

## ***Class Outline***

### **Class Number & Name:**

**#2 Survivors of Sexual Abuse "Victim" to "Survivor" to "Thrivers"**

### **Class Outcomes:**

To be able to identify what each person would like be different when our classes are completed. To begin to understand the journey from victim to survivor to thriver. To identify feelings experienced during each class.

### **Teaching Methods:**

Thank people for returning. Give out materials and review guidelines. Put a line on the board representing the continuum of victim on one end and thriver on the other and survivor in the middle. You probably feel each of these more intensely at certain times. Our goal is to feel more like a thriver. Give people an opportunity to respond and explore their feelings. Go thru the material on the "Magic Wand." Discuss the bonding and connection of group goals and importance of looking at your personal goals.

### **Materials:**

The "Magic Wand" Worksheet.

The Path- P. 5

### **Closing:**

- Wrap up
- Did we meet today's Outcomes?
- How did I do as a teacher?
- How did you do as a student?
- How did we do together?
- Discuss the next class
- Closing statement

## MAGIC WAND

If I could wave a magic wand, how will I be different as a result of this group experience?

1. I will \_\_\_\_\_

\_\_\_\_\_

I will know I have achieved this when \_\_\_\_\_

\_\_\_\_\_

2. I will \_\_\_\_\_

\_\_\_\_\_

I will know I have achieved this when \_\_\_\_\_

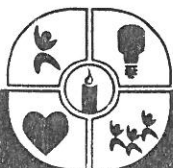
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3. I will \_\_\_\_\_

\_\_\_\_\_

I will know I have achieved this when \_\_\_\_\_

\_\_\_\_\_



Today I take time to affirm  
my worth in whatever creative way  
I choose. As I do this, I take  
back my power and reclaim my  
natural right.

I am Worthful!

"No less than the trees and the  
stars I have a right to be here."

My rights need never disappear or be  
buried again. Today I can hold on to them  
and know that I deserve to have every  
one of them.

## Class Outline

### Class Number & Name:

#3 Survivors of Sexual Abuse "Life Events, Creating our Life Line"

### Class Outcomes:

To use journaling as a tool in helping you identify emotions that you were told not to feel or were punished for expressing

### Teaching Methods:

Draw line on the board, representing your life from birth \_\_\_\_\_ death. Then people will be asked to identify both positive and negative life experiences. Place the + above the line and the – below. Then we'll start writing our stories; write one detailed memory.

### Materials:

Handouts: Journaling techniques  
Writing Your Story  
Memories

*On the Path- P. 47*

### Closing:

- Wrap up
- Did we meet today's Outcomes?
- How did I do as a teacher?
- How did you do as a student?
- How did we do together?
- Discuss the next class
- Closing statement



## JOURNALING TECHNIQUES

Journaling can help you release anger and explore joys. It is also a way of helping you, a survivor of abuse, identify emotions that as a child, you were told not to feel or were punished for expressing.

In preparation for journaling, treat yourself to a smooth-flowing pen and a journal that is special to you—it could even be homemade. Also create a special time and place for writing that encourages an atmosphere of healing.

The techniques listed below may help you get started:

### Lifeline

- Draw a line to represent your life from birth up to the present. Identify positive life events and experiences and record them on top of the line. Record negative experiences under the line. You may need to create more positive experiences in your current life to help balance the negatives of the past.

### Safe place imagery

- Describe in writing a special safe place (real or imagined) where you can go to in your “mind’s eye” especially when life is stressful. Anchor this written description with a symbolic object like a sea shell, stone, or twig that you can carry in your purse or pocket as a source of reassurance and security.

### Dialogue

- Try a conversational style of writing by dialoguing with aspects of yourself, for example your dream figures, your inner child, parts of your body, aspects of your personality, or your wisdom within.

### Topic writing

The following topics may be useful to write about as part of your healing process:

- \* ■ My Healing Journey (thus far)
- Ways I Take Care of Myself
- Special People in My Life
- \* ■ Simple Joys I’m Blessed With
- My Successes in Life
- \* ■ Affirmations to Chant to Myself

### Problem solving

- Use your journal to brainstorm ways to find solutions to your problem. Experts in creative problem solving suggest that defining the problem is the most important step in finding solutions. Also, write down what you’ve already tried and create a list of new ways to approach the problem. All this writing anchors slippery ideas so they won’t get away from you!



## WRITING YOUR STORY

Telling your story, breaking the secret of your abuse, is an act that will liberate you. This step is **critical** to your healing process. It requires **courage from you** and **support from the group**.

Putting your story on paper can help you get ready to share it with others. Here are some suggestions as you begin:

- Get comfortable in an environment where you feel safe.
- Don't worry about spelling, grammar, etc.
- Use the writing as a way to **release** the story from you.
- Include sensory details: what you remember seeing, hearing, tasting, touching, and smelling.
- When you come to memories that seem too painful or shameful to reveal, write them anyway.
- \* ■ Be honest with yourself.
- \* ■ Don't judge or censor yourself.
- If you have difficulty getting started with the writing process, try some of the suggestions on the **Journaling Techniques** handout. Or, if you prefer, draw or paint your memories.



When you have completed writing at least one detailed memory, celebrate your success.

Come to the next session prepared to share any part of this story that you choose. **Remember, you have choices and you are in charge of your healing process.** The group facilitators are there to help and support you.





This day I am learning to trust and accept my  
memories. My Memories do not have to make sense.  
My Memories are my friends.

## Memories

My very first memory is

I have tried to forget

## ***Class Outline***

### **Class Number & Name:**

**#4 Survivors of Sexual Abuse "Finding Your Safe Place"**

### **Class Outcomes:**

To identify what you need for yourself to feel safe and reassured. Also what are my wants and what do I deserve. To identify people in your life to whom you can reach out for comfort.

### **Teaching Methods:**

Make a safe person wish list. What characteristics would that person possess? Talk about people in your life who protected you. Describe a safe place, real or imagined that you can go to when feeling overwhelmed. Then identify an object that you can carry on your person for added security.

### **Materials:**

Repeat the handout on journaling techniques. Also give each person their journal.

### **Closing:**

- Wrap up
- Did we meet today's Outcomes?
- How did I do as a teacher?
- How did you do as a student?
- How did we do together?
- Discuss the next class
- Closing statement

## JOURNALING TECHNIQUES

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### **Safe place imagery**

- Describe in writing a special safe place (real or imagined) where you can go to in your "mind's eye" especially when life is stressful. Anchor this written description with a symbolic object like a sea shell, stone, or twig that you can carry in your purse or pocket as a source of reassurance and security.

### **Dialogue**

- Try a conversational style of writing by dialoguing with aspects of yourself, for example your dream figures, your inner child, parts of your body, aspects of your personality, or your wisdom within.

### **Topic writing**

The following topics may be useful to write about as part of your healing process:

- My Healing Journey (thus far)
- Ways I Take Care of Myself
- Special People in My Life
- Simple Joys I'm Blessed With
- My Successes in Life
- Affirmations to Chant to Myself

### **Problem solving**

- Use your journal to brainstorm ways to find solutions to your problem. Experts in creative problem solving suggest that defining the problem is the most important step in finding solutions. Also, write down what you've already tried and create a list of new ways to approach the problem. All this writing anchors slippery ideas so they won't get away from you!



## ***Class Outline***

### **Class Number & Name:**

**#5 Survivors of Sexual Abuse "Intimacy and Trust"**

### **Class Outcomes:**

To understand how sexual abuse impacted your ability to trust  
To explore steps one can take to regaining trust in oneself  
To understand the impact of betrayal and skills in dealing with those feelings

### **Teaching Methods:**

To initiate a discussion on how people define intimacy  
What is necessary for closeness to occur  
What conditions create trust and feelings of safety  
Read and discuss the piece on "What is an Intimate and Trusting Relationship?"

### **Materials:**

Handouts:  
"Intimacy and Trust"  
"Outcast"  
"Betrayal"

### **Closing:**

- Wrap up
- Did we meet today's Outcomes?
- How did I do as a teacher?
- How did you do as a student?
- How did we do together?
- Discuss the next class
- Closing statement



## Topic 8

# Intimacy and Trust

Most children begin life thinking that adults—their parents, other relatives, family friends, and even strangers and older children—will protect them and keep them safe. When you were abused, that trust was violated. As a result you may have lost your ability to trust anyone and may have a hard time developing close relationships or even knowing what a close or intimate relationship is.

As you explore this topic you will learn to identify those relationships in your life that are intimate and trusting and those that are not, and how to create change in close relationships.

## What Is an Intimate and Trusting Relationship?

Intimacy can be described as emotional closeness, caring, affection, friendship, or a strong connection or bond with another person. However, many women who have been abused think that intimacy is the same as being sexually involved with someone. This is not true. You can be intimate and trusting with a close friend, and you can be sexual with someone with whom you are not intimate and whom you do not trust at all.

An intimate relationship is always mutual or reciprocal. Both of the people in the relationship care deeply about each other, share openly with each other, and take equal responsibility for seeing that the relationship feels good. If the intimate relationship is with someone you live with, this may mean sharing household chores and responsibilities and providing some care for each other when needed. It means talking and listening to each other.

Trust and intimacy go hand in hand in relationships. If you have a trusting relationship, you have confidence in the other person and that person has confidence in you. You each have a sense of how the other person will respond, and feel comfortable that the response will be validating and affirming. Of course, intimate and trusting relationships don't feel good all the time. It is normal to be grumpy, out of sorts, or even angry and irritable sometimes. This does not mean the relationship is no longer intimate or that you can no longer trust the other person, it just means that it is a difficult time that will probably pass quickly. If it doesn't pass soon, you and the other person can talk about what you each need to do to

## Trust

I don't trust anyone right now not even myself.

I think it's because

In order to start trusting again, I need to

I will begin by

*In solitude alone can be known  
true freedom.*

— Michael de Montaigne

## Outcast

I hate feeling rejected.

My first memory of being left out is

The worst rejection I ever felt was

My most recent rejection was

It made me feel

Is there a pattern to this? How can I change it?

How can I feel better about me?

## ***Class Outline***

### **Class Number & Name:**

**#6 Survivors of Sexual Abuse "Relationship between Self Esteem and Trauma"**

### **Class Outcomes:**

To see the connection between your abuse and your self esteem  
To understand that self esteem is not a trait but a state you're in at a given time  
Having been a survivor of abuse does not mean that you'll always feel badly about yourself

### **Teaching Methods:**

Begin with the fact that most abuse and trauma survivors experience low self esteem  
How do you define self esteem? i.e. valuing, accepting, confidence  
What makes you feel good about yourself? I.e. accomplishing a goal, feeling in control of yourself and your life, feeling loved. What have the people in your life said or done to make you feel good/bad about yourself?

### **Materials:**

Handout: Take Care of Yourself?

"The Path" Choices

### **Closing:**

- Wrap up
- Did we meet today's Outcomes?
- How did I do as a teacher?
- How did you do as a student?
- How did we do together?
- Discuss the next class
- Closing statement



## TAKE CARE OF YOURSELF



Ask for what you want . . . use "I" messages.

Say NO when you choose.

Listen to music.

Open your eyes to the beauty of nature.

Spend time with people who help you FEEL GOOD about yourself.

Appreciate your body . . . it is good.

Eat healthy foods . . . exercise.

Make time to laugh and play!

Nurture your friends . . . and pets.

Keep a journal.

Kick a pillow.

Hug yourself . . . and others.

Be patient with yourself.

Open yourself up to a higher power.

Say "thank you" to compliments.

Love yourself . . . YOU DESERVE IT!!!





## Class Outline

### Class Number & Name:

#7 Survivors of Sexual "My Boundaries" (Rage, Shame and Guilt)

### Class Outcomes:

Learning to say NO  
Identifying my right to make personal choices

### Teaching Methods:

Begin the class with the reading and analysis of, "How Could Anyone," by L. Roderick.  
Describe a time that you said NO and felt good. List things that you have hard time saying NO to; do this as a group exercise. Discuss Unhealthy Boundaries.

### Materials:

"How Could Anyone?"  
"Making Personal Choices"  
Healing the Trauma of Abuse," "Physical Boundaries"  
'Signs of Unhealthy Boundaries'

The "Path" My Body is my Own

### Closing:

- Wrap up
- Did we meet today's Outcomes?
- How did I do as a teacher?
- How did you do as a student?
- How did we do together?
- Discuss the next class
- Closing statement



The goal of this book is for you to grow and get more of what you want in life, but you cannot grow if you are not safe.

## Making Personal Choices

While some of the choices you have as an adult may be limited by financial circumstances or other disabilities (some of which can, with persistence, be changed), as an adult you have the right to make choices about your life, including both large and minor decisions such as:

- who you will live with;
  - who you will be intimate with;
  - who you will marry;
  - whether or not you will have children;
  - who your friends will be;
  - where you will live;
  - where you will work;
  - the kind of education, work, or career you will pursue;
  - the kind of clothes you will wear;
  - how you will style your hair;
  - how you will spend your time;
  - what you will eat;
  - how you will care for yourself;
  - what you will do with your leisure time; and
  - what your hobbies and special interests will be.
- What are the choices that you, as an adult, can make about your life?

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## Survivors of Abuse

Healing the Trauma of Abuse p.43

### Physical Boundaries

I have the right to define my own physical boundaries

I have the right to feel comfortable & safe

I can do what I need to keep myself comfortable & safe

I have the right to ask, expect, & insist that others respect my physical boundaries

I choose to spend my time in places & with people that make me feel comfortable & safe

I can protect myself from unwanted closeness by saying No

I have the right to determine how & by whom I want to be touched

I am in charge of my physical boundaries

## SIGNS OF UNHEALTHY BOUNDARIES

- i. Telling all.
- ii. Talking at an intimate level at the first meeting.
- iii. Falling in love with a new acquaintance.
- iv. Falling in love with anyone who reaches out.
- v. Being overwhelmed by a person-preoccupied.
- vi. Acting on the first sexual impulse.
- vii. Being sexual for your partner, not yourself.
- viii. Going against personal values or rights to please others.
- ix. Not noticing when someone else displays inappropriate boundaries.
- x. Not noticing when someone invades your boundaries.
- xi. Accepting food, gifts, touch or sex that you don't want.
- xii. Touching a person without asking.
- xiii. Taking as much as you can get for the sake of getting.
- xiv. Giving as much as you can give for the sake of giving.
- xv. Allowing someone to take as much as they can from you.
- xvi. Letting others direct your life.
- xvii. Letting others describe your reality.
- xviii. Letting others define you.
- xix. Believing others can anticipate your needs.
- xx. Expecting others to fill your needs automatically.
- xxi. Falling apart so someone will take care of you.
- xxii. Self-abuse.
- xxiii. Sexual and physical abuse.
- xxiv. Food and chemical abuse.

*Source: Sierra Tucson Sexual Recovery Program, Tucson, AZ*

## ***Class Outline***

### **Class Number & Name:**

**#8 Survivors of Sexual Abuse "Power of Shame"**

### **Class Outcomes:**

How shame affects one's sense of self  
How shame impacts one's healing  
To begin the journey of identifying and experiencing healthy feelings

### **Teaching Methods:**

To talk about the experience of carried shame  
Go thru the piece on the "Shame Based Family" Where do you see yourself on this continuum?  
What is your family's biggest secret? What is yours?  
What are the dangers of family kept secrets?

### **Materials:**

"The Shame Based Family"  
"House Full of Secrets"  
"The Experience of Carried Shame"  
"Family Rules of Shame Bound Systems"

### **Closing:**

- Wrap up
- Did we meet today's Outcomes?
- How did I do as a teacher?
- How did you do as a student?
- How did we do together?
- Discuss the next class
- Closing statement

## CHARACTERISTICS OF A SHAME-BASED FAMILY

- Feelings are denied, avoided, discounted, and suppressed.
- Family secrets are preserved at all cost.
- Control is maintained by fear and secrecy.
- Perfection is expected, mistakes are not allowed.
- Blame is freely placed whenever anything goes wrong.
- Love is conditional.
- The "no-talk" rule prohibits the expression of feelings, needs, or wants.
- Trusting no one assures that you will never be disappointed.





## "HOUSE FULL OF SECRETS"



Words and music by Betsy Rose

*It is not so much the direct abuse that leaves lasting wounds on us, but the secrets we continue to keep long after childhood days are gone.*

Chorus:

In the house full of secrets, with curtains of doubt  
You may run away early or stay much too long  
But you're trying to get out  
And it clings to your body, your voice and your dreams  
'Til you find that you're still keeping secrets  
And you never feel clean

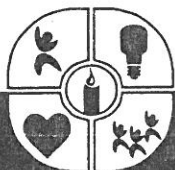
They smile when they're angry, they joke when they're sad  
There are sudden explosions and good times gone bad  
And you're caught in the crossfire like a kite in a storm  
And you learn how to change with their weather  
But you never feel warm

And they hide it in bottles they hide it in food  
In jovial teasing and sudden dark moods  
And public opinion becomes God on the throne  
And children learn early to show a good face  
And keep secrets alone

Chorus:

In the house full of secrets, with curtains of doubt  
You may run away early or stay much too long  
But you're trying to get out  
And it clings to your habits like cobwebs and dust  
'Til you find that you're still keeping secrets  
From the ones that you love

And maybe you loved them and you wanted to please  
So you joined in the secrets you caught the disease  
You polished the doorknob didn't turn them too hard  
Didn't poke where you might not be wanted  
Oh you stayed in the yard





*"HOUSE FULL OF SECRETS" (p. 2)*

Or maybe you learned hatred all bottled and sealed  
Like a knife cutting out what you can't bear to feel  
And you wish you were softer that the door would swing wide  
But your anger's too narrow  
And the path of forgiveness too wide

Chorus:

For the house full of secrets, with curtains of doubt  
You may run away early or stay much too long  
But you're trying to get out  
And it fogs up the window it muddies your view  
'Til you find that you're still keeping secrets—even from you

There's a story you heard as a child of a puppet who tried to get free  
When he ran from his father he fell into bad company  
So you learned that a life without strings is a dangerous deal  
But you're haunted by stories with endings where puppets get real

Tell my sisters and my brothers who carry this load  
We can't run away but we have to leave home  
I'm spilling my secrets my back's to the wall  
I'm saving my own skin  
Let the house of cards fall

And may the house that I build with my lover and my friends  
Have windows flung open to sunlight and wind  
May the moments of darkness not tear us apart  
And may the children speak freely the secrets  
And the dreams of their hearts

Leave the house full of secrets!  
Draw the curtains of doubt  
If you ran away early, or stayed much too long—  
You've time to get out  
No promise of sunshine, no slick guarantees  
You may not be happy or holy or sweet  
But by God you'll be free  
From your house full of secrets!

© 1987 Betsy Rose, available from Paper Crane Music, P.O. Box 9538,  
Berkely, CA 94709, 888-267-4833 (pin #8340)



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## **FAMILY RULES OF SHAME-BOUND SYSTEMS**

### **1. Control**

Be in control of all behavior and interaction.

### **2. Perfection**

Always be "right." Do the "right" thing.

### **3. Blame**

If something doesn't happen as you planned, blame yourself or someone else.

### **4. Denial**

Deny feelings, especially the negative or vulnerable ones like anxiety, fear, loneliness, grief, rejection, need.

### **5. Unreliability**

Don't expect reliability or constancy in relationships. (People aren't to be counted on.)

### **6. Incompleteness**

Don't bring transaction to completion or resolution; keep others off track.

### **7. No Talk**

Don't talk openly and directly about shameful, abusive or compulsive behavior. Be secretive. Hide your true thoughts and feelings.

### **8. Disqualification**

When disrespectful, shameful, abusive or compulsive behavior occurs, disqualify it, deny it, or disguise it.

**Source:** Facing Shame: Families in Recovery, *Fossom & Mason, 1986*

**THE EXPERIENCE  
OF CARRIED SHAME**  
*Experiencing Healthy and Carried Feelings*

EXPERIENCING ONE'S OWN FEELINGS	FEELING REALITY	EXPERIENCING INDUCED OR CARRIED FEELINGS
Feelings of power and energy	Anger	Feelings of rage
A sense of protection and wisdom	Fear	Feelings of panic or paranoia
Awareness of growth and healing	Pain	Feelings of hopelessness and depression
Humility and an awareness of fallibility	Shame	Feelings of being less than others, worth nothing

**Repetitive abuse creates  
the child's shame core.**

**Source:** Facing Shame: Families in Recovery, Fossum & Mason, 1986

## Class Outline

### Class Number & Name:

#9 Survivors of Sexual Abuse "Evolution of Myself"

### Class Outcomes:

Begin the process of reducing the effects of trauma in your life  
Getting in touch with how you see yourself  
How do you think others see you?

### Teaching Methods:

Have each person describe themselves (physically, emotionally and/or intellectually)  
What are you most proud of in your life?  
What is one thing you'd like to change?

### Materials:

Handouts: "Mirrors"  
"About Myself"  
"As Others See Me"  
JOURNALS

Reviews Inspiration Getting to 10

### Closing:

- Wrap up
- Did we meet today's Outcomes?
- How did I do as a teacher?
- How did you do as a student?
- How did we do together?
- Discuss the next class
- Closing statement

## Mirrors

If it is true that we are mirrors for one another then the qualities I most like are reflected in me. . .and the qualities I least like in others are those I don't like in me.

I admire

The qualities I most admire are

I don't like

The qualities which most annoy me are

What does that say about who I am?

## Reviews

Compliments I have received

Horrible things people have said about me that I can't get out of my head

Why is it so much easier to remember and believe the bad things people say?

I must remember the good qualities. I am





## About Myself



I love

I hate

I feel

I can't feel

# Inspiration

I am inspired by

because

Qualities I would like to emulate

I inspire others because

*inspire: to infuse into, as if by breathing;  
to affect as with a supernatural influence;  
to give inspiration to: to enliven.*

# As Others See Me

I wish I could see myself as others see me (or maybe I don't).

If I could, I would see

Here's what I need to do so others will see me as I want to be



# Getting to 10

Aspects of my life. How content I am on a scale of 0-10? How can I get to 10?

social

intellectual

emotional

physical

spiritual

career

relationship

friends

family

money

security

## ***Class Outline***

### **Class Number & Name:**

**#10 Survivors of Sexual Abuse "Breaking the Secret"**

### **Class Outcomes:**

To bring the experience outside of yourself  
To appreciate that you have control over your own life  
To recognize your sense of power

### **Teaching Methods:**

Having your story believed and its seriousness validated is part of your healing. The first place that you may feel safe is in your journal. You are the author. Validate the seriousness of what happened to you and how it has impacted your life. If people wish, they will be given the opportunity to tell whatever part of their "story" in class.

### **Materials:**

"Circle of Light" by Betsy Rose  
JOURNALS

### **Closing:**

- Wrap up
- Did we meet today's Outcomes?
- How did I do as a teacher?
- How did you do as a student?
- How did we do together?
- Discuss the next class
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*"CIRCLE OF LIGHT"*  
Words and music by Betsy Rose

In a circle of fire  
In a circle of light  
Come together, Come to sing, Come to this night  
Come on sisters, Come on brothers  
Climb aboard, hang on tight  
We're taking pride in a circle of light

In a circle of light  
In a circle of peace  
Leave your troubles at the door and be relieved  
Every heart is hungry-come on welcome to the feast of harmony  
In a circle of peace

In a circle of peace  
In a circle of friends  
You can lay your burden down and start again  
No more whispering in the shadows  
Come on, join the angels' band  
And lend a hand in the circle of friends

In a circle of friends  
In a circle of song  
Every frog, every sparrow sing along



*"CIRCLE OF LIGHT" (p. 2)*

If they told you to be silent  
You can show them they were wrong  
And it will make you strong  
In a circle of song

In a circle of song  
In a circle of fire  
Catch the spark that set you blazing with desire  
Every voice can move a mountain  
Every breath can be a choir  
And we'll conspire  
In a circle of fire

In a circle of fire  
In a circle of light  
Come together, come to sing, come to this night  
Let it echo in the valley  
Let it ring from the mountain height  
We're taken flight  
In a circle of light  
Going to see things right  
In a circle of light  
We'll sing all night  
In a circle of light.

"Circle of Light" © Betsy Rose, available from Paper Crane Music, P.O. Box 9538,  
Berkely, CA 94709, 888-267-4833 (pin #8340).



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## Class Outline

### Class Number & Name:

#11 Survivors of Sexual Abuse "Recovery and Healing"

### Class Outcomes:

To shift your belief system and accept that you are NOT responsible for the abuse

To identify your support system

To face your fears

To understand that there's more than anger, sadness and terror

There's **HOPE**

### Teaching Methods:

To discuss the factors in your life that have affected your healing journey

It helps to think about the words associated with your trauma, so you can think more clearly about them

In your journal, list words that could be used to describe feelings connected to your trauma

Think of color that matches the feelings you're describing

### Materials:

Handouts: "Stand by me"

"Things to Remember Everyday"

"Healing the Trauma" (P.22)

The Path - P.53  
Read P.104 - 105

### Closing:

- Wrap up
- Did we meet today's Outcomes?
- How did I do as a teacher?
- How did you do as a student?
- How did we do together?
- Discuss the next class
- Closing statement

Oct. 29

## Stand By Me

It is rewarding to find someone whom you like  
but it is essential to like yourself

It is quickening to recognize that someone  
is a good and decent human being  
but it is indispensable  
to view yourself as acceptable

It is a delight to discover  
people are worthy of respect  
and admiration and love  
but it is vital to believe  
yourself deserving of these things.

For you cannot live in someone else  
You cannot find yourself in someone else  
You cannot be given a life by someone else

Of all the people you will know in a  
life time

You are the only one  
You will never leave nor lose.

To the questions of your life  
You are the only answer  
To the problems of your life  
You are the only solution

Author - unknown



7/3/01

## Things To Remember Every Day

I deserve to feel good about myself

I deserve to take good care of myself  
that includes eating right, getting plenty of  
exercise, doing things I enjoy, getting good  
health care, and attending to my personal  
hygiene needs

I choose to spend my time with people  
who are nice to me & make me feel  
good about myself

I am a good person & I deserve  
to be alive

Today, I accept my past and my  
present and cherish all the events that  
have made me ME!

Today, I cherish the parts of me that  
have kept me alive & given me a passion  
to live

## Healing the Trauma of Abuse

- I have the right to change my mind. (Have you ever heard the saying, "If you haven't changed your mind lately, maybe you don't have one"?)
- I have the right to be happy.
- I have the right to ask for what I want.
- I have the right to follow my own values and standards.
- I have the right to express all of my feelings, both positive and negative.
- I have the right to say no.
- I have the right to determine my own priorities.
- I have the right not to be responsible for others' behavior, actions, feelings, or problems.
- I have the right to my own needs for personal space and time.
- I have the right to be in a nonabusive environment.
- I have the right to change and grow.
- I have the right to have my needs and wants respected by others.
- I have the right to be uniquely myself.

Today I am Perfect - because  
I am accepting me!

Material - Sexual Abuse  
Helping adult & child survivors 28-9 May 7

## Survivors of Sexual Abuse

"How Could Anyone"

Give out "These are My  
Pieces Revised"

My Independence

Taking My Power Back

① Put on Board

✓ Awareness + Action = Change  
Discuss

② \* Boundaries

May 14

what is a boundary  
what types of boundaries are there  
is physical emotion spiritual sexual  
intellect

what are my boundaries  
How do I enforce them



May 21

# Survivors of Sexual Abuse

Put on Board

No two Survivors travel the same path.

To say the assault hasn't affected me would be absurd

Because - it has shaped my life and the person I am

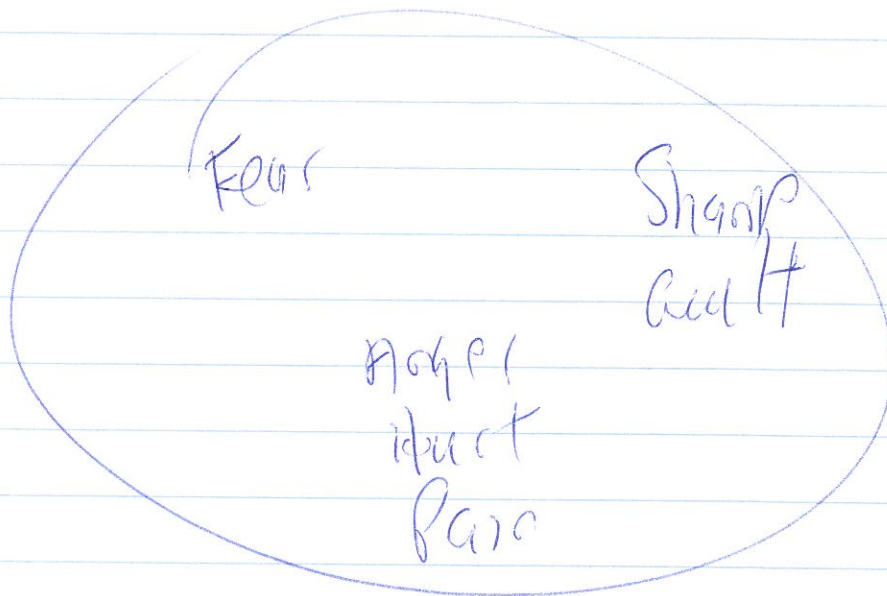
Materials - Carondelet  
Sexual Abuse  
p. 30

Draw the O Dismiss

May 14 21

Revised Page Shame & Guilt

Materials - Sexual Abuse  
Helping Adult & Child Survivors





My body does not feel like it belongs to me.  
For so long it was not given a say  
and was forcibly maneuvered by another.

Even my mind seems to be dictated  
by my own body's sensations.  
A simple touch of my arm can trigger a memory.  
My hand hesitates to make contact  
with even ones I love.

All of these pieces while built together, feel disjointed.  
My lips long for a long compassionate kiss,  
but my hand will freely push it away.  
My arms cry out to be wrapped in another's,  
but my body quickly tightens  
responding to a perceived attack.  
My body while flaunted is self-conscious  
of how it will be judged.  
It is a vessel of unknown.

Each touch is a switch  
that triggers a new or old memory.  
A personal home theater of years past,  
many showing reruns that had long been forgotten  
or simply waiting for the right time.  
My home movies are nightmares  
that give understanding to my body's reactions.  
Unlike nightmares, I can not wake up  
and say it was just a dream.

I have tried to rationalize  
with both my mind and body, but it yields to the past.  
They are a great puzzle  
that I am slowly piecing together.  
The picture of who I am  
becomes clearer with each piece,  
and like most children's toys, the result is often  
not as spectacular as you had hoped.

Can I see who I am becoming  
without finishing the puzzle?  
The pieces have slowly come together  
to create a gruesome picture of who I was.  
The pieces cannot be reconfigured  
to change the ultimate image;  
my picture of my past will always be the same.

The only difference now lies  
in how I choose to view it in the future.

*Heather Cutler-Young*

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### ***These are My Pieces Revised***

These are my pieces but they are not my whole. I am more than this flesh and blood. My skin does not portray who/ or what lies beneath. My expressions do not necessarily show how I really feel and my eyes do not allow you to see the depths of my soul.

I am no longer an object of someone else's will. I am not a prisoner of my mind or body. While a simple smell, touch or sight may trigger a memory I no longer allow my senses to control the me that I have become. I seek affection from the ones I love and now feel comfort in their embraces where before I felt shame and fear.

While all of these pieces built together may seem disjointed, they are the me I was always meant to be; the me I deserve to be. I am a collage of many pieces. Separately the picture

alone has no meaning or significant worth, but together it forms a beautiful and distinct representation of something bigger and better than its original piece.

The puzzle is finally finished. It took 30 long years in the making.

It is an eclectic montage of who I am and all that I aspire to be. A survivor, a daughter, a wife, a daughter in law, a sister, a granddaughter, a niece, a mother, a teacher, a pacifist, a perfectionist, a romantic, and a bleeding heart liberal. I am the me I was meant to be.

The pieces have slowly come together  
to create a gruesome picture of who I was.  
The pieces cannot be reconfigured  
to change the ultimate image;  
my picture of my past will always be the same.

The difference now lies in how I view myself and my future.

*Heather Cutler – Young*

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### ***Shattered***

I was made shattered.  
A ruined soul now exists  
where a whole person  
once  
was.

I break plates and glasses,  
smashing them for release;  
The fractured pieces litter the floor  
and I can't help but relate  
to each broken fragment.

I'm the broken vase that lies on the floor,  
the spilled water decorating the tile  
with the tattered roses  
begging for  
life.

The body is soft and supple,  
able to absorb blows.  
Identities are fragile  
and difficult to repair.  
My self is destroyed.

I've put the pieces back together with glue-  
that's progress-  
but the glue is still curing and the pieces  
don't fit together quite right.  
I'm not okay.

We work with  
available light  
to mend the fractured soul.  
Like plates, I am the  
product of human efforts.

You made me shatter.

[Return to Top](#)

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### ***Prisoner***

A captive, hostage of his vicious anger.  
The facade of his caring baby blue eyes

Back and forth  
 Choking  
 Heels dug in  
 This tug of war  
 Denies me  
 Fear pulls my breath  
 As the fur of his chest  
 I so long to tangle fingers in  
 Comes on me  
 This isn't how it's supposed to be  
 Choking

Game between yanking sides  
 Choking  
 Me  
 Him  
 Crushing violence  
 So gentle, tows me  
 Close, yet under  
 No, no it's the game  
 Choking

Ropes of back and forth  
 Choking  
 Wrap around me  
 I'm down. He's up  
 Defeated, I retreat  
 Heel loose  
 Separate from what's tied down  
 Still masked, his gentle  
 Malevolence hides my truth  
 Never even sees me  
 Choking

*Crystal Collette*

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## **My Independence**

I'm going to do well, I'll definitely succeed.  
 Doesn't bother me now  
 what life wants to throw at me.  
 I'm going to tackle it, no matter how hard it'll be.  
 I know deep down inside somewhere,  
 is a strength I've yet to find.

I have the strength to continue  
 along this stubborn path.  
 No bitterness will deter me,  
 no spitefulness will be heard.  
 Above all, NO pain shall ever be felt again -  
 only a BRIGHTER and BETTER LIFE  
 shall be had by me.

*Ady Ajay . Gillingham, England*

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## **The Perfect Child**

A cheerful cherub,  
 observer of life  
 from a heavenly perch,

the only safe place to be  
 in our household!

love me

Patricia Smith

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last class



### **Taking My Power Back**

I am holding my head high  
And I am taking my power back

he stripped me of my dignity  
he denied me of my first kiss  
he stole my trust in others  
he took away my voice

But  
I am holding my head high  
And I am taking my power back

i said no but he demanded yes  
he made me a statistic  
he turned me into a victim  
he left me to rot like a piece of trash

But  
I am holding my head high  
And I am taking my power back

the police told me I was wrong  
they said I provoked him  
they implied that I wanted it  
they said that I lied

But  
I am holding my head high  
And I am taking my power back

i let him keep me in his grasp for years  
i used to cower and hide  
i jumped at my own shadow  
i double-checked the locks

But  
I am holding my head high  
And I am taking my power back

i learned to hate the world  
i learned to like being alone  
i put up a wall around me  
i became a soldier of one

But  
I am holding my head high  
And I am taking my power back

i am a woman, proud and strong  
i refuse to remain a victim  
i will not be silent anymore

For  
I am holding my head high  
And I am taking my power back

i am becoming a butterfly  
emerging from a cocoon  
i am ready to spread my wings  
i have found my voice again

FOR  
I AM HOLDING MY HEAD HIGH  
AND I AM TAKING MY POWER BACK!

KH

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### ***Hanging out the Wash***

All day, I hung the wash out  
coat open, hat off, no mittens.  
It seemed like spring  
as I splashed the wet clothes on the line  
like paints.

I painted you a picture of our lives  
our bodies, our arms and legs flapping  
useless and empty of each other.

You say I shouldn't hang the wash out,  
but I hang my sorrows in the sun to thaw.  
It's so much warmer than yesterday  
and feels like spring:  
thirty-five degrees but falling.  
Yesterday was 20 below.  
I bend over coughing and cannot stop.  
The cough sinks a taproot in my lungs.

You say I shouldn't hang the wash out;  
want me perhaps, to scrub it on a washboard  
in the basement.  
Coughing and wheezing,  
I hang out your private shorts all in a row.  
If you can say or do it, I can tell it.

I read that asthma is another way of crying,  
another way of screaming.  
You say I'm allergic to you and I am.

I take the frozen laundry from the line:  
stiff bras and panties, solid jeans shatter  
and lie splintered on the snow.

My fingers crack and fall off too.  
They are my ten tongues,  
punished for their honesty.

Mary Stebbins-Taitt

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### ***Broken***

We have fallen too far down –  
we cannot see the world above  
we went too fast  
to stop ourselves from going down

We are now broken in six pieces - too far apart  
and there is no way anyone  
can put us together again

Maybe we never were together -  
but at least we tried  
we are too lost to be found  
and too far down  
to come back up anytime soon



## *HOW COULD ANYONE*

Words and music by Libby Roderick

How could anyone ever tell you  
You were anything less than beautiful?  
How could anyone ever tell you  
You were less than whole?  
How could anyone fail to notice  
That your loving is a miracle?  
How deeply you're connected to my soul.

### **How Could Anyone**

Words and music by Libby Roderick,

© 1988 Libby Roderick Music

From the recording *If You See a Dream*

Available through Turtle Island Records

P.O. Box 203294, Anchorage, AK 99520-3294

907-278-6817



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**WHOLE PERSON ASSOCIATES**

210 W Michigan Street Duluth Minnesota 55802-1908 218-727-0500

11A

May 28

Survivors of Sexual Abuse

Put on Board

You Are Not Alone

You Are Not to Blame

You have a right to feel  
and to be safe

You don't have to figure it  
all out on your own

Read aloud- elicit conversation

Journal

~~★~~ Begin w/ How  
Could Anyone  
Then Sing It

(113)

Begin with How Could  
Anyone

June 4

## Survivors of Sexual Abuse

As Therapists we are learning  
about assertiveness.

We share our angry feelings

Setting boundaries for ourselves  
and others in as loving a way as  
possible.

Give copy to each person  
Issues

Journaling -

Where do you see yourself on  
the Continuum

From

Victim - Survivor - Thrive

Journal



July 9-

How Could Anyone

Give out - 6/4 Survivors of Sex Abuse

"As Thieves - - -

Give out article

"Done Staying Quiet"

Discuss

June 4

## Survivors of Sexual Abuse

As Therapists we are learning  
about assertiveness.

We share our angry feelings

Setting boundaries for ourselves  
and others in as loving a way as  
possible.

Give copy to each person  
by 5:00

Journaling -

Where do you see yourself on  
the continuum

from Victim - Survivor - Thrive

Journal



In July

## AnnaLynne McCord Is 'Done Staying Quiet' About Her Sexual Assault

The Huffington Post | By Stephanie Marcus

In 2012, actress AnnaLynne McCord bravely revealed that she was once sexually assaulted, only saying that it happened to her and it was done at the hands of someone she knew.

Now, she's "done staying quiet." In an essay for Cosmopolitan, the 26-year-old begins by explaining that she grew up in an "extremely religious and conservative family," and her while parents would say they believed in strict "discipline," McCord says it would be better characterized as "abuse."

"I know they were doing what they thought was right to discipline their kids. But it really messed me up," she wrote.

Later, when McCord was 18 and living on her own, a male friend called asking if he could crash on her couch because he needed a good night's sleep for a meeting in the morning.

"We sat on the bed and talked for a while, then I fell asleep. When I woke up, he was inside me," she wrote. "At first, I felt so disoriented and numb, I closed my eyes and pretended to be asleep. I wondered if I had done something to give him the wrong idea. I felt afraid of making him angry. Believe it or not, I didn't want to offend him. I just wanted it to be over. My childhood had come back to haunt me again: Because of the physical abuse, I didn't believe there were borders between other people's bodies and my own. I didn't believe I had a voice."

Suddenly, McCord wrote, her thought took a "practical turn":

I said, 'Please, don't!' He stopped and went in the bathroom and finished. I lay there and stared at the ceiling for the rest of the night, frozen. At dawn, I wrote a note to him and left. I sat outside in a car and waited for him to leave. When he did, I went back inside, took a shower, and pretended it hadn't happened.

McCord said her rapist is a man she would run into again, who would claim that what happened between them was consensual, later telling mutual friends that she was in love with him.

The experience drove her to a very dark place.

"I lay on my bed in a hotel in Madrid for days, feeling increasingly alone and hopeless," she wrote. "I had pills and water in hand and thought seriously about killing myself. I didn't fear death -- it felt like a solution. When you're in that mode, you don't think suicide is a selfish thing to do. You think you're doing everyone a favor."

The former "90210" star wrote that she later sought professional help and confronted her past. Today she is "in touch" with her family, and has "profound intimacy" with her boyfriend Dominic Purcell. But she has a message for women and girls: "You have a voice. Don't put yourself in a box. Don't let the polite lies of society silence you. Honestly, I would endure everything all over again -- it has led me to my own revolution."

To read AnnaLynne's full essay, head over to [Cosmopolitan](#).

Need help? In the U.S., visit the National Sexual Assault Online Hotline operated by RAINN. For more resources, visit the National Sexual Violence Resource Center's website.

Begin Has Could Anyone  
check in

June 11

HL

Reviewing / Reinforcing concepts

Account

Stamp

Judgment

Materials

Setting

Personal

Boundaries  
p. 2 of 3

Read

Disc.

Journal

next

week

Difference

between boundaries  
& Barriers

## Class Outline

### Class Number & Name:

#12 Survivors of Sexual Abuse "Healing After Trauma"

### Class Outcomes:

To learn and believe that it's O.K. to be angry  
Anger can be expressed in variety of ways  
Anger is energizing  
To understand the healing steps

### Teaching Methods:

Discuss in terms of each individual: **Awareness + Action = Change**  
Make an individual list of the losses you've experienced due to your abuse  
Analyze the "My Dark Side"  
Explore the myriad of ways that each of us can become stronger

### Materials:

Handouts: "12 Healing Steps"  
"The master Builder's House"  
"Dark Side"

"The Path" p. 59 66 67  
Final - p. 92, 93

### Closing:

- Wrap up
- Did we meet today's Outcomes?
- How did I do as a teacher?
- How did you do as a student?
- How did we do together?
- Discuss the next class
- Closing statement

I give myself Permission to grieve  
12 Steps Healing for my losses!!  
Adult Survivors of Abuse

1. Admission
2. Willingness
3. Surrender
4. Discovery
5. Sharing Fearlessly
6. Continuous Action
7. Humility
8. Personal Relationships
9. Amends
10. Self Searching
11. Meditation
12. Joy of Living

I accept that I am a courageous woman!



I have a dark side.

When it emerges I feel

I think it is telling me

To pass through the darkness I need to

I will begin by

If I feel myself overwhelmed again, I will

Subj: **(Something to Think About!)**  
Date: 8/29/99 10:26:25 AM Eastern Daylight Time  
From: Sft Tale  
To: Beebo51200, DCrowe97, Dana 061  
To: detour2@bellsouth.net, Kare 0853  
To: deetour@interpoint.net, LDesa2, ME Rhein  
To: MR QT SAM, PJCREPEAU

## The Master Builder's Last House

An elderly carpenter was ready to retire. He told his employer-contractor of his plans to leave the house-building business and live a more leisurely life with his wife enjoying his extended family. He would miss the paycheck, but he needed to retire. They could get by.

The contractor was sorry to see his good worker go and asked if he could build just one more house as a personal favor. The carpenter said, "Yes," but in time it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end his career.

When the carpenter finished his work and the builder came to inspect the house, the contractor handed the front-door key to the carpenter. "This is your house," he said, "my gift to you."

What a shock! What a shame! If he had only known he was building his own house, he would have done it all so differently. Now he had to live in the home he had built none too well.

So it is with us. We build our lives in a distracted way, reacting rather than acting, willing to put up less than the best. At important points we do not give the job our best effort. Then with a shock we look at the situation we have created and find that we are now living in the house we have built. If we had realized, we would have done it differently.

Think of yourself as the carpenter. Think about your house. Each day you hammer a nail, place a board, or erect a wall. Build wisely. It is the only life you will ever build. Even if you live it for only one day more, that day deserves to be lived graciously and with dignity.

The plaque on the wall says, "Life is a do-it-yourself project."

Who could say it more clearly? Your life today is the result of your

attitudes and choices in the past. Your life tomorrow will be the  
result of your attitudes and the choices you make today.