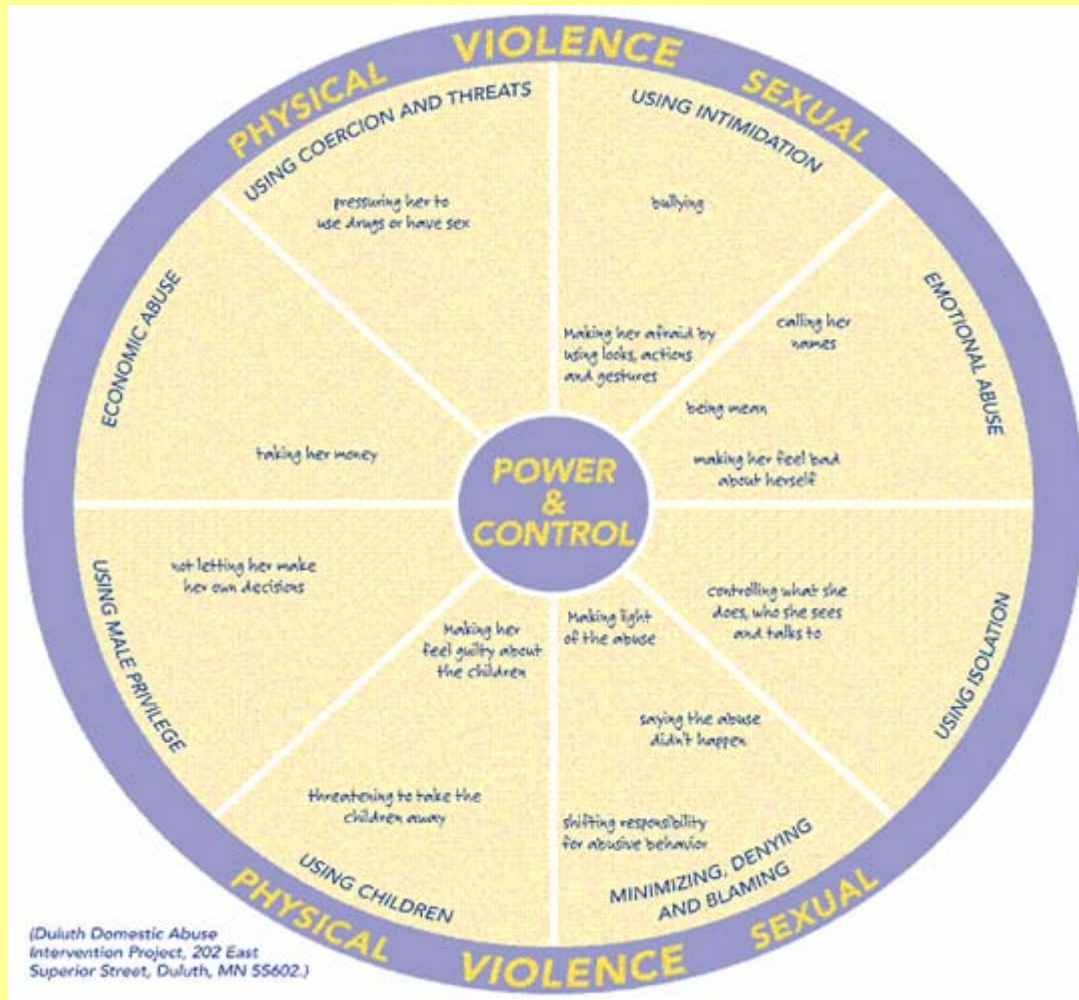
- Emotional
- Physical
- Sexual

Effects of Abuse

Key Points:

- Abuse can have a long-term impact on the victim.
- A girl's reaction to abuse can take many forms.
- You are not alone if you are the victim of abuse.
- There are things you can do to heal from abuse.
- There are people and organizations that work very hard to end abuse.

Power and Control Wheel



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Module C:

Healthy Living



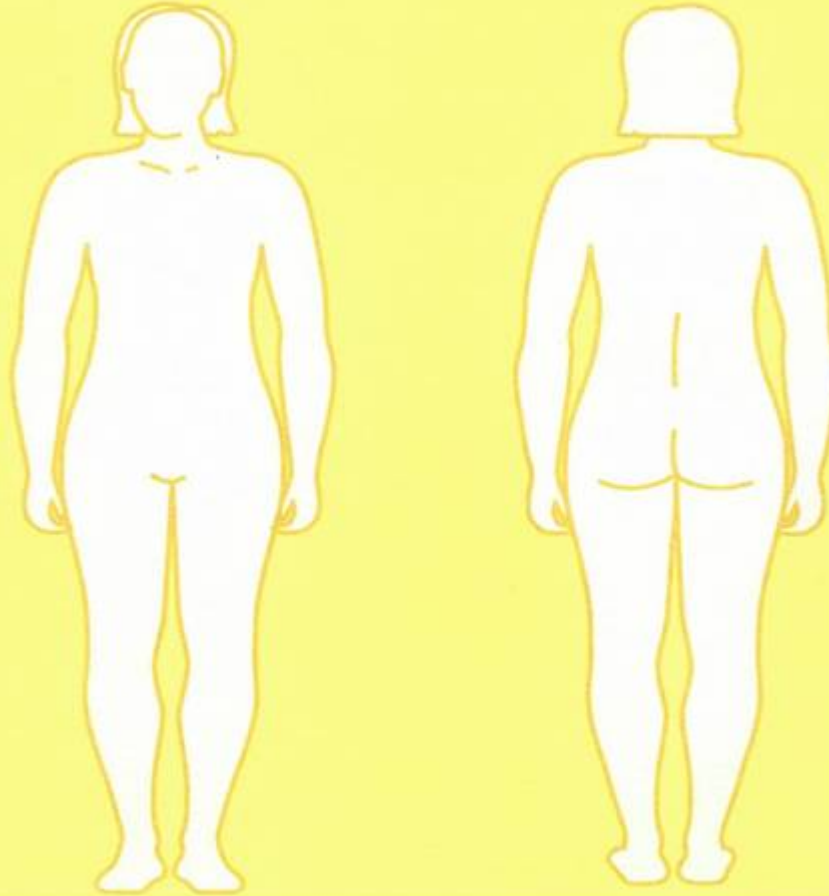
Module C: Healthy Living

Session 13	<i>Our Bodies</i>
Session 14	<i>Emotional Wellness</i>
Session 15	<i>Alcohol and Other Drugs</i>
Session 16	<i>Spirituality</i>

(24 activities)

My Body Image

On the body graphic below, place a "+" in those areas you like about your body, a "-" in those areas you dislike and a "★" in those areas that are neutral.



Five Steps to Emotional Wellness

1. Tune in to feelings.
2. Name the feeling.
3. Locate the feeling in your body.
4. Express the feeling.
5. Practice containment – which means holding your feelings in order to share and process them in a safe place with a trusted person.

Containing vs. Stuffing

1. Slow down or stop what you're doing.
2. Identify what you're feeling.
3. Name the feeling.
4. Notice where you feel it in your body.
5. Evaluate whether the intensity of the feeling matches the situation.
6. Consider what other factors may be contributing to your intense feeling.

Anger and Me

Key Points:

- Young women are encouraged/socialized to be nice.
- When girls don't feel that they can express anger, they are unable to be their true, authentic selves.
- It is important to learn how to express anger.
- Anger is a healthy reaction to injustice, racism and poverty.

Assessing Anger

- Who else is she angry at?
- How is her behavior effective?
- How has she attempted to express it in the past?
- What was the response?
- When did she start? Is it same?
- What is happening to make her mad?

(Source: M. Strauss, *All the Rage*)

Assessing Anger

- What else is she feeling?
- What would she like to have happen?
- What IS going to happen?
- How effective is the communication?
- Will she need to escalate, suffer more to get what she needs?

(Source: M. Strauss, *All the Rage*)

Weighing it Out

Make a list of the benefits and costs of choosing to use alcohol, tobacco or other drugs.



Understanding Addiction

- Biological
- Psychological
- Environmental

Spirituality

Includes but not limited to:

- Quiet time
- Prayer
- Meditation
- Centering activities, such as singing or listening to music
- Being out in nature
- Creating personal altars (a collection of personal items that mean a lot to you)

Spirituality (cont.)

- Attending church, synagogue, mosque, temple or another spiritual meeting place
- Keeping a journal
- Helping others in need
- Learning from others
- Celebrations
- Wise woman
- Cultural rituals
- Appreciation and gratitude

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Module D:

Journey Ahead



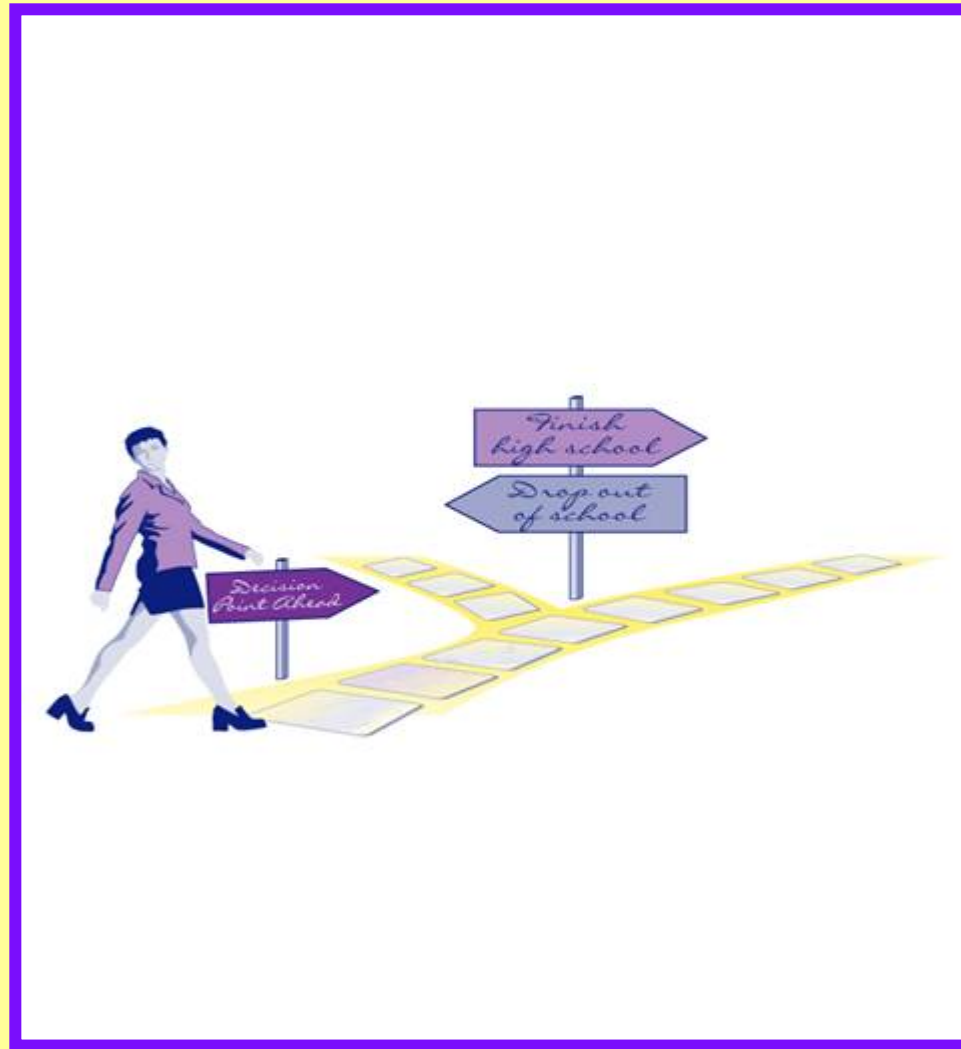
Module D: Journey Ahead

Session 17 *Crossroads*

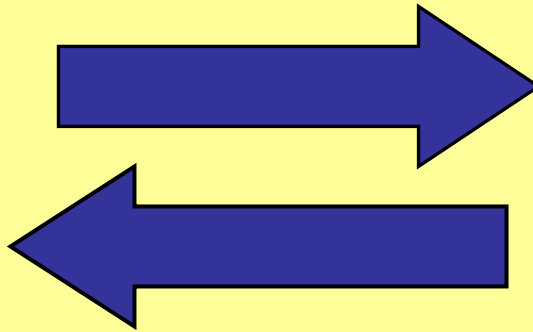
Session 18 *Packing for My Journey*

(9 activities)

Crossroads



My Crossroads



How might choosing this path affect you in the short-term?

How might choosing this path affect you in the short-term?

How might choosing this path affect you in the long term?

How might choosing this path affect you in the long term?

Making Good Decisions for Me

The strategies below will help you strengthen your decision-making skills.
How would you rate yourself on each of these decision-making tools?

Planning ahead



Exploring options and pros/cons of each



Using common sense, not just emotions



Asking for advice from people you trust



Evaluating the results of your decisions



Sticking by a good decision



My Group Experience

O Objective

R Reflective

I Interpretive

D Decisive

Sisterhood and Support



For More Information

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