



Module 1: SELF RESPECT

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Module 1: SELF RESPECT

general approach to the concept of respect

Respect is included as one of the other 3Rs because it is considered to be an integral part of good citizenship.

Pupils may think of respect in terms of the attitude that parents and teachers demand of them, but the approach should be shown to embrace more than that. Where we have respect, we avoid degrading, insulting or injuring, and we treat with consideration. Respect is therefore one of the most important elements in creating a responsible society.

In order to make the concept a reality, respect should be the context in which the modules in this section are approached. Therefore, the class will not just be faced with theory but will be continually challenged to put it into practice.

The teacher's role is crucial, particularly in terms of the respect he or she shows to the class. Being willing to listen to pupils' ideas and, where appropriate, letting them make their own decisions will demonstrate that they are valued as individuals. It will also make it possible for them to understand that, with mutual respect, each person can be given their true value.

As pupils listen quietly to each other, show respect for views with which they disagree and speak in a non-threatening way, opportunities will emerge for them to recognise not only their own skills and abilities, but others' as well. This can lead to a greater sense of responsibility for themselves and for the choices they make. It should also help them create open, trusting relationships with fellow-members of the community.

respect for the individual

Everyone wishes to be respected and needs the dignity of being considered of worth. Such self-esteem often comes from being accepted by the group with which one has chosen to identify.

It is also true that

- even if our values and lifestyle differ from those of other group-members, they will respect us if they see that we are benefitting from our chosen way of life.
- self-respect grows when the choices made between right and wrong bring an inner sense of well-being - a clear conscience.

respect for property

This is closely linked with respect for the individual. It is important to recognise that, if I want others to value what is mine, I must also respect and value what is theirs, whether the owners are known to me or not.

Disrespect is often shown to property belonging to someone unknown to, or otherwise distanced from, the perpetrators of the damage.

respect for life

The doctor who fights for the life of a patient against all odds, regardless of who that person is or whether he/she has been living a life worthy of respect, is saying something about the absolute value of every human life.

respect for the sacred

To some children this will be a closed book - they will have no idea what others understand by sacred. Everyone, however, has some experience of particular places and things meaning a great deal to them for some reason. Such a sense can help in understanding the sacred.

If we are to live peacefully as citizens of a multi-cultural society, it is essential that we respect those things which others regard sacred. Indeed, sacred things are as precious to some people as life itself. Respect for the sacred is often a pre-requisite for winning the trust and friendship of someone whose religion/faith is different from our own.



Module 1: SELF RESPECT

topic one – winners and losers

teacher's notes - general approach

This topic lays the foundation for you and the class to create a community of mutual respect in the classroom, so that this becomes the normal context within which any topic in these three modules is approached. To achieve this, it will be helpful to create some means of monitoring progress. The suggested activities can build towards the setting up of such a system.

As most pupils will instinctively think of respect only as it relates to authority figures, we suggest that the concept might better be approached through the idea of life's winners and losers.

It is important that each person in the class has the chance to be a winner sometimes and that no one is condemned to be a loser all the time. Ways will need to be found to make this possible. Once the pupils' interest is engaged, they will have ideas on how this can best be done. You can help the process by not pre-judging the pupils and by acting respectfully in all your dealings with them.

strategy

A selection of newspapers and magazines is needed from which can be cut pictures of people whom the class can identify either as life's "winners" or "losers".

activity one

This activity uses **worksheet 2** page 6 **TV interview**.

Divide the class into groups of up to six people.

Some of these groups should be given the newspapers and magazines so that they can cut out pictures of people, some of whom they consider to be life's "winners" and others life's "losers". It may be best if the group starts by deciding what makes someone a "winner" or a "loser" so that they know what they are looking for. These pictures might form part of the chart to be designed later. Each person in the group should think out and write down the reasons for one of their choices.

While this activity is going on, the teacher could prepare the role play exercises on **worksheet 2** page 6 **TV interview** with others. These activities could be another way of understanding the attitudes which make winners and losers. The scenes could be presented to the class and discussed with the findings of the other groups.

Issues which could arise from the role play are:

- ways in which others can help us gain self-respect
- how our own behaviour can increase our self-respect
- how the way in which you win can affect how much people respect you,

activity two

This activity uses **worksheet 1** page 5 **Why respect?**

The class needs to be divided into four groups. Use **worksheet 1** page 5. Cut along the lines and give **box one** to group one, **box two** to group two and **box three** to group three. Each of these groups should discuss and write down its answers to the question(s) on their paper.

Explain to **group four** that, while the others are performing the above task, they will unobtrusively observe how the members of those groups are working with each other. **Box four** gives them questions to consider as they watch. Then, as a class, exchange ideas on how well the pupils think they have done in showing mutual respect.

Using the results of these two activities, decide with the class how you are all going to monitor the growth of mutual respect within the community of the classroom. This could be in the form of a chart, entitled: "We DO this and We DON'T do this". In deciding what to put on the chart, the class may want to consider how to

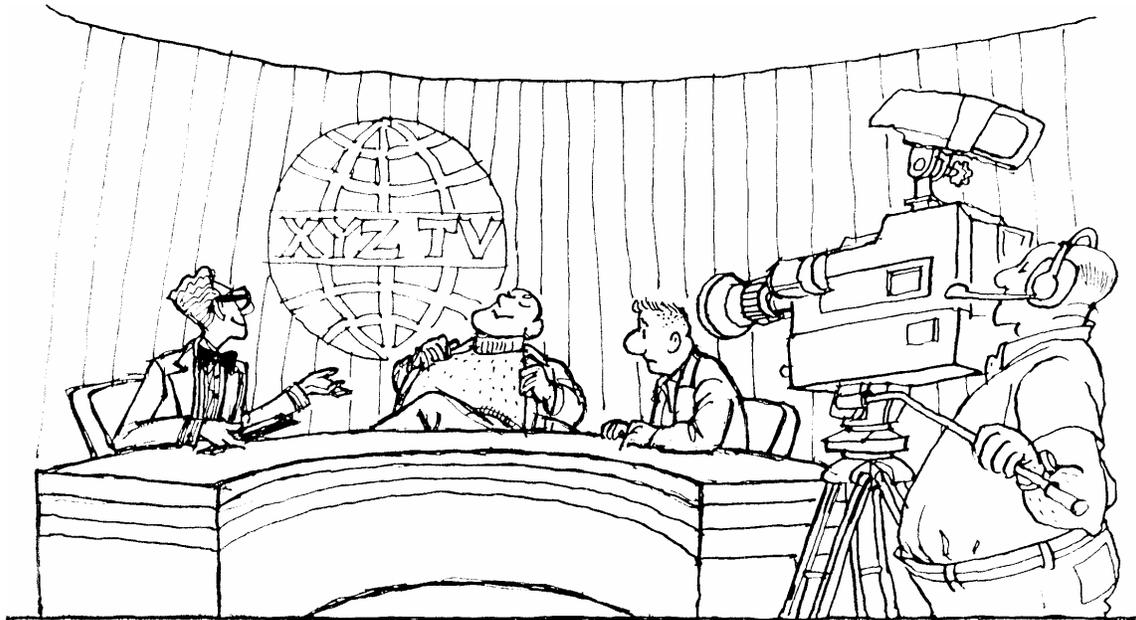
- encourage each other to make a positive contribution
- identify actions and attitudes which are needed to give support to others
- identify actions and attitudes which make others feel small
- decide how the class might deal with situations where people damage the self-respect of others
- encourage class-members to do their best (which brings dignity and self-respect) and consider how to recognise and reward this.

WHY RESPECT?

<p>1</p> <p>We like to be treated</p>	<p>2</p> <p>We do not like to be treated</p> <p style="text-align: right;">4</p>
<p>3</p> <p>We usually treat old people</p> <p>We usually treat young people</p> <p>We usually treat each other</p>	<p>4</p> <p>Is everyone being given a fair chance to give ideas?</p> <p>When ideas are given are they listened to?</p> <p>Has one person taken on leadership? Is he/she helping others to say what they think?</p> <p>Is anyone being left out?</p>

TV INTERVIEW

R3-M1-worksheet 2



There has been a sports match or tournament. The winners and losers are being interviewed together in the studio. Choose someone to be the interviewer.

take one

The winner ignores the loser and boasts about how it feels to have won. How does the loser cope with this?

take two

The winner is obviously delighted to have won but mentions and praises what the loser did well. What difference does this make to the loser's attitude?

take three

The interviewer shows little respect for the winner because of the way in which the match was won, but shows respect for the loser. Who gains in self-respect when this happens? Why?



Module 1: SELF RESPECT

topic two – physical appearance

teacher's notes - general approach

Individuals are often unaware of their own gifts and the aspects of their character which others value. It is often easier to see others' annoying or negative characteristics than to appreciate their good points. This topic tries to encourage pupils to value each other and to realise that each person is unique.

physical self

Although human beings are made up of similar components, each individual is totally unique. One way into the exploration of self-respect could be through the physical. **Activity one** illustrates how looking different is part of what makes an individual special.

However, we are sometimes dissatisfied with the very things which are unique about us (cf. **worksheet 3** page 10, **My nose is too big**). If the reasons for such thinking can be identified, it may assume less importance.

What is regarded as beautiful can differ widely between cultures. If members of the class come from more than one culture, these differences could be explored together or, if not, research could be done.

inner self

"Beauty is in the eye of the beholder" takes these ideas one step further. It starts the process of realising that "beauty" can be independent of physical appearance and that the way a person looks is therefore not the best guide to knowing what he or she is really like.

Stories that could be used as resources here are, **The Hunchback of Notre Dame**, the film **The Elephant Man**, the musical **Phantom of the Opera** (or the original book by Gaston Leroux) and **Walking Tall** by Simon Weston.

strategy

There are **worksheets** on pages 9, 10, 11, and 12 with ideas for various activities which explore the meaning of self-respect. Decide with the class which activities they think will be most helpful in discovering how they can gain self-respect and how they can also help others to do so.

physical self

worksheets 3 & 4 pages 9 and 10 contain:

- an activity based on how people are recognised
- an exercise using voices as the means of recognition
- use of exaggeration in cartoons; cartoonists deliberately exaggerate people's features yet the people they draw are instantly recognisable; such use of humour could help some not to take themselves too seriously; there are also some questions that can be discussed.

inner self

worksheets 5 & 6 pages 11 and 12 suggest

- writing a play or story or holding a debate on "Beauty is in the eye of the beholder". (Resource stories suggested in the **general approach** could be used here.)
- a group activity; it should be made quite clear that this is a way that pupils can help build each other's self-confidence and self-respect; the activity must be done in this spirit
- a quiz which looks at self-respect in terms of the individuals' actions which can determine their respect for themselves; it is important that, having done this quiz, pupils realise that the choice of the way they want to go is theirs alone and that they can do something about it.

an alternative class activity (not on the worksheet)

The following has been found to be a very successful way of helping people to value themselves and each other in a new way. However, it is important that you know the class well enough to be confident that it will be done supportively and sensibly.

Ask the pupils in turn to tell the others one thing they like about themselves and one thing they dislike. After each person has done this, ask the rest of the class to describe any other good qualities, abilities etc. that person has.

When all have had the opportunity to do this they should have been made aware of their own strengths as seen by others. These can be re-inforced in the future.

RECOGNISING PEOPLE



activity one

One person goes somewhere out of sight of the rest of the class. Everyone else describes her/him on paper. The person is called back and the other pupils' descriptions are compared with the real person.

activity two

Divide into groups and work together to write a description of the facial features of one person in your group as if she/he were a missing person.

When this is completed, each group in turn should read out their description while another group draws a picture of the person being described on the board or on a sheet of paper. Can the rest of the class identify who the missing person is?

activity three

Voices - The class should be divided into two groups.

Group A should stand facing the wall.

Group B should change their positions in the classroom.

An individual member of **group B** should greet a member of **group A** by name. The **group A** person who is named should try to identify the person who greeted her/him. This can be done as many times as necessary to see how easy/difficult it is to recognise people by their voices. Some people could try to disguise their voices.

Were the voices recognised whether disguised or not? How? Why?

Discover together what you have to do to disguise your voice. This will give you some ideas what makes each voice unique.

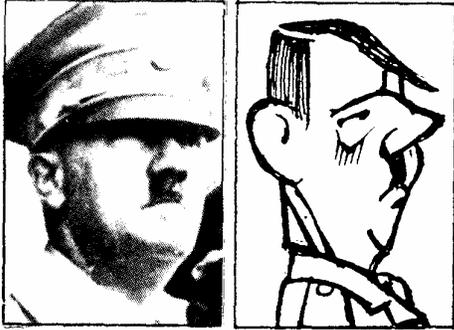
activity four

There is a worksheet which looks at how cartoons are drawn and how they exaggerate people's distinctive features. How much more interesting life is because everyone looks different!



MY NOSE IS TOO BIG

R3-M1-worksheet 4



Draw below a cartoon of a famous person

Think through

What makes us think things like: "My eyes are too small" or "My nose is too big"?

What are "good" looks? What is the "right" sized nose, the "right" height, etc.?

With whom are we comparing ourselves? Why do we do this?

What is more important than having "good" looks?

THE PERSON BEHIND THE FACE

R3-M1-worksheet 5

activity five

Write a play or story, or hold a debate, to explore the importance of the personality behind a person's looks. You may be able to find true stories about wonderful people who have had to face the prejudice of others; for example, people who have been in serious accidents or have been badly burnt.

organising the debate

Find two volunteers who will each make a speech saying why they agree with the proposition that beauty is in the eye of the beholder and find two others who will make a speech saying why they disagree. All speakers should give reasons for their beliefs.

While they are preparing their speeches, the others can discuss the proposition in groups.

Appoint a chairperson. Give each of the four speakers the same amount of time to speak without interruption.

Take a vote to see which side's argument has been more persuasive.

activity six

Form small groups and sit in circles. Each group-member needs a sheet of paper on the top of which he/she should write his/her name. When this has been done, pass the sheet to the person on your left. When a sheet of paper comes to you, write, at the bottom of the sheet, something you value or respect about the person whose name is on the paper. Then fold the sheet, so that the next person cannot see what you have written, and pass it on. When your paper gets back to you, you will have been given some reasons for self-respect and self-confidence and you will have helped others by doing the same for them.



activity seven

A quiz on your own actions and what you can do to increase your own self-respect.

QUIZ



We can increase our self-respect by

- doing those things which, deep in our hearts, we know to be right
- avoiding those things which make us feel uncomfortable inside
- putting right the wrongs we have done.

Try answering these questions by putting **A, B, C or D** into the box at the end of each one.

A never **B** rarely **C** sometimes **D** often

- 1 Have you taken things from shops without paying?
- 2 Have you physically hurt someone?
- 3 Have you betrayed a friend's secret?
- 4 Have you broken a promise?
- 5 Have you talked unkindly about people behind their backs?
- 6 Have you copied your homework from someone else?
- 7 Have you come home at night later than you said you would?
- 8 Have you lied to get out of trouble?
- 9 Have you broken the school rules?
- 10 Have you borrowed things from people without their permission?

Count up your answers A.....B.....C.....D....

How you behave is **your** choice.

What can you do or stop doing to increase your own self-respect, and to become a person others can trust and respect? You may well think of things that are not covered by the questions above.



Module 1: SELF RESPECT

topic three – substance abuse and addiction

teacher's notes - general approach

Everyone is aware of the many young people today whose lives are dominated by the abuse of alcohol, cigarettes, drugs and/or solvents. Such habits often lead to a lack of self-respect.

The aim of this topic is to help pupils discover what inner needs people are seeking to satisfy by smoking, taking drugs or drinking alcohol, and how such needs might be better met in other ways. For example, some people's need for a sense of belonging will cause them to identify strongly with a gang or group, and the collective behaviour of such a group may well profoundly affect the direction which such people's lives take. This is a good opportunity for pupils to consider whether the direction their lives are taking now is the way they want to continue to go and, if not, to consider changing that direction.

This topic will help the class to question whether substance abuse can answer any needs in the long term. The topic does not deal with substances in detail, but if you wish to do so, much material is available from the organisations which deal with addiction.

strategy

On **worksheet 7** pages 14 and 15 there is a choice of activities. **Resource sheets 1 & 2** on pages 18 and 19 may also be needed.

Discuss and decide with the class which activities will help them best understand the effects of substance abuse and possible alternatives to such behaviour. Groups could choose different activities and then pool their findings.

activity one

If you can invite a recovering addict/alcoholic to talk about his/her experiences to the class, pupils should prepare questions before the visit. The other activities are explained fully on the **worksheet 7** (page 14) **Does it really help?** Activities two and three will need the stories on **resource sheets 1 & 2** on pages 18 and 19 **My name is John. I am an alcoholic** and **An Indian experience** or similar ones of your own.

activity five

A smoking quiz on page 16 (**worksheet 8**) and the work on peer pressure on page 17 (**worksheet 9**) **Belonging**.

Answers to quiz: 1 yellow 2 cancer 3 nicotine 4 tar 5 oxygen 6 smell
7 taste 8 expensive 9 unborn 10 smoke 11 tobacco 12 cough

When the activities chosen are completed, it is important for the class to assess what they have learnt, in particular how these things affect their self-respect. There is a space on the worksheet for them to write their conclusions.

You might find useful additional or follow-up material in previous modules, e.g. R1 M3 lesson four on **Where do I belong?** or R1 M3 lesson five on **Goals and aims**. Also R2 M2 lesson 6 **Walk Tall** may be applicable.

DOES IT REALLY HELP?



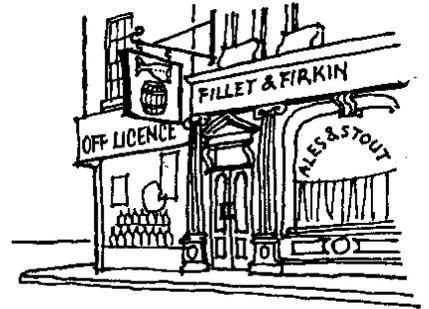
Decide with the rest of the class which of the following activities will help you to understand why people turn to substance abuse and to identify possible alternatives.

activity one

If your teacher is going to invite a visitor who has faced some of the challenges of addiction to speak to you, you will need to prepare questions to ask him/her before their visit.

activity two

Discuss in pairs or small groups the topic on the **worksheet Discussion topics** and write down your conclusions. There is a resource sheet which may help your discussion.



activity three

Read the stories on the resource sheet. Work out and perform a role play, interviewing them about their lives. Include in this any experiences you have had yourselves in this area.

activity four

Draw a comic strip showing how someone gets involved in substance abuse and the result of doing so. Then illustrate the best way out of such dependency and the things which make people want to find a cure.

activity five

Do the Smoking Quiz. Answer the question below it and complete the worksheet **Belonging**.

When you have finished the activities you have chosen, complete the box below.

I have learnt through these activities that greater self-respect comes through:

activity two

Discussion topics

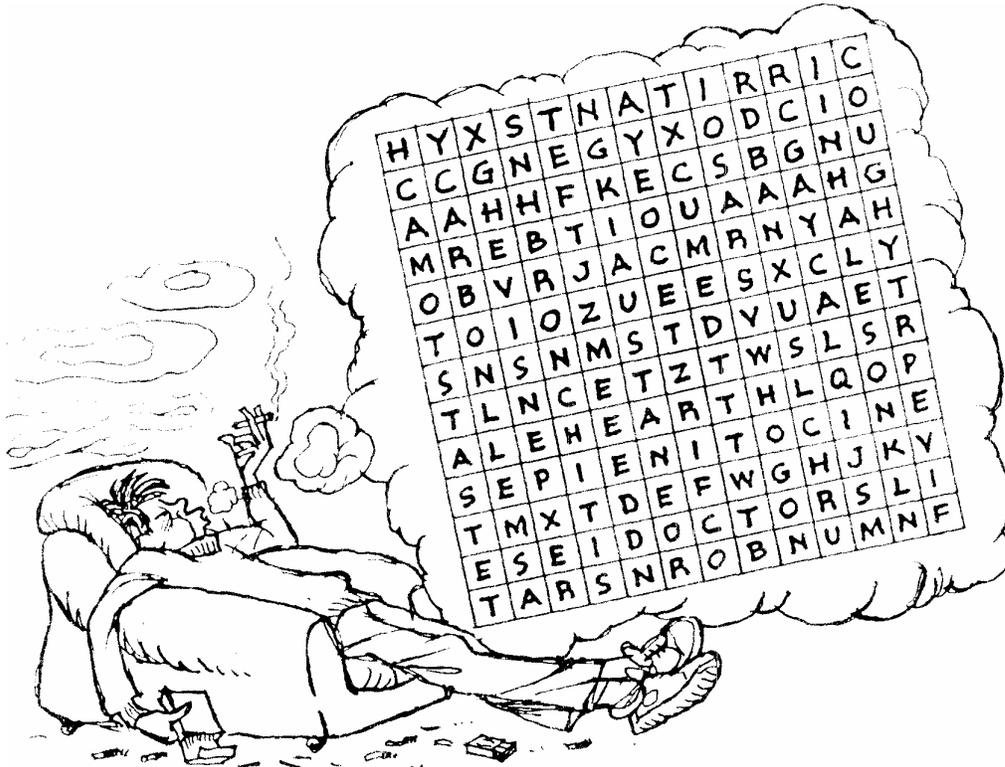
Discuss and write down a list of possible reasons for people becoming alcoholics and drug addicts. What does such dependency have to do with self respect? If you think people come to depend on different things for different reasons, list the reasons under appropriate headings

What do you suggest people could do instead of these things? Use the experience of members of your group while thinking out the answer. Write down your suggestions.

SMOKING PUZZLE

Answer the following questions and then find the words in the letter grid. The number in brackets after each clue is the number of letters in the word. The words have been written across, up, down and diagonally.

- 1 The fingers and tongue of a smoker turn this colour (6)
- 2 This is the disease most people link with smoking (6)
- 3 This is the drug in tobacco (8)
- 4 This is the black material which collects in the lungs (3)
- 5 The body of a smoker does not get enough of this gas which it needs to work properly. (6)
- 6 Smoking makes people unpleasant (5)
- 7 Smoking kills your sense of so you don't enjoy your food as much as you did (5)
- 8 Smoking costs a lot of money - it is(9)
- 9 An baby may be affected if the mother smokes (6)
- 10 This causes a nasty smell which clings to the hair and clothes (5)
- 11 This is what people smoke (7)
- 12 The air passages produce this to protect themselves. (5)



Having considered the answers to this puzzle, write down your opinion of smoking.

BELONGING

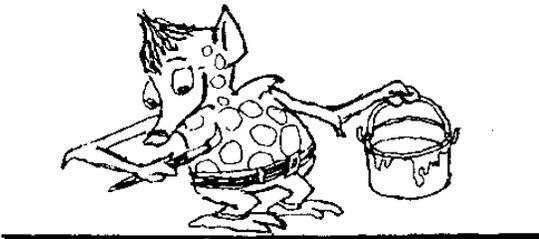
R3-M1-worksheet 9



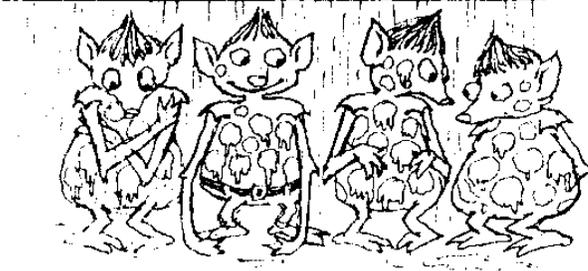
This is Alan the alien, who has yellow spots.

He feels different from everyone else because they have green spots.

Because he is different, they won't invite him to any of their parties or let him join in with any of their activities.



One day he wanted to go to their barbecue so he got some blue paint with which he painted his yellow spots so they turned green. Now he was the same as everyone else.



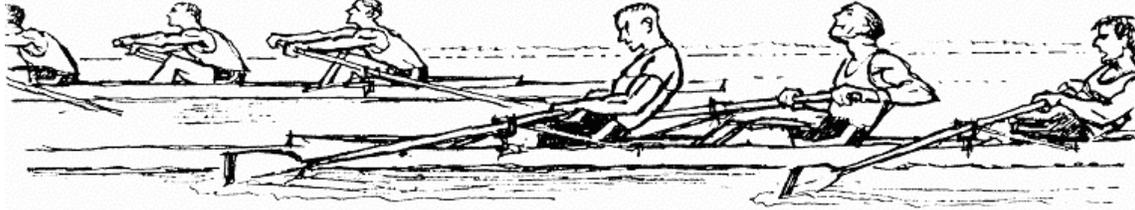
However, it started to rain, You can probably guess what happened. Yes, all the paint began to come off, revealing his yellow spots. But the funny thing was that many of the other aliens had yellow spots underneath too!

The spots can be coloured in by you.

What does someone have to do or be to belong to your group? Describe or draw this.

What is the best way of treating people who are not in your group if you want to create co-operation in the community?

MY NAME IS JOHN. I AM AN ALCOHOLIC...



I had the good fortune to win a gold medal as an oarsman in the 1960 Rome Olympics. For ten years after leaving college I did not drink, but then I started on beer and wine. I moved on to whisky and my consumption grew. In time it became obvious to my family that my drinking was a problem, although I would not acknowledge that it was affecting my life and work.

Things came to a head when a business venture collapsed and we lost several hundred thousand dollars. I began drinking even more heavily, and became critical and verbally abusive. One day in May 1985, after I'd drunk a bottle of whisky, my wife confronted me. I flew into a blind rage and threw dishes at her. My 25 year-old son intervened and, although I threatened to kill him he overpowered me.

My wife tried to phone a friend, but got the operator instead, who heard what was going on and called the police. By the time they arrived I had cooled down, but the next thing I knew was I was handcuffed in the back of a police car. Soon I was in a filthy cell with 30 to 40 others - car thieves, drug-pushers and other drunks. I was angry at my own humiliation, but also blamed my family's over-reaction to my drinking. This was typical drunk thinking, blaming someone else. It was a long way down from the Olympic victory podium in Rome.

When I was released the next morning. My wife greeted me coolly and said: "I've found a treatment centre that can take you today. Will you go?" My mind was clear enough to realise that, unless I chose to go for treatment, I would lose my family for ever. Two days later I entered a recovery centre for a 28-day course, whose basic philosophy was the Alcoholics Anonymous Twelve Step Programme. You admit you are an alcoholic and are powerless to change, and you turn your life over to God as you understand him. It also means taking a fearless look at your life, putting right things where you can. This simple programme not only lets you deal with alcohol, it also lays out a method of living that can guide you throughout the rest of your life.

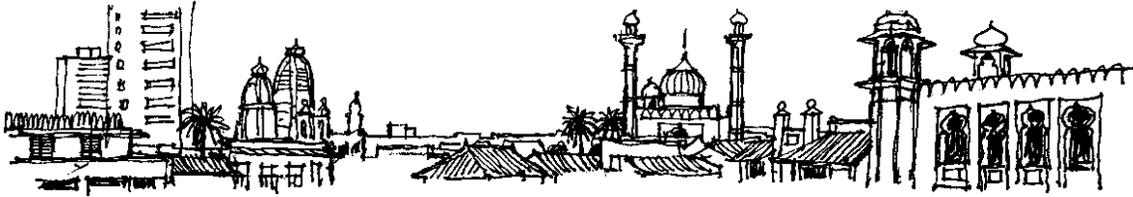
As I began to get honest with myself and my family, amazing things began to happen. My eldest daughter who had left home at fifteen, and had been deeply into drugs and alcohol for several years, came to see me at the centre. My change affected her and she realised how much trouble she too was in. A few days after I had left the centre, she and her boyfriend went in.

I owe my life, my family and my sanity to Alcoholics Anonymous.

Abridged from *For a Change* magazine

AN INDIAN EXPERIENCE

R3-M1-resource sheet 2



This was the first time he had felt free from fear. After he had been persuaded to try the drug, an overwhelming sense of relief and deep happiness had come over him. He could not remember any time in his life when he had felt so free.

But the drug wore off and the fears came back. He could remember the awful day when he'd had to go up to the stage to fetch one prize after another. The hall had been packed with parents and school friends. He always had to do well. It was what his parents expected. He was their only son and their greatest pleasure was showing him off to relatives and friends. He was going to take on part of his father's business and was told he'd make a great success of that too. But what if he failed?

Again the fear gripped him. He was not going to become an addict. He could stop whenever he wanted to, but it was one way to freedom. Soon he needed to increase the amount he took to get the same effect. Then he tried other types of drug. But this all had to be kept secret from his parents.

On leaving college they encouraged him to accept a girl in marriage. Quite soon there was a baby to think about and care for. With this came fears that he would fail as a father. Eventually the drugs affected the way he ran the business and it collapsed. His parents disowned him and his wife threw him out.

Months went by until the pain of taking drugs was as great as the pain he was trying to avoid. At last he reached the point when he had to admit that he needed and wanted help.

He dragged himself to a drug rehabilitation centre. He slept on the floor but remembered feeling more comfortable than he had been for months. He was given simple practical tasks to do and regular discipline began to come back into his life. He began to talk and people understood. They didn't judge. They accepted him and cared. He started to follow the twelve steps suggested by Alcoholics Anonymous, as others there were doing. He decided to trust God as he understood him.

There was plenty that needed to change in his life. The three people closest to him had been deeply hurt. He went to them so that they could see the change in him. He admitted the wrongs he had done and asked for their forgiveness. Within two years he was back with his wife, they were expecting another baby and he was helping others find the freedom he had always longed for and had now found.



Module 1: SELF RESPECT

topic four – a way of life

teacher's notes - general approach

Through the previous topics, some pupils may have come to a realization that there are things which they want to change in their lives in order to gain more self-respect. However, this can be very difficult. The aim of this topic is to give some help to those who want to make the first step in such changes. Also, since personal change is one way that everyone can attain inner growth and maturity, other members of the class should be encouraged to try it too.

Self respect involves being "comfortable with oneself" - having a clear conscience. This comes from being honest about one's mistakes and then deciding to put things right, thus beginning the process of change. The poem *Hello Light* comes from the experience of turning one's back on the past. This needs to be followed by a consideration of how to keep on the newly-chosen path.

The approach is one of experimentation with new ideas and, perhaps for some, a new way of life. The resource sheets for this and the previous topic are true case studies on which the class can draw. There is also a simplified version of the *Twelve Steps of Alcoholics Anonymous* which actually sets out a method of living for the whole of one's life.

For this work it is important that no one feels that their privacy is threatened. It may even be right to suggest that the work on **worksheet 11** pages 23 and 24 goes home with them and does not appear on their file unless they wish it to. There may also be those who want further help along this path, and sensitivity will be needed.

A visit from someone who is recovering from addiction and has found a faith through the experience would also be a chance for the class to ask questions that arise in their minds.

strategy

For this topic **worksheets 10 & 11** pages 22, 23 and 24 will be needed as well as **resource sheets 3 & 4** on pages 25 and 26.

task one

Give everyone a copy of **Hello Light** on **worksheet 10** page 22 and have it read aloud to the class. Let them do some art work or some original writing, or act out what this poem evokes for them.

task two

Each person will need **worksheet 11** pages 23 and 24 **People can change** and **resource sheets 3 and 4** on pages 25 and 26 **I'd never done anything about it** and **Twelve Steps of Alcoholics Anonymous** on which to work individually. Such work may need to be done in two stages:

- studying the story
- writing down where they want to change things.

You may then wish the whole class to study AA's Twelve Steps before finishing the second part of the worksheet.

It should be stressed that this work is to be confidential, unless the pupils wish it to be otherwise. In some cases it has been helpful to tell others of one's decisions, because friends can help to give courage to carry them out. Pupils can also gain a great deal from each other's understanding of God, provided they are prepared to share such impressions.

Issues which might arise from this work include:

- the existence and nature of God
- God's power to help people through difficulties
- why you need to put things right
- how situations and people can change
- how to maintain changes which have been made

HELLO LIGHT

Hello light
I call from the darkest night
Running towards the sight of the dawn of day.

Bright the sky
I wave all my dreams good-bye
Better to live than die
Welcome the day.

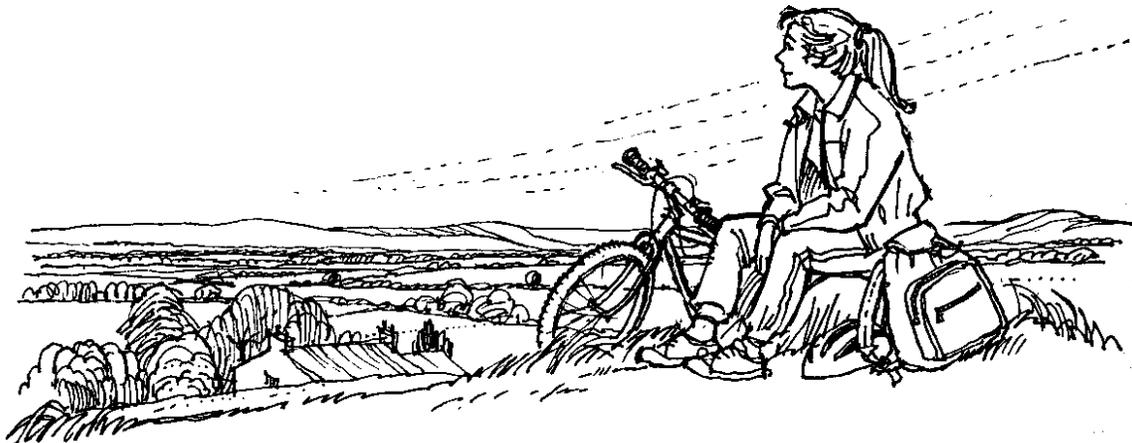
Gone the chains of my slavery
Gone the depths of my misery
God how could you be so good to me?
After pain it's fresh as the summer rain
Now I can feel again, all that I touch is new.

Hello light
I call from the darkest night
Running towards the sight of the dawn.

Now I choose
I've got nothing more to lose
Your love I can't refuse
Lord show me how to live.

Hello light
I call from the darkest night
Running towards the sight of the dawn.

Hugh Williams
Penelope Thwaites



Draw or paint, write or act out, what this poem means to you.

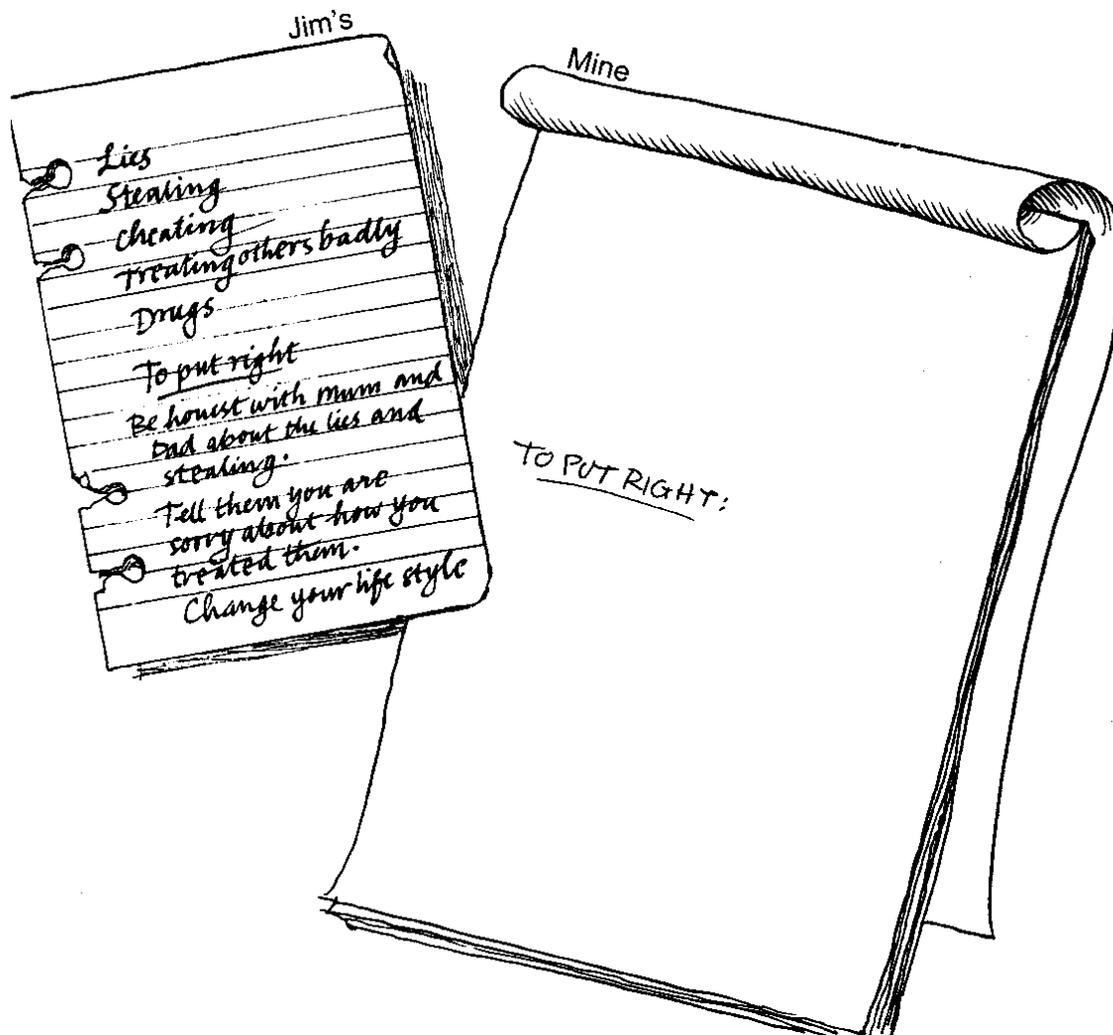
PEOPLE CAN CHANGE

R3-M1-worksheet 11

All that you write down here is totally private. No one else will see it unless you want them to.

Read Jim's story I'd never done anything about it.

He had some big things which needed to change, but he started by being honest about some small ones. Below is a sheet of paper as Jim might have filled it in. On the other sheet under **Mine** write down the things which need to change in your life. Under **TO PUT RIGHT** write down what you can do about them in order to start again with a clean slate.



Making changes is difficult. We need a motive to keep us going. What would be the most helpful motive(s) for you?

You are not alone. Look at the Twelve Steps of Alcoholics Anonymous. It says there that "a power greater than yourself exists that is much more capable of running your daily life than you are. It gives no particular idea of God. In the stories on the resource sheet the drug addict is a Hindu. John, the alcoholic, is a Christian. They both trusted themselves to "God as we understood him".

Write a description of "God as I understand him".

What could happen in your life if you decided to trust in "God as I understand him"?

There comes a time in the life of a decision when it has to be made. When will that be for you?

I'D NEVER DONE ANYTHING ABOUT IT

Jim was the eldest of eight. He was brought up in a close family but there were rows too. One day he left home and went to another city to join a pop group. He also became part of the drug scene.

One day his father turned up where he lived unexpectedly. He had come to say that he was sorry if his stubborn attitudes had driven Jim away from home because he did love him. Jim was amazed and wanted to know more. They talked and talked.

After his father had left, Jim wrote to his parents and this is part of the letter:

I only discovered today what the true meaning of life is. Sure, in the past I knew that absolute truth and honesty was the true meaning of living, but I'd never done anything about it - never done anything about all the untruths and greed I'd collected inside me.

That's why I couldn't understand your wanting to apologise to me for past injustices - no one can understand until they are free themselves. And today I was freed - I prayed and suddenly I knew what had to be done. I'd known it all along, but I couldn't accept it.

I find myself wanting to tell you all how badly I've treated you - how I stole money from Dad when you were a newsagent and later when I worked with you in the business - I'm truly sorry. And Mum, how I stole money from your purse, even in the bad times when there were only a few coins in it. Again I am truly sorry...

I know now that the only way to repay all these things is to admit them and then to do everything in my power to lead an honest and selfless life.

I will be home soon on your birthday, Mum, so see you then.

Love

Jim

From *Listen to the Children*
by Annejet Campbell



TWELVE STEPS OF ALCOHOLICS ANONYMOUS

The following twelve points are set out in a book called *Alcoholics Anonymous* which was written and based on the experience of the first 100 members of that movement in America.

- 1 We admitted that we were powerless over alcohol and that we could not manage our own lives.
- 2 We came to believe that a Power greater than ourselves could make us sane again.
- 3 We decided to turn our wills and our lives over to the care of God as we *understood him*.
- 4 We made a true and detailed list of the sort of people we really were.
- 5 We admitted to ourselves, to God and to another trusted person where exactly things had gone wrong in our lives.
- 6 We were ready to let God remove all these wrong things.
- 7 We asked Him to remove all the bad things in our characters.
- 8 We made a list of all the people we had done bad things to and became willing to put things right with all these people.
- 9 We put things right with these people, except where it would hurt them or others.
- 10 Continued to keep a detailed list of what we did and quickly admitted when we were wrong.
- 11 Tried through prayer and quietness to increase our contact with God as we *understood him*, to know what he wanted us to do and for the power to do it.
- 12 We tried to carry this message to other alcoholics and to carry out these principles in everything we did.