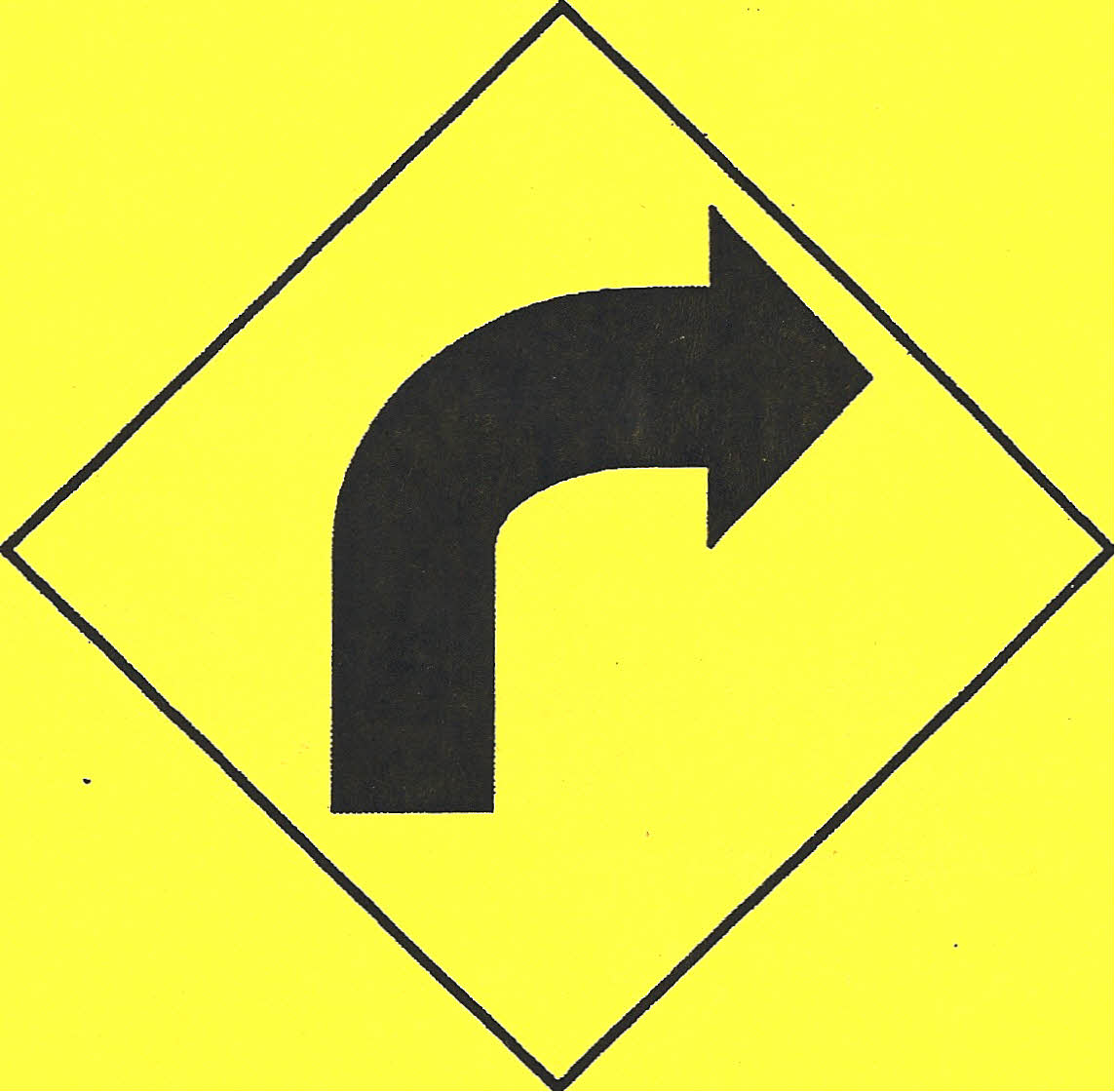
STUDENT MANUAL   
"TURN RIGHT"

(A Seven Step Intervention Program)



*If you can believe it •••• You* *can become it!*

Communityoncall

Choosing to make a difference

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**(REVIEW CHART ONE, page 55 and the CYCLE OF LOSS)**

……..and a man asked him…..

“what would you have me do for you?”

and that man replied……..

“ help me to see”

“INTERVENTION”………..

“To come between, to interfere with

force. To modify and cause to stop.”

---- Webster's dictionary

"We can't do great things….

We can only do small things with great love."

----Mother Theresa

If You Can Believe It…………

…………You Can Become It!”

***Why are we the way we are?*** We can find answers to this when we look at our relationships: the people we spend time with, and how they affect our thought life. Behavioral scientists have also documented that each person’s life is influenced by his or her mindset. In other words, we are what we think we are.

***We need an effective tool.*** When you talk with an at-risk person, you can bring up questions about his relationships and thoughts in a way that will bring him face to face with his own life. Answering these questions creates the foundation for building a future with purpose and promise. The underlying premise does not relate to guilty actions. Instead, it relates to guilty *inaction.* That is, we are guilty for ***not*** doing certain things, especially things that can make life successful. Staying away from trouble is good; staying too busy to get into trouble is better.

This manual is broken into categories. The instructions under each category are adaptable for any setting and with any personality. The age of the facilitator or the student is not important.

***The key to using this manual is to view it as a tool. Turn Right*** is a guide for building a relationship with an at-risk individual. It is built upon the idea that people don’t take time to sit down and look at life through relationships and thoughts. If you use this manual during conversations with at-risk people, you should see many opportunities for discussion along these lines.

**How** do you adopt an intervention plan for your community?

**How** can you know if any intervention plan will work?

**Who** is usually the most successful in designing intervention plans that are easily implemented and maintained?

**Where** can a professional organization go for the resources that will guarantee the success of intervention programs for at-risk individuals?

**What does “at risk” mean?**

Information from professionals in the mental health industry, corrections, and the public school system leads to the conclusion that a person unable to solve problems or plan is “at risk”.

**“Problem solving and planning are the two most important life skills we need to learn in order to be well-adjusted and at ease with society.”**

If someone’s life skills are deficient in either of these two areas, life itself becomes a struggle, and becoming a mature adult will be impossible. Mental health professionals say someone like this never really grows up. He or she is mentally, emotionally, and socially immature. Our jails and prisons are full of people who need to learn basic life skills (problem solving and planning) in order to move freely and peacefully in society.

**Who in our communities is best qualified to identify**

**at-risk young people?**

An at-risk youth is as liable to be ignored by his peers as he is to be befriended by them. This makes it highly likely that he will become an outcast who will search for other outcasts. When he finds people like himself, they will construct behavior patterns of dysfunction and abuse. Our schools and law enforcement agencies know who these young people are. Talk to them first.

**Every human being will try to model their lives after someone, even if that ‘someone’ is a completely unacceptable role model.**

By definition, intervention must begin at the level of friendship. If you wish to educate an at-risk person in life skills, you must establish a relationship with him that is non-judgmental, caring, and aware of the young person as an individual. You can’t just know his name; you have to know about his family, friends, goals (if any), lifestyle, religion (if any), habits, schedules and interests.

**How long should we wait before we intervene in the lives of those who don’t have life skills?**

“You can pay me now; or, you can pay me later.” “He who hesitates is lost.” “A stitch in time saves nine.” “…all for the want of a horseshoe nail.” Intervention is far less expensive and far more successful in people who are young. Why wait until they grow up and have behavioral patterns locked in to social, mental and moral dysfunction.

**Adopt a plan for your community, and carry it out.**

If you wish to see changed lives, your intervention must be based on a plan that is solid, yet open to sound advice. Teaching life and relationship skills is absolutely critical in any intervention program. Without these elements, law enforcement agencies will be forced to incarcerate the same person—or group—time after time.

**Teaching job skills to” at-risk” people is foundational to any intervention program.**

Financial responsibility is an important—and practical—life skill, and a crucial step towards maturity and a sense of self-worth. For instance, someone who can’t hold down a job can’t pay fines if he owes them (this is one of the primary reasons people are in jail). A person who lives merely at a subsistence level (either because of welfare or criminal behavior) shackles himself solely to existence rather than growth; and, since job skills are generally not taught in local jails, very few (if any) people can keep a job, or have one waiting for them, while they’re incarcerated.

**Begin building relationships today, but make sure it is a team effort.**

A relationship with an at-risk person cannot be cultivated in a vacuum. Your intervention plan needs to be coordinated with educators, mental health professionals, the police and the local court system.

**Intervention does not stop when an incarcerated offender is released.**

The community must provide After-service care at large. “Getting out of jail” is only one side of the coin. “Getting into society” is the other side, and needs to be encouraged by people who have learned the noblest life skill: providing hope and purpose for their fellow citizens. No one should leave jail only to be excluded from society all over again. Instead, we should do all we can to help at-risk people fulfill the promise life holds for them.

*“A community dedicated to intervention gives a gift to itself--- by molding those at risk into productive members of society.*

*The higher the percentage of problem solving, law-abiding citizens in a community; the stronger the social fabric of that community.”*

Description: bd06663_

The everyday choices you make determine

the course of your life.

Is there someone to teach you

how to make these choices?

Every cause has effect.

Every choice has a consequence.

It the consequence that has come your way is not what you desire; there is a reliable way to change them. Simply make different choices.

Fortune and misfortune are not random conditions.

They are results of choices.

The seeds you sow, from moment to moment, from day to day, are the seeds you will grow. The choices you make will determine the consequences you experience.

Though that may at times seem like a burdensome responsibility, it is in fact a glorious opportunity. For it gives you the ability to point your life in whatever direction you choose.

The choice is yours, in every moment, every situation, every dilemma, and every decision. Choose a life that is full, with meaning, with joy and purpose.

By Ralph Martson

***Who are you? Let’s make a list.***

In **Table 1** provided below, list the family members you’ve spent time with in the last two to ten years (mother, father, cousins, etc.). Do the same with the **Table 2** provided for friends. Then, list the common interests you have with the people you wrote down; finish up by listing some of the challenges they face (illness, addiction, finances, etc.) Use the back of this page if you need more room.

**TABLE 1**

|  |  |  |
| --- | --- | --- |
| **FAMILY** | **INTERESTS** | **CHALLENGES** |
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**TABLE 2**

|  |  |  |
| --- | --- | --- |
| **FRIENDS** | **INTERESTS** | **CHALLENGES** |
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|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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**3) How would these people describe you as a person?**

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| --- |
|  |
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|  |

**4) What is a friend? Define what a friend is:**

|  |
| --- |
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|  |

**5) If you could do different stuff in your life than you do now,**

**what would they be?**

|  |
| --- |
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|  |
|  |
|  |
|  |

**6) Who gives you the most support?**

|  |  |  |  |
| --- | --- | --- | --- |
| **TRANSPORTATION** | **MONEY** | **SCHOOL/ADVICE** | **ACTIVITIES** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**7) What are you doing now that you were doing two years ago?**

(habits, work, activities, complaining, etc.)

|  |
| --- |
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|  |
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|  |

**8) Do you enjoy your life? Yes – No- Maybe- Sometimes? Explain why or why not:** (Write your answer in the form of a sentence)

Take Time to answer this!!

|  |
| --- |
|  |
|  |
|  |

**9) Make a list of the people you spend the most time with, and what you do with them.**

|  |
| --- |
| **Their The Places Their The habits Types of**  **Name You go Age You Share Entertainment**  **You do together** |
|  |
|  |
|  |
|  |
|  |

**10) How do you communicate with the people around you?**

(talk, yell, give, take, defend, blame, ignore)

|  |
| --- |
|  |
|  |
|  |

**11) What kinds of things do you do for the people around you? What do you give out to them?** (Compliments, anger, help, criticism, money)

|  |
| --- |
|  |
|  |
|  |
|  |

**12) How do you handle criticism?**

|  |
| --- |
|  |
|  |
|  |

**13) Who is the best person to ask about what you’re really like?**

**Be honest!**

|  |
| --- |
|  |
|  |

**14) How would this “best person” describe you?**

|  |
| --- |
|  |
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|  |

**15) What do you need the most in your life? Explain Why?**

|  |
| --- |
| 1) |
|  |
| 2) |
|  |
| 3) |
|  |
| 4) |
|  |
| 5) |
|  |
| 6) |
|  |
| 7) |
|  |
| 8) |
|  |

**16) If you could change ten things today, what would they be?**

|  |
| --- |
| 1) |
| 2) |
| 3) |
| 4) |
| 5) |
| 6) |
| 7) |
| 8) |
| 9) |
| 10) |

**17) How many of these have you wanted to change for a long time?**

|  |
| --- |
|  |
|  |
|  |
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|  |

**18) Do you know how to change these things?**

|  |
| --- |
|  |
|  |
|  |
|  |

**19) What are your greatest strengths?** (experiences, education, training, age, jobs, advisors, personality, etc.)

|  |
| --- |
| 1) |
|  |
| 2) |
|  |
| 3) |
|  |
| 4) |
|  |
| 5) |
|  |
| 6) |
|  |
| 7) |
|  |
| 8) |
|  |

**20) Who misses you the most when you’re not around?**

|  |
| --- |
|  |
|  |
|  |

**21) What did you get out of answering these questions?**

If you look over what you’ve written down, you’ll see that all these things influence your life every day, and can affect your chances for success. That’s why it’s very important to be honest and thorough when you answer these questions.

|  |
| --- |
| 1) |
| 2) |
| 3) |
| 4) |
| 5) |
| 6) |
| 7) |
| 8) |



STOP: We want you to review your answers with a qualified “***TURN RIGHT***” mentor.

***We need to stop and examine how we feel about life***

## DEFINE AND REFINE

## A. What is WISDOM?

## B. What is Foolishness?

## (Write your answer out in detail)

|  |
| --- |
| **A:** |
|  |
| **B:** |
|  |

## List the five senses

|  |  |
| --- | --- |
| 1) | = |
| 2) | = |
| 3) | = |
| 4) | = |
| 5) | = |

## How the Webster’s dictionary defines “WISDOM” --- “to be sensible.”

|  |  |
| --- | --- |
| Fear: “Proverbs” – to see,, | Fear: The street version: |
| hear, touch, taste, | FIGHT OR FLIGHT. “I will |
| and smell | survive” one way or another. |

**“the beginning of wisdom is to** ……………”

**WHAT IT IS TO BE WISE.**

Only by Grace: As Faith unfolds:

Faith “**sees**” beyond the horizon of your vision.

Faith “**touches**” far beyond the sensations of your skin.

Faith “**savors**” richness in life more intense than any palate

The “**scent**” of Faith is the fragrance of sacrifices made for us.

Faith is “**heard**” in God’s love, in silence, song, and Word.

FEELINGS DYSFUNCTIONAL ACTIONS

(help us to find meaning) (keep us from getting well)

Types of self-medication (get numb)

truancy

alcohol

drugs

sex

food

anger

violence

crime

murder

prison

fatal action

music

friends

gangs

danger

sleep

laziness

filth

(self inflicted pain)

Spending

Lying

Money

**DEATH**

(get totally numb)

-anger

-loneliness

-depression

-grief

-sorrow

-fear

-rejection

-unfair

-need acceptance

-need to be cool

-bitterness

-hatred

-disappointment

-unwanted

-stupid

-weak

-ugly

-unclean

-unhealthy

-hunger

-not cool

-not liked

-boredom

-failure

-shame

**YOU CAN CHANGE BELIEFS**

**Define WISDOM:**

**Define: FOOLISHNESS:**

FEELINGS FUNCTIONAL ACTIONS

## (influences)

(help us to find meaning) (help us to find purpose)

-joy exercise

-hope reading

-peace study

-faith work

-love games

-confidence planning

-positive dreaming

-patience climbing

-calm singing

-dedicated constructing

-integrity learning

-respect achievement

-capable completion

-give cooperation

-helpful meeting

-sensible teamwork/playing

-fun discipline

-humorous connecting

-healthy teamwork

-forgiveness clean

apology

forgive

reconcile

CHANGE YOUR BELIEFS

**Now, What is it to be?**

**DEFINE: WISDOM**

**DEFINE: FOOLISHNESS**

**(Review Chart Two, page 56)**

**WHEN I AM WEAK….**

**THEN I AM STRONG.**

What do you think this statement means?

|  |
| --- |
|  |
|  |
|  |
|  |

How do you find out what your weaknesses are? (See Chart Two)

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

WEAK OR STRONG

Who do you think you are?

Who are you, really?

You are not an image or a stereotype,

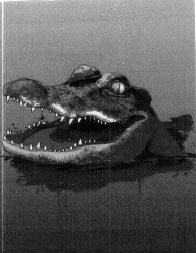
Or someone else’s expectation.

*You are* YOU

**BASIC PROBLEM SOLVING**

Let’s say you’re visiting a friend who lives on a lake in the Florida Everglades. One day, you decide to go for a swim. You dive off his dock and…

YOU SEE THAT THERE IS AN ALLIGATOR IN THE SWIMMING HOLE!

You’ve just identified the problem.

YOU HAVE TO GET OUT OF THERE!

You’re motivated by fear. (You are sensible)

YOU SET A WORLD RECORD FOR GETTING OUT OF A SWIMMING HOLE!

You do something about your situation, and live to see another day.

**This is problem solving:**

1) *Identify* the problem;

2) *Feel* (that is, be ‘sensible’ or ‘wise’ about) what to do;

3) *Take Action*

**But**. What if you were numb, foolish and senseless? What if you had medicated yourself before diving off the dock? You wouldn’t be able to feel the significance of your circumstances, or how important it would be for you to take action. So the alligator gets a free meal. This happens again and again and again………how much of my life am I willing to lose to foolishness?

1.

2.

3.

4.

5.

**REMEMBER THE FIVE SENSES**

List them here.

**Fill out Chart Three on page 57**

**UNDER THE INFLUENCE**………….of feelings.

1. You don’t learn how to deal with your feelings.
2. You become dysfunctional.
3. You find others like yourself.
4. You and your friends medicate so you can’t feel life.
5. You try to find anything to numb your feelings.

**This** is how the cycle goes. At some point in each day you start to feel emotions you can’t deal with, or come across circumstances that make you uncomfortable.

Rather than feel this way, you reach for the medication. If you do this every day, you’ll become addicted to your medication of choice. (this could be any influence: Power, money, fame, sex, pornography, abuse, gambling, fighting…..etc…)

The addiction begins to take control, directing your appetite for more. You lose function and your contact with reality.

The addiction destroys your sense of well being, causing yet another emotion you can’t deal with: depression. The medication will help, you think.

Your addiction will be intensified, and your efforts to maintain numbness only create a more severe dysfunction. And since you won’t reconnect with reality, you can’t stop feeding the addiction. By then your “sin” is known to your community. Life becomes very complicated, very messy. You feel sick, yet you can’t stop, you feel trapped.

The only way to break this cycle is to get some fear (healthy wisdom type of fear). Get wise to your belief that you “need” the medication you’re taking (this is a lie). Get wise to the life of fear and self-destruction you live in. The destructive patterns of addiction and foolish behavior the medication cause can seem to be overwhelming.

**In a way**, society itself is numb to this sort of problem. A community can self-medicate simply by throwing undesirables in jail. Once they’re behind bars, we don’t ‘feel’ their presence. But this sort of “detention center dependency” does no more long-term good than the needle in an addict’s arm. The real cure, as for the dysfunctional person, is fear: fear that the whole community is at risk. Perhaps the question about dealing with dysfunctional people could be phrased like this: Who is afraid enough to do something about it? Is there someone so afraid that they’ll work against drug dealers and drug use? Maybe there’s someone afraid enough to help self-destructive people break free and learn to live. Are there people so afraid of things actually getting worse tomorrow that they’ll do something today?

**Remember those days when you did not feel life….**

*“They make you strong, because you know your weaknesses. They make you valuable to those who do not feel worth, because you know what it is to feel worthless.”*

**Your greatest worth is found in your greatest weakness.**

Turn those days you lived without purpose, into stories of empathy.

*1. Let others know that you can feel their pain.*

*2. Let others know that you have found why you lived a dysfunctional life, and why you held on to it.*

*3. Let others know that they can find function in life, by* ***feeling*** *all that life can bring on. [to be wise]*

**Create a new way to think……….(you help others)**

**Think for a moment**, how many of us want to live in a life of loss and suffering? No one really wants to live a life of lies and self-destruction. Have you ever met a happy, healthy, well-adjusted dysfunctional drug addict?

What we know about failure can help someone who is blind in his/her loss and self-destruction. Sometimes admitting we know right from wrong is easier than saying “no” to doing wrong. We need to understand that our choices create most of our biggest problems.

It is a mistake to assume that IQ is a single fixed entity, which can be measured by a pencil and paper test.

**It is not how smart you are, but how you are smart**

As human beings, we all have a variety of skills for solving different kinds of problem. Intelligenceis an ability to solve a problem or fashion a product which is valued in one or more cultural settings.”

**What is your learning style?**

Put a number in front of the style you ***feel*** describes you best.

(1 for the best, 2 next favorite, down to 10 as you least favorite way to do things)

**\_\_\_\_\_\_\_\_\_\_Bodily Kinesthetic** – using your body such as in physical sports, swimming, skiing, gymnastics, aerobic exercises for pleasure, business, or competition. Construction workers, coaches, physical therapists, fireman/police, medical personnel are examples of this learning style.

**\_\_\_\_\_\_\_\_\_\_Musical** – playing, composing, listening to music or involved in musical activities allows skills to be displayed or developed. Any type of music, anywhere in the world speaks to this person, though they have preferences such as rock, rap, classical, oriental, marching bands, voice, orchestral or guitars.

**\_\_\_\_\_\_\_\_\_\_Intrapersonal** – this is a style where a person must “think” about any new information, absorb it into their body to make sense and “own it.” Prefer to be alone and learn in quiet library or room using computer, tapes, or books.

**\_\_\_\_\_\_\_\_\_\_Interpersonal (Social)** – this style is the most popular in the United States and is most socially acceptable,(however, it is only one of the several styles, and not the best for everyone) This is where the group activity creates a learning environment for the individual, discussion, meetings, classrooms creates a process for learning and skill development. School Teachers, day care providers, business leaders, actors, and churches are some places where this style is helpful.

**\_\_\_\_\_\_\_\_\_\_Naturalist** – this individual relates to natural environments, animals, even colors in a room, very sensitive to interspecies connections and creation. People who enjoy studying the oceans, animals, environmental issues, fishing and hunting guides, horse and dog owners learn from interacting with nature.

**\_\_\_\_\_\_\_\_\_\_Logical –Mathematical** – computer inner workings, numbers, equations, statistics, charts, maps, percentages is how this person sees the world and relates to it. Do you get excited when working out math problems or measurements? Chemists and scientist, investigators fall into this style. Albert Einstein and Bill Gates are examples.

**\_\_\_\_\_\_\_\_\_\_Linguistic** – languages, some people pickup foreign languages very easily and understand and speak many languages, or have knowledge that can translate speech or the spoken word across cultures. Sometimes even in English, it is necessary to have someone else interpret what it is we are trying to say and avoid conflict and misunderstandings. This person can hear the meanings behind the words and tones used to help others understand. Interpreters, translators, reporters, court mediators, and business consultants are some careers that use this skill.

**\_\_\_\_\_\_\_\_\_\_Visual –Spatial** – This person sees the world and understands it by the shape, size, composition, textures, colors of objects and people. The artist, camera person, dress designers, architects, interior decorators, landscapers, TV/movie directors and producers, and painters use this learning style.

**We are all unique and at times can use one or all of these learning styles over our lifetime, they can be developed. However, we are wired so that we have one top preference and might have to work harder to learn how to use the other styles so that we can perform on the job and relate with other people better.**

We use all of our senses; however, each of us has a preference for the learning style that we find easiest. The American school system assumes that the majority of students have a VISUAL learning style. They are finding out the reason that many students have difficulty in finding success in school is that there are variety of learning styles and some students are more successful learning using different methods that reading a book or checking the internet.

**Draw a circle around the one you feel you use the most:**

**VISUAL** Learning Style

A visual learner remembers information when they can see it. Children learn to read from flash cards, drawings, books with pictures, computer programs and as they get older the written word or TV/video games.

**AUDITORY** Learning Style

An auditory learner remembers information they can hear repeatedly. They are very sensitive to sounds, tone and pitch. The best way to learn for an auditory learner is to listen to CDs, tapes, and someone reading or telling them the instructions, rather than reading the information for them selves.

**TACTILE** Learning Style

A tactile learner is one who learns best doing “hand on” work, such as in construction apprenticeships. This is the “show me once” person such as a bus driver learning an new route, or someone learning to sew. This person can excel in vocational education where the instruction uses all three learning styles, and gives a person a chance to try it out immediately.

**Each person is unique and has many special gifts and skills; it is how we choose to use these skills that make the difference in our lives.**

###### **Turn to Chart Four, page 58 and complete the exercise.**

**HOPELESS: “having no expectation of good or success; believing to be incapable of solution or accomplishment; believing to be desperate; incurable.” –*Webster’s Dictionary*.**

**“Nothing will ever change there is no hope.”**

**HELPLESS**: “being without defense; powerless.”—*Webster’s Dictionary.*

**“I can do nothing, nothing I do will work anyway”**

These are negative feelings, but there is a reason for them. They can help you understand and confront your weaknesses.

**All wise people know they’re not perfect, and they work to strengthen the weak areas in their lives.**

For instance, an overweight person knows that he needs to eat less and exercise. Other weaknesses can’t be overcome, but you can learn how to compensate for them. A blind person might have an improved sense of touch, smell or hearing. So when you feel hopeless or helpless, check yourself for weak spots. You can get rid of these bad feelings by doing something about what caused them. Start right now by making a list.

# RENEWING YOUR LIFE

“If I can do the things I’ve written below, I’ll know I’ve accomplished something.”

|  |  |
| --- | --- |
| 1. | 9. |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. | 16. |

Turn this list into a schedule of “Things To Do” (also called an “Assignment Log”). It may sound a little silly, but it’s a very important skill. For instance, maybe one of the things you listed above was, “Get a decent job.” Employers want people who schedule their time and stick to their schedule. If you want a good job you’ll need to be organized, and a good schedule is the place to start. Your boss will definitely want someone who knows how to manage his time.

**MAKE A SCHEDULE OF WHAT YOU WILL DO TODAY**

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE:** | **WHERE:** | **WHAT:** | **WHO:** |
| **7 AM** |  |  |  |
| **8 AM** |  |  |  |
| **9 AM** |  |  |  |
| **10 AM** |  |  |  |
| **11 AM** |  |  |  |
| **12PM** |  |  |  |
| **1 PM** |  |  |  |
| **2 PM** |  |  |  |
| **3 PM** |  |  |  |
| **4 PM** |  |  |  |
| **5 PM** |  |  |  |
| **6 PM** |  |  |  |
| **7 PM** |  |  |  |
| **8 PM** |  |  |  |
| **9 PM** |  |  |  |
| **10 PM** |  |  |  |

# You do not have to try to make changes in your life alone. Self-management means that you realize that you are able to get help or advice when you are concerned or uncertain.

**Key to success** is:

1. Decided what you want to do

2. Decide how you are going to do it.

3. Learn a new set of skills, and then practice them until you have mastered them.

Set your own goals, you have decisions or choices every day.

You can choose to be:

1. active (to do something) or do nothing.

2. To seek help or to suffer in silence alone.

Any goal that you make must be realistic and very specific.

(*one small step at a time*)

* A goal or “Action Plan” is an agreement with yourself and very short term.
* Do your best to carry out your plan, check the results at the end of the week.
* Make changes, if needed, (here is another choice)

Did you bite off too much?

* Reduce it to smaller steps next week until you accomplish your plan.
* Reward yourself with a few minutes of silence, read a few pages of a book, go for a short walk, talk to a friend on the phone –

(don’t use food, alcohol or drugs as a reward), be active in your decisions.

Start small and work up to your long term goal, don’t ASSUME it is unworkable.

***An assumption is a major roadblock***.

An “Action Plan” is a tool to help you to do what you wish. Start slowly!

If something doesn’t work don’t give up. KEEP GOING FORWARD!

Don’t dwell too much on what you can’t or didn’t do, look for the good experience when you did something that

A) You feel you did well,

B) You enjoyed doing,

C) and, you feel proud of.

Remember, *you are unique* and you don’t have to do, be or behave like other members of your family, your friends, or your co-workers.

***We all have different skills, abilities, talents and strengths***.

“Very few people find their vocations in childhood. But virtually all children demonstrate skills that turn out to be career strengths later in life. Each person has some kind of excellence in him or her**.**

***Nobody is a “nobody”***

Each person is important in this world, and we all have the power to make an impression if we know the best that’s in us and how to use it.”

by Bernard Haldane, 1983

Whether you're fit as a fiddle or struggling with your weight, we've all had those days when working out and eating right were last on our list. The difference is in the choices we make - to fit in that workout or prepare that healthy meal, regardless of time constraints; or make every excuse imaginable for why we can't. Remember, **you're only as busy as you convince yourself you are.**

**Focus is the ultimate tool for achieving any goal;** that means focusing on exactly what you're trying to accomplish and then making sure you retain that focus throughout the process. Start off vaguely and with limited direction, and you'll steer south before you know it

*Example*: Outline how much weight you want to lose, when you want to lose it by, and exactly how you'll get there, step by step.

**Communicating with others** is often difficult and frustrating. Feeling that you are not valued or understood leads to frustration and disappointment. A prolonged feeling of frustration can lead to depression, anger and helplessness as you have experienced in the past. Poor communication is bad for your physical, mental and emotional health. Taking time and slowing down to learn how to talk to others, may help you to express your feelings, needs, and wants in a positive way and minimize the conflicts or frustrations you have been feeling.

* How do you ask for help?
* How do you say “no” without feeling guilty or angry?
* How do you get the information you are looking for?
* Are you assuming “they should know” (this is a trap easy to fall into)
* Words are like “sticks and stones” and can hurt – use care when

expressing your feelings and voicing your needs and desires.

Your facilitator will be able to get you as many copies of the “Action Plan” form that you may need for several weeks, remember it can be adjusted each week, but move forward and keep working towards your goals.

# ACTION PLAN FORM For \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Name)

In writing my action plan, I will be sure it includes:

1. What I am going to do.
2. How much I am going to do.
3. When I am going to do it, and
4. How many days a week I am going to do it.

For example: This week, I will walk *(what*) around the block (*how much*) before lunch (*when*) three times (*how many*).

This week I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(*what*)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(*how much*)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*when*)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*how many*)

How confident are you? (0 = not at all confident; 10 = totally confident) \_\_\_\_\_\_\_\_

(*Just a note: before you begin you may want to make copies of this form for other action plans)*

|  |  |  |
| --- | --- | --- |
| WEEK OF: | Took action or not? | What did I do today?  How did I feel? What happened? |
| Monday |  |  |
| Tuesday |  |  |
| Wednesday |  |  |
| Thursday |  |  |
| Friday |  |  |
| Saturday |  |  |
| Sunday |  |  |

**MAKE A LOG OF WHAT YOU DID TODAY**

### Evaluate your plan

|  |  |  |
| --- | --- | --- |
| **DATE:** | **LOCATION:** | **ACHIEVEMENT:** |
|  |  |  |
|  |  |  |
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This is how you’ll begin to live wisely and sensibly. That’s great, because it can make you feel like a new person.

However, even though you’ve left your past behind, you still need to remember how your life has gone so far.

**Don’t forget what life without function is like.**

There are still a great many foolish, senseless, numb, at-risk, dysfunctional people in the world (maybe right in your own home), and they need your help. This is why it’s necessary for you to let others know you’re turning towards a new way of thinking.

Some people will be skeptical because you used to be so dysfunctional. But you are not a leopard trying to change his spots; you’re more like a lamb that’s had a good wash and a haircut (or wool-cut, as the case may be).

If you think you can be of some use to your community because of your transition, just keep on talking to people who need their own dose of hope, change and function.

**Remember:**

Your past and memories may be the best gift you can give to someone else, especially if he or she is where you used to be: dysfunctional, in a rut, numb, whatever you want to call it. You have common ground with that person. The fancy term is ‘empathy’. It is not, as a former president said, “I feel your pain.” Instead, you can tell someone, “I *felt* your pain.” The great thing is that you can add these words: “I don’t feel that pain any longer. Would you like to know how I did it?”

* Turn your past into stories.
* Talk about how you too had no purpose or function.
* More importantly, talk about why you lived foolishly and didn’t stop.
* Most importantly, tell your students, you can be the facilitator of change in others –even now.

To find function in life your student has to feel (remember what that word means) what Life has to offer.

Don’t forget: people stuck in a self-medicated rut don’t really want to be there. (name one happy, fully functioning drug addict). You used to be numb too. Find ways to talk about how you learned to deal with your feelings, instead of cutting yourself off from them.

Important Note: Don’t go it alone!

If you really want to help people the way you were helped, make sure you have support. This will most likely be the person who helped you ***Turn Right***. Your facilitator will not only help you keep growing; he or she can protect you from the life you just left.

A dysfunctional existence is still attractive, even to someone who’s free of it.

**You’re better, but you’re *not* invincible.**

**NINE STEPS**

**NINE STEPS** to help you talk with others with a positive outcome:

1. Always show respect and regard for the other person. Hard feelings result

when you demand, blame, preach, or use the “YOU” word.

2. Be clear and specific, use facts. Avoid words like “always” and “never.”

3. Test your “assumptions” verbally by asking for clearing up of a comment.

4. Be open and honest about your feelings.

(**this needs practice, and more practice**)

5. Accept the feelings of others and try to understand them.

(Not easy task either) Admit you don’t understand when something is

unclear. **Don’t assume.**

6. Be tactful and courteous.

Avoiding sarcasm and swearing is a positive step towards understanding.

7. Work at using humor, but at the same time know when to be serious.

Don’t use humor to belittle or put down anyone or anything.

8. Be careful not to make yourself a victim by not expressing your needs and

feelings; then expecting others to act the way you think they “should” act

or feel.

9. Finally, become a good listener.

**Turn to Chart Five, Page 59**

# First: Get re-acquainted; communicate with the people around you by writing to them.

1. On Sunday each week, write to someone to say, “I love you; you are important to me. I know the value you have to me.”
2. On Monday each week, write to someone to say, “I was wrong; I’m sorry. I can see the problems that I created.”
3. On Tuesday, write to someone and tell someone what you’re learning. “I am growing to see value in what I have been through.”
4. On Wednesday, write to someone and ask him or her to come visit you. “**IF** it is possible I would like to spend time with you, but only where you feel safe.”
5. On Thursday, write to someone about an article or book you’ve read. “I am growing because of what I am reading. I am learning to grow.”
6. On Friday, write to someone about common interests. “I never realized how important it is to have common ground in a relationship.”
7. On Saturday, write to someone and share your belief that you can change. “I believe I am changing. Mentally, emotionally, spiritually.”

Contact seven (7) different people.

Doing this every day of every week not only creates open communication with your friends and family; it also builds discipline.

So, we get to re-write our life plan. We get to ***reestablish communication*** with those people that we need in our life. Communication is critical for our success. We need to build bridges and connect with life around us. Here we create a matrix. That is a chart type of form that plans our daily routine. In this Letter writing matrix: days of week across top—put the names of people you write to under the day.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| MON | TUE | WED | THU | FRI | SAT | SUN |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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We need to study life and the skills we need to be successful in society. Reading and studying materials on various subjects can help us expand our future successes. If we have lived a life of dysfunction then we probably are not the most educated people around.

Include communication and study programs in your plan for your life.

What does a plan for your life look like?

Try making a simple one today and show it to someone around you, let others know you are making an effort to become functional.

Again, you may encounter skepticism, but all talk and no walk is easy to criticize.

Keep walking in your new way of believing and others will follow you into a life of function.

**Second: Get educated; take classes like the ones below, or**

**in other areas where you need improvement.**

If you do not have a high school diploma or GED, and are unsure of your skills you can contact the Lewis-Clark Valley Literacy Council at 509 758-1788 to have an interview and find out what you have to do to get your Basic Adult Education/GED or enter into the TRIO program at either Walla Walla Community College in Clarkston or Lewis Clark State College in Lewiston. You must be able to read and write in a competitive job market in order to legally support yourself or a family.

1. Math: Basic skills necessary to make a budget, pay bills, and find employment.

**2**) Science: Basic skills help you to understand meal planning, physical and mental health, and the way the world works around us.

3) Languages (Spanish, French, German, Chinese, Swedish, etc): expands your ability to understand people that may be different than us and increases your ability to use words and ideas and get your basic needs met.

4) Technical drawing – drawing plans for houses, gardens, hiking, even basket weaving expands your concepts of space, how things work, crafts and sustainable skills to save you money and time.

5) Penmanship and writing skills. When you study spelling and word definitions, your ability to express yourself to others such as doctors, business men/women, and even your neighbors you will feel more confident and not be afraid of them thinking that you do not know what you are talking about.

6) Literature (read books by a specific author; study a period in history that interests you; find biographies of successful people; learn about nations, etc)

7) Crafting with what you have (tissue art, card towers, pencil drawing, water colors; or, create your own board games**)**

**Be creative…Just like writing letters every day, studying builds discipline. It also helps you grow, and shows that you’re working to create a better life for yourself.**

# IMAGINE THAT TODAY IS YOUR FIRST DAY OF FREEDOM TO BE DIFFERENT: WHAT WOULD YOU PLAN TO DO?

## BE SPECIFIC: DON’T ALLOW ANY TIME FOR DYSFUNCTIONAL ACTIONS!

|  |  |
| --- | --- |
| **7 AM** |  |
| **8 AM** |  |
| **9 AM** |  |
| **10 AM** |  |
| **11 AM** |  |
| **12PM** |  |
| **1 PM** |  |
| **2 PM** |  |
| **3 PM** |  |
| **4 PM** |  |
| **5 PM** |  |
| **6 PM** |  |
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| **9 PM** |  |
| **10 PM** |  |
| **11 PM** |  |

**A well-planned life is like a railroad.**

“*The train may go left or right, fast or slow, uphill or downhill; but without tracks it doesn’t go at all.”*

**

In the same way, planning your life doesn’t put you in a box.

In fact, just the opposite***:***

***The only way to remain free is to make a plan and then follow it.***

This means **you are responsible** if you make mistakes or do something wrong.

But it also means **you get the credit** when you do something right.

Don’t get depressed by the one or arrogant about the other; instead, learn from the one and be proud of the other.

For more help on this, use Chart Six, page 61

When you take the time to list your thoughts, it means you can begin creating an environment where change is both acceptable and possible.  **\*Go back and re-read the section on problem solving.** The exercise below teaches you how to apply problem-solving techniques to your life. Once you have learned this fundamental skill, changing your life turns from wishful thinking into solid promise.

1. **Make a list of the ten things you want most out of life.**

|  |
| --- |
| 1) |
| 2) |
| 3) |
| 4) |
| 5) |
| 6) |
| 7) |
| 8) |
| 9) |
| 10) |

1. **Look at the first thing on your list; write down why you don’t have it now.**

|  |
| --- |
|  |
|  |

1. **Write down the steps you’ll need to take to get past the obstacles you just listed.**

|  |
| --- |
|  |
|  |
|  |

1. **When you find a need or weakness that will slow you down, where will you go for help?**

|  |
| --- |
|  |
|  |
|  |

(Use separate sheets of paper to apply this formula to the other nine things you listed.)

### THE FIRST STEPS OF PROBLEM SOLVING

**Don’t forget: Problem solving is one of the most important skills you will ever learn.**

**Don’t underestimate its value.**

1. List your goal (that is, something you want out of life).
2. Examine the reasons why you haven’t reached your goal. As always, be honest with yourself about this. It’s only when you know what you’re up against that you can find a way around, through, over or under it.
3. Make a plan of action. Include the names of people you know can help you. Get in touch with them; let them know what your goal is, and what weaknesses of yours will get in the way. Write down the results of these conversations.
4. Pursue your goal. Stay in contact with the people you’ve asked for help. They will have the skills necessary to balance your weaknesses and meet your needs.
5. **Pursue your goal.** It’s worth repeating this because it’s a daily challenge. If you look at it that way, you will see that every day brings you closer to your goal.
6. **Pursue your goal.** Things will go wrong: you will face delays, or obstacles you didn’t expect. Deal with them as they happen (modify your plan, ask more people for help, whatever it takes), but don’t give up on your goal. The process of change is a constant in life. There will be pressure resulting on from this process of change. Find others who can relate to the changes in your life. Adopt a group of friends that are in the process of growing, learning and gaining from life.

**Overcoming a challenge, especially one that seemed impossible at first, is one of the most satisfying and rewarding things you’ll ever do.**

Return to **Chart Six on page 61.** See the difference between what you want out of life (step 5) and what your life can become (Chart Six). What you achieve with your life affects what you get out of life. Relationships can bring us great grief if we are not wise in how to develop good commitments.

# Step 1 -Make Friends

No matter how much our culture makes it seem so, sex is not a recreational sport.

Premature contact (that is, premarital sex) will ruin everything, and maybe your health too.

It can even kill you

# This is the “check *her* out” or “check *him* out” phase. It’s at the shallow end of the pool, where the other person has caught your eye. Getting your feet wet consists of the basics.

# For instance:

# What kind of food and music does he or she like?

# Does he prefer *My Big Fat Greek Wedding* or *The Terminator*?

# Does she like ice-skating or soccer?

# Ford or Chevrolet?

# Friendship is a lost form in the act of building relationships.

**WARNING:** HANDS OFF!

Sex with another person at this stage only ends the ability to trust that other person.

Jealousy is the killer of trust, and if you have sex with that person when you are only “friends” then who else is “friends” with this person, too.

# Step 2 -Companionship

*“Getting to know you, Getting to know all about you.*

*Getting to like you, Getting to hope you like me.”*

A simple song, but it embodies the knee-deep level of a relationship. You’ve discovered common interests, you like being together, and you’re ready to spend both time and money to keep things going.

Also, you’ll probably be seen in public together. This is what’s known as ‘investing’ in the relationship. But remember**: HANDS OFF!** Still keep sexual contact out of your relationship at this stage. Be healthy in your interests in the other person. Why confuse your personal interest with sexual interest?

# Step 3 –Commitment

# This is the point where you’ve made a conscious decision to concentrate on one person—but the decision has to be mutual. You both have to be willing to be known as an ‘item’ and admit to ‘going steady’ (or whatever the current term is).

# Commitment also means turning down offers from other people.

# The possibility of rejection can be a real possibility, however, there is no fear of rejection. Why? Because, you’re heading towards the deep end of the pool now, and ready to talk about what you love, not just about what you like. At this level of involvement, the more you give to the relationship the better it gets.

**HANDS OFF!**

Many people might think that at least you could hold hands with your boyfriend or girlfriend at this stage. But physical contact is very hard to stop once you’ve started. Committing to someone is a big step towards a solid, long-term relationship. If you and your significant other are serious, you should also be patient.

# Step 4 –Intimacy

# *Intimacy is a bonding at the deepest levels: both emotionally and mentally.*

# You will tell the other person things you’ve never told anyone, risking much more of yourself.

# Rejection would be terribly painful at this stage, but the rewards of acceptance make it worth the risk. More and more, you will want the other person to be happy. Both of you are highly vulnerable at this stage in your love affair.

# That’s why a physical union is so dangerous: it moves the focus of the relationship from the other person back to you.

# It’s like going back to the kiddy pool when you should be up to your neck.

# HANDS OFF!

# We know, we know: we’re repeating ourselves. But you’re still not ready for the physical stuff.

# Step 5 -Physical Love

It’s ironic that an act designed to be the culmination of a successful relationship so often destroys a relationship at any other level.

**Physical love must be an unselfish act.**

**You have given everything else to the one you love.**

**Giving your body is the final proof of your commitment.**

This topic cannot be discussed without emphasizing the importance of marriage, for two reasons:

**First**, marriage is a public statement of commitment, a promise made out loud in front of God and men. A man making this promise is saying to everyone that his very life no longer belongs to him but to the one he marries. The same goes for a woman, and though their roles in marriage will—and should—be different, the commitment is the same.

**Second**, marriage is the only institution in which sexual intercourse is both legally and morally approved.

Societies that try to break free of one or both of these restrictions self-destruct at an alarming rate. Rome is an ancient example. The Soviet Union is a modern one.

Thus, when you marry your beloved, you not only do the right thing for him or her; you do the right thing for mankind.

It is a society norm to practice sexual intercourse as an act of recreation, or so the entertainment industry would like us to believe.

However, by far the majority of Americans believe that the act of sexual intimacy helps preserve the marriage commitment. If this act is taken outside of this commitment it destroys the trust and security found in a marriage.

**This commitment to stay loyal deepens the bond of marriage.**

**“HOPE FOR TOMORROW BRINGS STRENGTH FOR TODAY.”**

In every state, the men and women of the corrections industry (city, county, state, Federal) have a common need: A good intervention tool that they can use to help at-risk individuals.

But, whatever the program, the **best tool** in it will be the growing relationship between the facilitator/mentor and the student.

This relationship must be constructed on a platform made up of these planks:

1) Where an at-risk person lives (with family or not);

2) How do they relax and play;

3) When/if they worship or go to church (if ever);

4) How well do they read and write;

5) Who their friends are; and

6) How old are they?

How can you as a facilitator get someone to give you this information? You need to ask the right questions. Somehow you have to get straightforward, factual information in a way that won’t spook even the wariest avoidance specialist.

Specifically, this means having your student write down his answers.

Why? Experience shows that answering repetitive short questions gradually makes a person more aware of themselves. In other words:

**“Confession is good for the soul.”**

Keep in mind that merely talking about life in general with an at-risk person won’t be enough to help an individual. You need to see their life raw and uncensored, list by list.

This way, even an inexperienced facilitator can get a useful picture of the person he or she is dealing with. Without such a picture, the most seasoned facilitator can’t hope to begin a dialogue that will promote positive life skills.

**Intervention is successful only if you have established a visual understanding of your student’s life.**

Where have they been? Where they are now in all aspects of their lives? Where they hope to go – tomorrow?

But a confessee needs a confessor. A good questionnaire has therapeutic value (because it forces the student to look at his life) only if it proceeds from a genuine, caring relationship.

**One might say: “Change begins in the heart of the facilitator before it begins in the student**.”

If you don’t care about your student, even the best tools will do more harm than good. So, if you’re going to teach some useful skills to an at-risk person, there is one skill you yourself need more than any other**: CARING** – ***tough love***

**Skill-full caring (*TOUGH LOVE*)** captures the essence of the facilitator’s job. You can’t merely care about whether your student gets his life together. You have to care that he can’t read, that he does drugs; even that he hangs out with the wrong crowd. You have to care that he needs to learn how to devise plans and solve problems. If the student believes you do not care, they won’t care what you know. Nothing demonstrates intervention more than someone in your life who loves you enough to care.

**Skilled caring is razor-sharp**: It cuts between accepting the person and hating what he’s done to himself.

“Condemn the behavior; not the soul” sounds trite, and many people approach their relationships with all the fuzzy, feel-good emotions it evokes.

As a facilitator, you don’t have that option. Getting a life into shape is a lot like getting an overweight body into shape: the fat has to go.

This will probably cause some pain to your student—and you too, if you really care about him—but he’ll endure it if he trusts you and knows you care.

One ancient text even notes that blows and wounds wash evil away, and beatings purge both heart and soul. We may not want to be so brutal, however **with no pain there is no gain.** Finally, to paraphrase John Lennon, “All you need is hope.”

***Hope is knowing you’ll have something tomorrow that you don’t have today: a job, a better home, a better relationship with that significant other, perhaps, or maybe a new plan to deal with some kind of problem.***

**The primary defining trait of an at-risk person is hopelessness.**

**If you can give your student hope, they will live.**

**If you can’t, they will survive—maybe.**

Hope leads to all kinds of positive attitudes: purpose, belief in a better future, patience, a deeper understanding of life, and improved behavior around other people.

When you give a dysfunctional person hope, you’re not just helping him; you’re helping your entire community.

“All of us must die eventually. Our lives are like water spilled out on the ground, which cannot be gathered up again.”

***“But our lives aren’t meant to be worthless. Even a banished person should be returned to his country, and a disowned daughter to her family.”***

----Ancient Prophet

As a facilitator, this is the job you have chosen: returning the banished and the disowned to the community. It is a job that requires perseverance and patience.

Expect lots of bumps and potholes on the road as you help your student to ***Turn Right.***  It is imperative to be upbeat and optimistic during the hard times, staying on course until you see change.  That’s when the rewards of your efforts will begin to materialize.

Before your life, like water, is “spilled out on the ground,” you have many priceless opportunities to pour this indispensable ‘water of life’ into soul-thirsty people.

In return, you will find that they energize and enrich your own life.

***Give and it will be given to you...in good measure.***

**(Another Ancient Prophet)**

**Use Chart Seven, Page 63**

# ADDICTIVE CHEMICAL

Choose the drug (Pharmakao)

NEED OF THE CHEMICAL

False help

IT HELPS ME

False hope

I FEEL BETTER

False belief

I AM NUMB

False feeling

LIFE IS NOT SO BAD

False hope

A LITTLE MORE

False security

MORE OFTEN

Keep up false life

Growing

up

CHILD ADULT

“don’t want” “I need”

schoolwork learning

home life my own place

family only certain friends

only all “my” friends have a whole family

what “I” get what I can give to others

self-centered relationships other’s centered relationships

We encounter challenges in life that appear too hard to get over, like a wall.

HOW DO WE GET OVER THE WALL?

If we do not have the skill to overcome the task who do we turn to?

WHO TEACHES US TO GET OVER THE WALL?

Understanding the process of education requires me to sit in a class and learn.

WHO SETS OUR LIMITS IN LIFE?

If I am full of shame because of my ignorance I will rebel against growing up.

ANGER CAN BE CAUSED BY INSECURITY.

Letting go of my past failures and those who offended against me is part of growing up.

THE JOURNEY FROM CHILD TO ADULT…….

FIND A PLACE TO CHECK YOUR BAGS

(or you may not get over the wall)

MAKE A LIFE MAP…

Where have you lived?

Where have you gone to school?

Who have you lived with?

When did you feel ….(angry, sad, lonely, different,

confused, unable to cope)

When were you incarcerated?

Start here:

Place of birth\_\_\_\_\_\_\_\_\_\_\_\_

End here: age now

OR “No” The Law?

**YES**….I KNOW WHAT IS WRONG TO DO………..

NO

# *“But:::” I WANT TO BE ABLE TO DO “WHAT I WANT”*

WHO CAN SET LIMITS FOR OUR LIFE ???????? (others)

WHAT IS SELF CONTROL ??????? (putting self under limits)

WHAT IS IT TO BE STABLE ?????? (limits plus self control)

# *YOU* MUST………. *PLAN* YOUR FREEDOM !!!!!!!

## KNOW THE LAW

|  |  |
| --- | --- |
| **NO**  I want to be able to do what I want!  No one can set limits on me.  I want to be free.  The future doesn’t matter; only today does. | **YES**  I know that some actions are wrong.  I only learn discipline from others.  I need stability in my life.  I will plan my life so I can be really free. |

|  |
| --- |
| **LIST (TEN) 10 THINGS THAT YOU FEAR THE MOST…..** |
| 1) |
| 2) |
| 3) |
| 4) |
| 5) |
| 6) |
| 7) |
| 8) |
| 9) |
| 10) |

WHAT ARE THE RISKS THAT THESE FEARS BRING?

(If they came true what could happen?) Risk means possible loss.

|  |
| --- |
| 1) |
| 2) |
| 3) |
| 4) |
| 5) |
| 6) |
| 7) |
| 8) |
| 9) |
| 10) |

WHAT OVERCOMES FEAR ?????

|  |
| --- |
|  |
|  |
|  |

HOW DO YOU OVERCOME RISKS ????

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| --- |
|  |
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|  |

WHAT DOES IT MEAN TO ENJOY LIFE ?????

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| --- |
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|  |

WHAT IS OUR “PURPOSE” IN LIFE ?????

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| --- |
|  |
|  |
|  |
|  |

WHAT GIVES US HOPE ?????

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| --- |
|  |
|  |
|  |

**WHAT ARE SOME THINGS I CAN DO WITH MY LIFE??**

|  |
| --- |
| 1) |
| 2) |
| 3) |
| 4) |
| 5) |
| 6) |
| 7) |
| 8) |
| 9) |
| 10) |

**HOW CAN “YOU PLAN” FOR THESE TO HAPPEN ????**

(create a plan for each item on the list in Question 1)

|  |
| --- |
| 1) |
| 2) |
| 3) |
| 4) |
| 5) |
| 6) |
| 7) |
| 8) |
| 9) |
| 10) |

**HOW DO INFLUENCES CHANGE OUR PLANS ???**

|  |
| --- |
|  |
|  |
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|  |

**WHAT IS THE DIFFERENCE BETWEEN …..**

**PLAN ---**

|  |
| --- |
|  |
|  |
|  |

**MAP ---**

|  |
| --- |
|  |
|  |
|  |

**WHAT DOES THE MAP OF YOUR LIFE LOOK LIKE?????**

**(see Life Map on Chart Three)**

|  |
| --- |
|  |
|  |
|  |
|  |

**NO PLAN ? THE MAP GOES NO PLACE !!!!!!**

Pharmaceuticals, Therapeutics, and Escape

|  |  |
| --- | --- |
| **USER**  **(Pharmakao –False Help)**  How much do I use DAILY?  Dollar Amount=$\_\_\_\_\_\_\_ | **DEALER**  Evidence that the accuser has on me-------  This knowledge supports my  habit---- |
| **PLAN**  **(Therapaei)**  A system of belief that  leads to health. | **TIME**  How much time am I willing to give to stop the lies and believing them  ---in order to be healthy?- |

**DIASOZO: ESCAPE COMPLETELY**

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