A GUIDE TO
hope & healing

Trusted Adult Companion Journal
For many caregivers, when a child comes forward to disclose sexual abuse, the experience can be earth-shattering. Families try so hard to protect their children, so when something like this happens, it can seem like there are no words to express the sorrow that they feel. Sometimes it can be difficult for children to express their feelings and emotions about what has happened to them, and they need tools to help. As one of your child’s trusted adults, you can help your child come to terms with their feelings and emotions by remaining open, listening carefully and withholding judgment. The journal has been designed to help you in this process.

The journal consists of eight entries:
A Little About Me   My Heart Check-In 2
My Heart Check-In 1 My Magic Shoes
Free Art 1         My Heart Check-In 3
Free Art 2         My Journey

On the following pages, you will see a replica of the journal your child has received as well as some directions and prompts for you to consider when you speak with your child about their journal entries. There is also space for you to write down your own thoughts. The journal can be completed over a series of days or weeks – the pace is up to you and your child. Though the journal is something that your child is meant to share with you, be sensitive to their need for privacy and assure them that you will only share this document with others if it is necessary to help keep them safe.
**Journal Page 1: Welcome**

**Your Child’s Directions:**

There are many great things about being a kid, and there are also some things that make being a kid hard. This journal will help you describe both the fun and the hard parts of your life to your trusted adults. This journal is for you to work on whenever you like. It is a good place to draw and write about how you are feeling and what you would like to happen in your life. You can work on it whenever you like, but one of the best times to work on it is when you are feeling sad, confused or uncomfortable. Ask your trusted adult to help you find a space where you can work on your journal. This might be at a desk in your room, at the kitchen table or even at the library. You can use all of your creative materials to make your journal special. Some ideas for materials include crayons, stickers, paints, pencils, pens and markers. It is all up to you!

When you are ready, you can share your journal with your trusted adult to help describe how you feel, especially if you have been hurt. This journal is a special thing just for you and your trusted adult. It is yours to keep!

**Directions For You:**

When introducing the journal to your child, try to find a quiet and secure place where you can speak openly and honestly about the journal. Introduce it as a treasured item – something that is very special and that you value very much. Reassure your child that they can contribute as much as they like to the journal and that it is okay to use it to help explain their real feelings and emotions. Provide your child with as many creative materials as you can find to complete the journal. Ideas include crayons, colored pencils, pens, markers, stickers, glitter, glue and other items that your child likes to create with. Be prepared that it may take time for your child to open up about their feelings and put them on paper. You might also have to find different words to help them understand what the journal is for and how it can be used. You know your child best, and you are one of the most important people to help them complete this work. If at any time you become worried that your child’s reactions have become too extreme and/or their behaviors are unsafe, trust your instincts and reach out for help. If you already have established a therapist or counselor for you and your child, alert them of the behavior and your concerns right away. If you do not have a therapist or counselor, call the statewide sexual violence hotline at 1.888.956.7273 or the Florida Network of Children’s Advocacy Centers at 850.671.4791.

Together, you and your child can work toward healing.
Journal Page 2: A Little About Me

Your Child’s Directions:

This activity will help you understand your feelings and be able to tell your trusted adult about things that are important to you. Read each sentence and fill in the blanks with your own words. If you need to, ask your trusted adult to help you write the words.

My name is:
My age:
My favorite thing to do after school is:
When I grow up I want to be:
Something that makes me happy is:
Something that makes me sad is:
Things that I can do to help me feel better when I am feeling sad are:
Things that my trusted adult can do to help me feel better when I am feeling sad are:

Directions For You:

Your child may need assistance to complete this entry. Take time to carefully explain each sentence to your child if they don’t seem to understand. Once your child has completed this sheet, review your child’s answers with them. Use open-ended questions to prompt them to talk more about what they wrote down. For example, “I see that you wrote that something that makes you sad is when your teacher gets mad at you. What is it like when your teacher gets mad at you?” Then, when your child answers, reflect back to them that you understood what they said. For example, “So when your teacher gets mad at you she speaks sharply, and that upsets you. Is that right?” Remember, at times your child may reveal feelings and emotions that are hard to accept. You may struggle with the thought of your child being in pain, and as a loving parent, it is normal to have these feelings. As your child’s trusted adult, it is important that you remain a safe person for them to express their emotions to without judgment. You can honor your child’s feelings and emotions by letting them talk freely and validating their concerns. This will help them in their healing process.
Your Child’s Directions:

Sometimes, depending on the day, our hearts can feel different ways. Some days your heart may be happy, and some days it may be sad. Show Buddy how your heart is feeling today by coloring in the heart on his chest. You can also color in Buddy’s fur, ears, eyes, nose and paws if you want to. Use the colors you think stand for the feelings you have in your heart. Next, write words that tell how your heart feels today.

Directions For You:

The My Heart Check-In exercise is a tool that can be used to help monitor your child’s feelings and emotions and how they might change over time. The colors that your child chooses are a great place to start a conversation about how they are feeling. For example, “Eva, I see that you used purple and black to show Buddy how your heart feels. Why do you think you chose those colors?” Use the space below to journal about what your child told you, your impressions about what you see in your child’s drawing and how it makes you feel. Remember, at times your child may reveal feelings and emotions that are hard to accept. You may struggle with the thought of your child being in pain, and as a loving parent, it is normal to have these feelings. As your child’s trusted adult, it is important that you remain a safe person for them to express their emotions to without judgment. You can honor your child’s feelings and emotions by letting them talk freely and validating their concerns. This will help them in the healing process.
Journal Page 5: Free Art (1)

Your Child’s Directions:

Use this page to draw a picture of a time when you felt uncomfortable, icky or confused. You can use whatever materials you want to make this picture. Some ideas include using crayons, markers, pencils, pens, paints, pictures and words that you cut out of the positive word cluster sheet or old magazines and glue onto the page.

Some suggestions of what you can put in your picture are:
1. The person or people who made you feel uncomfortable, icky or confused
2. The place where you felt uncomfortable, icky or confused
3. What was happening when you felt uncomfortable, icky or confused
4. A picture of how your heart was feeling when the thing that made you feel uncomfortable, icky or confused happened

When you are ready, show this picture to your trusted adult and tell them about it.

Directions For You:

After your child has finished this drawing, ask them open-ended questions, such as:
1. How was that time hard for you?
2. What did it make your heart feel like?
3. What do you wish would’ve been different during that time?

Use the space below to journal about what your child told you, your impressions of what you see in your child’s drawing and how it makes you feel.

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Your Child's Directions:

Use this page to draw a picture of a time when you felt happy, excited or loved. You can use whatever materials you want to make this picture, including crayons, markers, pencils, pens, paints, pictures and words that you cut out of the positive word cluster or old magazines and glue onto the page.

Some suggestions of what you can put in your picture are:

1. The person or people who made you feel happy, excited or loved
2. The place where you felt happy, excited or loved
3. What was happening when you felt happy, excited or loved
4. A picture of how your heart was feeling when the thing that made you feel happy, excited or loved happened

When you are ready, show this picture to your trusted adult and tell them about it. Also tell your trusted adult how this picture is different than the picture you made before of the time you felt uncomfortable, icky or confused.

Directions For You:

After your child has finished this drawing, ask them open-ended questions, such as:
1. How was that time great for you?
2. What did it make your heart feel like?
3. What could have made that time even better?
4. How is the time you felt happy, excited or loved different than when you felt uncomfortable, icky or confused?

Use the space below to journal about what your child told you, your impressions of what you see in your child's drawing and how it makes you feel.

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Your Child’s Directions:

Sometimes, depending on the day, our hearts can feel different ways. Some days your heart may be happy, and some days it may be sad. Show Buddy how your heart is feeling today by coloring in the heart on his chest. You can also color in Buddy's fur, ears, eyes, nose and paws if you want to. Use the colors you think stand for the feelings you have in your heart. Next, write words that tell how your heart feels today. How is this different than the last time you colored in Buddy's heart?

Directions For You:

The My Heart Check-In exercise is a tool that can be used to help monitor your child's feelings and emotions and how they might change over time. The colors that your child chooses are a great place to start a conversation with your child about how they are feeling. For example, “Eva, I see that you used purple and black to show Buddy how your heart feels. Why do you think you chose those colors?” With your child, compare their My Heart Check-In 1 to their My Heart Check-In 2. What is different? What is the same? Use the space below to journal about what your child told you, your impressions of what you see in your child's drawing and how it makes you feel. Remember, at times your child may reveal feelings and emotions that are hard to accept. You may struggle with the thought of your child being in pain, and as a loving parent, it is normal to have these feelings. As your child's trusted adult, it is important that you remain a safe person for them to express their emotions to without judgment. You can honor your child's feelings and emotions by letting them talk freely and validating their concerns. This will help them in their healing process.
Your Child’s Directions:

Imagine you have a very special pair of magic shoes. When you put on your magic shoes, you can go anywhere you want with anyone you want, and you are always safe. To help you imagine using your magic shoes, first you have to decorate them! Some ideas to decorate your shoes on this page include crayons, markers, pencils, pens, paints and pictures and words that you cut out of old magazines and glue onto the page.

Now that your shoes have been decorated, draw a picture of where you would want to go in them. Remember, it can be anywhere – real or imagined! These are your shoes to take you wherever you like.

Now that you have decorated your shoes and drawn a picture of where you want to go in them, it’s time to decide who you want to go with you. In the space below, draw a picture of yourself wearing your magic shoes, along with the person you want to take with you on your adventure.

Finish these sentences:
My magic shoes are fun because:
My magic shoes make me feel safe because:
The person I trust most to tell about my magic shoes is:

Directions For You:

This drawing is an excellent opportunity for you to observe some of your child’s thoughts and dreams and the things they are looking forward to in the future. It can also shed light on what scares them and what they need from you. After you have discussed your child’s Magic Shoes drawing with them, take some time to journal and note what you heard your child say and how those words can be turned into action.
Your Child’s Directions:

Sometimes, depending on the day, our hearts can feel different ways. Some days your heart may be happy, and some days it may be sad. Show Buddy how your heart is feeling today by coloring in the heart on his chest. You can also color in Buddy’s fur, ears, eyes, nose and paws if you want to. Use the colors you think stand for the feelings you have in your heart. Next, write words that tell how your heart feels today. How is this different than the last time you colored in Buddy’s heart?

Directions For You:

The My Heart Check-In exercise is a tool that can be used to help monitor your child's feelings and emotions and how they might change over time. The colors that your child chooses are a great place to start a conversation with your child about how they are feeling. For example, “Eva, I see that you used purple and black to show Buddy how your heart feels. Why do you think you chose those colors?” With your child, compare their My Heart Check-In 1 and 2 to their My Heart Check-In 3. What is different? What is the same? Use the space below to journal about what your child told you, your impressions of what you see in your child’s drawing and how it makes you feel. Remember, at times your child may reveal feelings and emotions that are hard to accept. You may struggle with the thought of your child being in pain, and as a loving parent, it is normal to have these feelings. As your child's trusted adult, it is important that you remain a safe person for them to express their emotions to without judgment. You can honor your child's feelings and emotions by letting them talk freely and validating their concerns. This will help them in their healing process.
Your Child’s Directions:

Imagine you have just taken a really long walk. While you were walking, you ran into some scary things that made you feel uncomfortable, icky or confused. You also ran into some great things that made you feel excited, happy and loved. In the picture below, decorate the spooky tree to represent the time you felt uncomfortable, icky or confused. Next, decorate the field to represent the time you felt excited, happy and loved. On the next page, decorate your magic shoes and draw a picture of you and your trusted adult going to a safe place. When you are done, share this picture with your trusted adult and tell them about what it means to you.

Directions For You:

This is the last page of the journal, and it is meant to help your child express visually and with words the journey they have been on and what things have happened to help them heal. Remember that the healing process is ongoing and that you may find that you and your child need to add to this journal as time goes on. You may also find yourself revisiting it from time to time in order to help you better understand you and your child’s journey. Use the space below to journal about how you have experienced the difficult times as well as the times when you and your child were able to experience excitement, happiness and love.
The following exercises have been designed for older children and adolescents. Older children and adolescents, though similar in some ways, are in different developmental stages. Thus, before you introduce your child to these activities, consider reflecting on the following questions:

1. Knowing what you know about your child, do these activities seem like something that would interest them?

2. Do you think your child would understand the content of the directions and activities? If not, would you be comfortable explaining it to them?

3. Developmentally, it is appropriate for children and adolescents to have a desire for privacy and/or separateness. Would you be comfortable knowing that your child may complete some of these exercises and not want to share what they have done with you? If not, please consider that your willingness to respect your older child or adolescent’s need for privacy can help them heal from the terrible violation of personal boundaries they have already experienced during the abuse.

4. Is there a safe place where your child can keep these materials so that only those people with whom your child wants to share these materials will have access to them?

Overall, the goal of the activities is to provide creative and engaging tools for survivors to process their thoughts, feelings and emotions about the abuse that has happened to them. Children/adolescents value privacy and independence but are also in need of your guidance and caring. If you can answer “yes” to the questions listed above, these exercises may be a good fit for your child. If you have doubts or questions about whether these activities are a good fit for your child, consider consulting a counselor or other mental health professional about your concerns.

The following pages include eight different activities that are listed in the same way that your child will receive them, only on the bottom of each page in italics you will see some guidance for how you can talk with your child about the work they have done (if they have agreed to share it with you). One of the most important things that you can do when talking about the work that your child has completed is be a good listener and avoid judgment. The activities encourage your child to speak, write and create honestly about their abuse. Sometimes their thoughts, feelings and emotions can be painful not only for them, but also for you as the parent. Seeing the struggles that your child is going through on paper might be difficult, but remember that the activities provide many opportunities for your child to express what their hopes and dreams are and how you might be able to support them. Thus, try to view these activities as an opportunity for you to listen and reflect on your child’s reaction to their abuse. When you have really heard your child, you will be better prepared to help them to heal.
Journal Pages 2-3: Word Cloud Journal

Your Child’s Directions:

Keeping a cloud journal provides you with a visual aid that gives insight into your world of feelings. It’s a way to acknowledge the ups and downs of healing and a safe place to lay down the thoughts and feelings you are experiencing on your healing journey.

In the blank thought clouds, write down all of the feelings you have experienced today. Remember to include what you are feeling right now. The emotions can be either positive or negative, just include whatever you experienced throughout the day.

After you write your emotions in the clouds, color or decorate the clouds based on whether the words they contain make you feel good or empowered or make you feel sad or burdened. (The section below gives an example of a completed exercise. In the example, the positive emotions are colored yellow, and the negative emotions are colored gray.) Write the feelings in the word clouds; consider them your clouds for a rainy day. Every day (or at least weekly), keep your cloud journal. Watch the changes over time. Are you decorating clouds with more positive words, or are things getting harder?

When you are finished, consider your word clouds. How many clouds are empowering? How many bring you down? Which emotions would you like to feel more or less often? What would it take to make that happen? Which positive words (feelings that you have already experienced) might help you to strengthen your cloud cover? If all of your emotions were negative, that’s all right; consider what is the positive feeling you would most like to have; for example, “safety,” “happiness,” “laugh out loud” or “carefree.” Once you have identified your most wanted positive feelings, consider what it would take to get there, such as “trust,” “joining in,” or “letting down my guard.”

Directions For You:

If your child is willing to share their work, consider asking them to verbally answer the questions in the instructions:

- How many clouds are empowering?
- How many bring you down?
- Which emotions would you like to feel more or less often?
- What would it take to make that happen?
- Which positive words (feelings that you have already experienced) might help you to strengthen your cloud cover?

After you speak with your child about these questions, try reflecting back to them what you heard them say. For example, “I heard you say that you wish you could feel happier. What do you think we could do together to help you feel happier?” This type of interaction with your child can help communicate to them that you are interested in what they have to say, that what they say is important and that you are willing to work with them to assist them in reaching their healing goals.
Your Child’s Directions:

You may find it hard to express your thoughts and feelings in words but easier to express yourself (or discover yourself!) in art or other creative activities. This exercise helps you to express your inner self in tangible ways and to begin to heal many of the emotions hidden deep within you. Using magazines, newspapers and any other materials you would like, to create a collage that expresses how you feel now.

Then create a collage that expresses how you would like to feel now or in the near future.

Once you have completed your collages, take out your journal (or use the space below) and write about the differences between the two collages. What makes them different? You could consider what it would take for you to get to the future that you hope for. Can you get there alone, or do you need others to help you on your journey? If you need others, how can you get them involved in becoming a part of your healing process? What words would you use? What actions would you take?

Directions For You:

This may be an activity that you can do with your child/adolescent. This activity may take several sittings and can give you a good opportunity to speak with your child about ways to restore calm in their life. Encourage your child/adolescent’s creativity and compliment them on their work. Enjoy the activity yourself – you may find it very relaxing too!
Journal Page 6: What Are You Feeling?

Your Child’s Directions:

It is normal to feel many different emotions as you heal from sexual abuse. The following is a list of emotions. It may help you to identify your feelings. You may have many more emotions than those listed here. You can add your unique feelings to the list to make it your very own.

This list can also be helpful with many of the other exercises for your journal. The bigger your feeling vocabulary becomes, the better you will be able to express yourself. Knowing how you feel and being able to express those feelings to yourself or to others in a safe and self-accepting way is essential for healing from the traumatic wounds of sexual abuse.

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<td>Irritated</td>
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Directions For You:

Ask your child if they are willing to share any words on the list that they particularly connected with. Mention to them if you have had any similar emotions. Use this as a way to engage your child in further conversation about how they are feeling today and how they would like to feel in the future.
Your Child's Directions:

Often, we find it hard to put our thoughts and feelings into words. That’s where poetry can help because poetry speaks for us. Let’s see if poetry can speak for you too. You don’t have to be good at writing poetry to find this exercise meaningful.

Before creating your own poem, let’s create an example. We’ll start by thinking of a theme, any theme that we’d like to write about. For this example, let’s choose “faith.” We’ll begin our poem by writing a phrase or sentence related to the theme, something like, “Faith In My Life” – this becomes the title of the poem. Then we’ll write a series of short phrases or statements that come to mind when we think of faith. After writing about 12 phrases or statements, we’ll cut each one out, put them in a jar or hat, and shake them around.

Here are some example phrases or statements for our “Faith In My Life” poem:

- I have faith
- Love is more than words
- You can stare if you want to
- I haven’t forgotten
- Hopes keeps me strong
- Since when have you cared?
- It’s been hard
- Forgiveness is my choice
- I walk in faith
- Love confused me but
- Whenever I dream
- Does it really exist?
- Does it really matter?
- Who has my back
- It’s the way things are now
- Change is possible
- Does it really matter?
- Change is possible
- You can stare if you want to, it's the way things are now, it's been hard
- Love is more than words
- I have faith, hope keeps me strong
- Since when have you cared?
- Love confused me but
- Whenever I dream
- Does it really exist?
- Change is possible
- Does it really matter?
- Who has my back
- It’s the way things are now
- Change is possible
- Does it really matter?
- Change is possible

Once the phrases or statements are all mixed up in a jar, we’ll start picking them out one at a time and laying them out in the order they were selected. Just like this:

**Faith in My Life**

Whenever I dream, love confuses me
But I haven’t forgotten who has my back
I walk in faith, does it really matter, does it really exist?
Forgiveness is my choice

**Change is possible**

You can stare if you want to, it's the way things are now, it's been hard
Love is more than words
I have faith, hope keeps me strong
Since when have you cared?

This is our poem! This poem may be speaking about a person struggling to hold on to their faith and their belief in love. Yet the person still has faith and hope in the face of doubt. What does the poem say to you?

Now you can try creating your own poem by getting a piece of paper, picking a theme and beginning to write your phrases or statements. Once you have your poem created and the words are laid out, you can also rearrange them to more closely reflect what you are feeling or thinking. This is a good exercise to do when you’re in touch with parts of what you are feeling but don’t have the full picture. If you feel comfortable, try creating poems with a trusted adult and then discuss them. You’ll be surprised by the conversations that can be sparked by reading poetry!

**Directions For You:**

Ask your child if they are willing to share one of their poems with you. If they agree, ask them if they would like to read it out loud or if they would prefer you read it silently. Once you have carefully heard or read their poem, congratulate them on their work and give them some positive feedback on what they have created. Then, ask them if they would be comfortable telling you more about what they wrote. For example, “Wow. That was really powerful! Thank you for sharing that with me. I’d love to hear more about what you meant when you wrote...”
Your Child’s Directions:

If you have told trusted adults about the sexual abuse you have experienced, then you know what courage you have. Most young people who have experienced sexual abuse keep it a secret, often for years and perhaps for a lifetime. Your bravery in telling has already put you on the journey to healing.

Telling your story can be a healing activity in itself – even if the story is kept private and never shared with anyone – because by telling it you will reveal your strength and courage. Try telling your story from different perspectives. For example:

- What was your story like right after you told someone about the sexual abuse?
- What went really well in the telling?
- Was there something you would have liked to go differently?
- What about today? Do you have another story to tell?

You might also want to write down a personal “Bill of Rights” – rights that you can count on to help keep you safe physically and emotionally. For example:

- I have the right to live free from all forms of abuse.
- I have the right to be spoken to with respect.
- I have the right to be listened to.
- I have the right to say “no” and be heard.
- I have the right to decide who touches me and how much.

Consider sharing your story and/or Bill of Rights with those you trust and who care about you. Maybe you can come up with even more rights to add to your statement of courage, self-determination and strength.

This activity will help you understand your feelings and be able to tell your trusted adult about things that are important to you. Read each sentence and fill in the blanks with your own words. If you need to, ask your trusted adult to help you write the words.

Directions For You:

The story that your child has written is likely to be deeply personal. If your child agrees to share it with you, be sure to honor their trust and continue to be supportive and nonjudgmental. If your child is willing, after you have read the story, talk about their experiences and emphasize how courageous it was to share their story. Affirm to your child those rights that they have asserted that you view to be positive, and tell them the ways you think you can respect those rights.
Your Child’s Directions:

Sometimes, sexual abuse can make us feel powerless and ashamed. It can rob some of our personal power, but there are things you can do to take back your power. One thing that many young people have found helpful is to remind themselves throughout the day of the ways that they shine, what makes them special and what makes them strong. Below are some affirmations (positive self-statements) that will help you to assert your strength, power and inner pride.

1. I am worthy of being liked.
2. I am fun to be around.
3. I can tell people the truth.
4. I can make good decisions.
5. I have choices.
6. I am lovable and deserve to be loved.
7. I have really good ideas.
8. My opinions and feelings are as important as anyone else’s.
9. I can usually solve difficult problems.
10. I am more than what has been done to me.

Now, write down some of the things you like about yourself and your life – things that you may need to be reminded of often.

Directions For You:

If your child is willing to share their affirmations with you, consider how you might support your child to remember these affirmations. For example, you might ask your child, “I really liked where you wrote ______. Would it be okay if I wrote that down myself and said it to you once in a while?”
Your Child's Directions:

Try this affirmations word search and be reminded of how wonderful you are! It's pretty challenging, but the answers are provided if there are one or two words that you cannot find. Have fun, and remember that every word applies to you.

Directions For You:

This may be an activity that you can do with your child/adolescent, if your child is willing. Consider completing it alongside your child/adolescent and working together to find what you might not be able to find on your own. Afterward, review the words that you found. Share with your child/adolescent what your favorite ones are and ask them to do the same. Use this as an opportunity to talk with your child/adolescent about some of their hopes and dreams for the future.
The word “mandala” is from the ancient Indian language Sanskrit. Loosely translated to mean “circle,” a mandala is far more than a simple shape. It represents wholeness, and can be seen as a model for the structure of life itself – a universal diagram that reminds us of our relationship to the world, which extends both beyond and within us. Mandalas can be created to symbolize a person’s journey through life. Mandalas can also be created to tell a story of where someone has been.

You can make or color a mandala of your own. Painting, coloring or drawing mandalas allows your creative brain to come out and play, leading to a place where you can perform constructive healing and gain insight into yourself and your life. For information on how to draw your own mandalas or get free copies of mandalas visit Art-is-Fun.com.

Another type of mandala is the sand mandala. For many centuries, Tibetan monks have made intricate mandalas out of sand. The monks work together for days or weeks to create beautiful mandalas, which are then swept up and poured into the nearest body of water. Sweeping up the sand and depositing it in the water symbolizes that all states of being are temporary and subject to change. As you color your mandala, think about your journey of healing and imagine that you too are in the process of being created anew and having the pain and trauma of your sexual abuse experience gradually swept away. Nothing is permanent.

The most important purpose of this exercise is to relax and have fun. Be creative. Use crayons, colored pencils, markers, sparkles, string – go wherever your creative energy takes you. People who spend time coloring mandalas say it is very relaxing and helps them to think more clearly about their life, life’s joys, life’s problems and creative responses to life’s struggles. See where coloring the mandalas takes you! You might be surprised.

Directions For You:

This may be an activity that you can do with your child. This activity may take several sittings and can give you a good opportunity to speak with your child about ways to restore calm in their life. Encourage your child’s creativity and compliment them on their work. Enjoy the activity yourself by downloading and printing free copies of mandalas from Art-is-Fun.com – you may find it very relaxing too!