PHOENIX/NEW FREEDOM PROGRAMS

SAMPLES

The attached materials include lesson plans and a selection of sample pages that illustrate the content and program elements in this resource. The sample pages may not necessarily include one complete lesson from the resource. Selection of pages is intended to demonstrate the scope of the resource while illustrating all of its various elements.

If you need further information or have any questions, please contact us at: newfreedomprograms@gmail.com

You can find out more about all our programs at the following websites:

www.newfreedomprograms.com
www.phoenixcurriculum.com (Prevention)
www.gangprograms.com (Intervention)
www.insightandoutlook.com

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The Sample Lesson - OPEN to Change resources

The Sample Lesson attached was selected from Unit A, and is the first lesson in that resource sequence (Lesson A1). Note that within each 10-session unit, the first lessons are introductory and address the Pre-contemplation stage of change.

Each 10-session unit is self-contained, and can be used independent of the other 10-session units, and in any sequence. This supports the open group/open admissions programming model. New members can, of course be added at any time.

All lessons are provided in PDF format. The materials are generally provided on CD and can be transferred to any computer on site under the site license arrangement.

Most lessons have 2-4 different program elements - provided in separate PDFs. The Table of Contents (TOC) for the 10-session unit lists the separate elements for each lesson in the order they should be presented.

How to use:

1 The staff member should print a copy for themselves, and become familiar with the material before using the lesson in group.

3 Copies of each part of the lesson should be printed for each group member.

4 Class or group timing for a 60-minute session:

- Welcome, getting settled, brief connection of this lesson with the previous lesson (when appropriate). This should generally take only a couple of minutes - at most.

- Introductory elements. This is generally a "Food For Thought" (FFT) element. This is a critical program element, typically focused on the topic (internal risk factors, for example). It can also include a motivational element based on the concepts of Motivational Interviewing (MI). This typically ranges from 6-9 minutes.

- Core lesson element. Typically 30-40 minutes. This is a participation or discussion element and can generally be processed page-by-page or section-by section. We strongly discourage staff members from reading this aloud to the

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group members. Likewise, having group members read aloud to their peers can be very frustrating. *Some programs have found it helpful to assign this specific core lesson element as "homework" or "pre-work: before the lesson.*

- Certain lessons contain a "Worksheet." This in generally a summary element and can be especially helpful as a summary of understanding and insight. Many programs collect the worksheets as part of the documentation of therapeutic progress. Generally worksheets should take 10-15 minutes of group time.

- Many elements include interactive problem solving scenarios or similar activities. When these are provided, the staff member may select certain ones (and choose not to use others) depending on their knowledge of the issues common to members of the group. These elements can generate a positive and engaging discussion among the group members.

- Concluding element. Sessions should conclude with a brief summary. This is also the time to assign any homework or pre-work for the next session.

5 The Fidelity Monitoring Checklist is a key tool for staff and supervisory guidance. Additionally, the MI-type tools and the worksheets can be collected as documentation of progress. Ideally, each 10-session unit will help move the clients from issues in the Precontemplation stage of change through the Contemplation stage. And each 10-session element includes a summary element (a key Worksheet or a Turning Point lesson) which clarifies where the client may stand relative to the Preparation or Determination stage.

These should be completed for documentation, clinical supervision, or as support for 1:1 sessions with each client.

Note:

Most lesson include elements assessing motivation and actively supporting the focus on making changes. The principles of Motivational Interviewing (MI) are a critical part of this process, of course.

This program model provides the opportunity for "change talk" in the group setting as well as in 1:1 sessions. It is not assumed that all staff members will have extensive MI training. Those without a MI background will still be in a position to encourage the contemplation of change using these resources. Staff members who are already familiar with MI will find these helpful tools are widely integrated into the materials.

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FOOD FOR THOUGHT

What's the difference between changing your life and a lifestyle change?

A million dollars. It's interesting to imagine what you could do with it! It could change a lot of things. A million dollars sounds like a lot of money. It seems like it could make a big difference in your lifestyle! But after you buy some things, and treat your friends and relatives, it may be gone very quickly. In the end, what's changed?

You can just look at the stories of lottery winners, celebrities, or famous athletes who have burned through millions of dollars very quickly. We've heard about people who made a lot of money selling drugs in the street who ended up with absolutely nothing to show for it. Partying, cars, bling, a fancy lifestyle, and then the money's gone. Back to where they started.

Having money like that can add up to very little in the long run in terms of changing your life.

Real change is less about money and more about you. It's a life change, rather than a lifestyle change.

There's actually nothing wrong with making a lifestyle change. Some people change a criminal or alcoholic lifestyle for a better one, for example. It's simply that a life change goes deeper. It's about us. We become happier inside, more peaceful within ourselves, emotionally healthier, more balanced, more comfortable with who we are and where we are going.

This activity can help put some of this in perspective. It can help you identify what's really important - to you. And with that, you can figure out what kinds of choices you can make going forward.

How important is it to you to have the following in your life?										
to be happier with myself	(I don't care)			(It matters somewhat)					(This really matters to me)	
	1	2	3	4	5	6	7	8	9	10
to be more peaceful inside myself	(I don't care)			(It matters somewhat)					(This really matters to me)	
	1	2	3	4	5	6	7	8	9	10
to be emotionally healthier	(I don't care)			(It matters somewhat)					(This really matters to me)	
	1	2	3	4	5	6	7	8	9	10

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to be more balanced	(I don't care)				(It matters somewhat)					(This really matters to me)
	1	2	3	4	5	6	7	8	9	10
to have fewer ups and downs (mood swings)	(I don't care)				(It matters somewhat)					(This really matters to me)
	1	2	3	4	5	6	7	8	9	10
to have fewer cravings	(I don't care)				(It matters somewhat)					(This really matters to me)
	1	2	3	4	5	6	7	8	9	10
to have fewer temptations	(I don't care)				(It matters somewhat)					(This really matters to me)
	1	2	3	4	5	6	7	8	9	10
to have to deal with fewer triggers (these are things that can set you up for more problems)	(I don't care)				(It matters somewhat)					(This really matters to me)
	1	2	3	4	5	6	7	8	9	10
to be around fewer high risk people or situations	(I don't care)				(It matters somewhat)					(This really matters to me)
	1	2	3	4	5	6	7	8	9	10
to feel safer	(I don't care)				(It matters somewhat)					(This really matters to me)
	1	2	3	4	5	6	7	8	9	10
to have a sense of purpose for my life	(I don't care)				(It matters somewhat)					(This really matters to me)
	1	2	3	4	5	6	7	8	9	10
to be more comfortable with who I am	(I don't care)				(It matters somewhat)					(This really matters to me)
	1	2	3	4	5	6	7	8	9	10
to be more comfortable with where I am going with my life	(I don't care)				(It matters somewhat)					(This really matters to me)
	1	2	3	4	5	6	7	8	9	10

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What do your answers (above) say about you - and where you are going?

FOOD FOR THOUGHT

Sam's choice?

"I guess I don't have much of a choice. It looks like I have to be in this program. Even if I think it's a waste of my time." - Sam

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Sam has an interesting point. If he thinks it will be a waste of his time, he could be right!

Since Sam has not actually been involved in the program for very long, he may not be able to judge the program or the staff. But he may have a pretty good idea of where he stands.

How do you think Sam feels about making changes in his life, his lifestyle, or some of his choices?

What sorts of things could contribute to having a negative opinion of his ability to make changes - or to make different types of choices?

How much of Sam's point of view may be shaped by resistance - not wanting to change?

How much of his point of view could be based on his own lack of confidence his ability to make positive changes?

Where does this leave him?

If you were to offer some advice to Sam, where would you start?

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WHAT IS THIS PROGRAM ALL ABOUT?

"What's this going to be like?" "Why am I here in this program?" "What do they expect from me?"

It's natural to have some questions. And it's common for some people to not want to be here! This resource should help.

First, it's likely that you are here because some things in your life are not working out well. This program is designed to help you make good choices and avoid similar problems in the future. Some of these issues can include:

- ❑ the type of problems which got you in trouble
- ❑ drug or alcohol abuse
- ❑ handling your anger through violence
- ❑ difficulties with family members
- ❑ difficulties with the law
- ❑ feeling trapped—a life with little hope for happiness, a decent job, or people who really love you
- ❑ difficulty with feelings like anger, stress, loneliness, hurt, sadness, or worries
- ❑ feeling confused, helpless, or hopeless
- ❑ feeling like your life is out of control

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You can learn better ways to handle many problems and issues. The people at the program really want this to be your last experience with these kinds of problems. So if you want to avoid having this sort of experience ever again, there is hope!

Everybody makes choices about their lives and their future. You have these choices, too.

One choice is to try to stay the same as you are. This means you are pretty much satisfied with yourself and the way your life is working out. If you believe this, you can probably make this kind of choice come true. You won't have to change how you feel, how you solve problems, or what you do. At the end, you'll be pretty much the same. It's your choice. But, your chances of repeating these problems are pretty good. After all, you're here now and if you go back to doing the same thing, things will work out the same way.

A second choice is to try to make some changes. A lot of people want to see this happen. First, if you change, you will have a better life. This means you will not be hurting yourself with

anything you do. It means you'll be doing good things, rather than things that cause problems for you. This includes doing things that hurt yourself, breaking the law, or hurting other people. A lot of people want that to happen. They want you to have a good life and a happy life. You can have the kind of life that you can be proud of.

The thing about making changes is that it's very hard to do on your own. Most people want to change some things about their lives. Unless they learn some new ways of dealing with life, or making better kinds of choices, they often repeat the same mistakes. Doing the same thing again usually leads to the same results. When people see a counselor, or get into a good program, they can learn new ways to handle their problems. That's what a treatment program does! You'll get the tools you need to change yourself in a good way. You'll actually like the "new you!"

An important point is that treatment really works. If you give the program, and yourself, a fair chance you can start a whole new life—a good life. You can live the kind of life which means you should not have to worry about these kinds of problems again.

Why do people get in trouble? It doesn't "just happen!" The answer is different for each person. But there are some explanations for why some people have more problems than others. In the next section, we'll look at some of the things that happen in people's lives - and how they can make an impact on how they think and the choices they make!

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Taking charge of your life

John's story

It seems like John's life is just a series of fights. Almost every day, he's in a fight - or almost gets into a fight. And it's not like he only fights with people he has a beef with. Sometimes, it's with his friends.

His last girlfriend broke up with him this morning. "I just don't like being around you," she said. "It's not fun." He's been arrested a couple of times, and he even lost his job for fighting with a co-worker.

While he feels angry much of the time, he usually doesn't plan to get into a fight. He explained, "I usually don't go looking for trouble." But it's almost like I'm ready to "go off" most of the time. And, it's not working out well for him. You better fix this," his girlfriend said. "I'm out of your life."

Do you know anybody like John? yes ❑ no ❑

Tonio's story

When Tonio was 9, he started smoking weed. By the time he was 13, he was selling weed and he'd moved on to using other drugs. At first, it was just about getting high. He'd steal money from his mom's purse. Or he'd take money from his grandmother's dresser. Later, he broke into people's houses to find something he could take and sell so he could buy drugs. Later he got into selling drugs, just so he could buy drugs for himself. Now he's 21, and his whole life is about drugs. He uses drugs so much he's almost forgotten what it felt like without them. The people around him can see how badly drugs are messing him up. But he pretty much thinks things are cool. Still, once in a while, he wonders whether he has a problem. Things aren't working out the way he wants.

Do you know anybody like Tonio? yes ❑ no ❑

Bill's story

When Bill was 13, his friends turned him on to methamphetamine. "Speed" was what they called it, and it made some big changes in his life. First, whenever he felt bored or needed a little excitement, he used. He often felt down or sad, so he used it a lot. He wasn't sure what "depression" meant, exactly, but he heard one of his counselors talking about it. It seemed to describe what he was feeling. When he wasn't using, he felt really low. Since it wasn't hard to get more meth, he kept using. He liked the feeling of excitement. And he didn't like feeling sad, bored, or lonely. By the time he was 15, he was pretty much "speeding" all the time. His life, too, wasn't working out very well.

Do you know anybody like Bill? yes ❑ no ❑

Sandra's story

Sandra's childhood was a mess. Her dad left them. Her mother had problems keeping a job, and drank a lot. By the time she was 10, Sandra had been moved around to several homes. She had been neglected, abandoned, and abused. She started sneaking beer and other drinks, and by age 13, she was drinking nearly every day. She started hanging out with older boys, and they were happy to get her more alcohol. It seemed to dull the pain in her life. But things didn't get better. In fact, they got worse. When she was 19 she got pregnant, and the baby had health problems, too. The drinking only seemed to help for a while. But basically her life wasn't working out very well.

Do you know anybody like Sandra? yes ❑ no ❑

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Jayden's story

Jayden has also been hurt. His childhood and family life seemed like one crisis after the next. There was a lot of fighting and violence. Sometimes things at home were so out of control that he couldn't sleep. When he could sleep he had bad dreams. So much has happened, that he expects only bad things in his life.

One counselor told him that he had an "anxiety" problem. To Jayden, it was a lot more than that. It went beyond feeling worried or stressed. He couldn't even find the words to describe how he felt. Sometimes he just felt numb. He told one friend that his life was just "messed up beyond repair."

Do you know anybody like Jayden? yes ❑ no ❑

The life of every one of these people is a mess. The choices they are making aren't working out very well. There are many reasons why this happens, and there are many ways people act out their emotional discomfort or pain.

- Sam sometimes just looks to start a fight. Afterwards, he feels better.
- Shannon cuts herself when she feels bad.
- LeBron eats a lot. He says eating helps him when he feels down.
- Maria stops eating when she feels upset or bad about herself. She's very thin, and really very pretty, but she tells herself she's fat and ugly. She only weighs about 75 pounds. And, she won't eat.
- Billy feels the urge to do something crazy and dangerous. He's doing a lot of vandalism, and breaking and entering. It's like he can't help himself from taking bigger and bigger risks. Now he's 23, and he's just been arrested for starting several fires.

When someone is having problems in life like this, they often do things that hurt themselves or others. In many cases, they end up getting arrested.

On some level, they all know things aren't "right." This sense of being "out of control" may actually be the way they feel much of the time.

Have you ever felt this way? ❑ *yes* ❑ *sometimes* ❑ *no*

When people feel this way, they may also feel helpless to make changes. It's hard to make changes - or think about making changes - if you don't know what to do to get your life back under control.

The good news is that there are good ways to take charge of your life. If you are reading this

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workbook, you have the chance to learn how to do this! This workbook can help give you the tools, if you want to change.

Right now, think for a moment about your life. If someone offered you some help in making changes, would you take that help? Why or why not?

How important is it for you to make some changes? How confident are you that you could make some changes if you wanted to? How ready are you for change? Below are three tools, the importance, confidence and readiness rulers. They will give you a chance to look at where you are today.

A low number (1, 2, or 3) indicates that you are probably not ready or interested in changing much in your life. A higher number indicates that you might be closer to consider making some changes. Where are you today? *Circle the number that best describes you.*

IMPORTANCE RULER How important is it to you to make a change?									
(not very important to me)				(somewhat important to me)					(very important to me)
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

CONFIDENCE RULER If you tried hard, how confident are you that you would be able to make a change?									
(I don't think I can do it)				(I might be able to change)					(I'm very confident I can change)
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

READINESS RULER How ready are you to make this change?									
(not ready to change)				(somewhat ready to make a change)					(more ready to change)
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

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