

ALTERNATIVES TO VIOLENCE PROJECT

**DOMESTIC VIOLENCE  
AWARENESS WORKSHOP  
AVP New York**

02.27.20

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## AVP Special Topic Advanced Workshop on Domestic Violence Awareness

### Session 1: Greeting and Community Building

Welcome

Team introduction

Agenda Preview

Gathering: Adjective name and a power for good that I possess is... (15 mins)

Opening talk (15 mins)

#### Development of this special topic workshop

The Alternatives to Domestic Violence Workshop is an Alternatives to Violence Project (AVP) Advanced special topic workshop. AVP began in 1975 by Quakers, peace and civil rights activists and men incarcerated in prison. In 2017, Calvin Washington and others at Sing Sing prison in NYS developed this workshop using domestic violence materials from other programs offered at Sing Sing. In 2018, the workshop was offered as a special topic AVP advanced workshop at Otisville and Sing Sing prisons. In 2019, Shirley Way revised some of the gatherings and exercises.

#### AVP philosophy and approach

Add:

- Everyone's journey is different.
- Focus on personal change in private and public life.
- Attend voluntarily. Not required or coerced.
- Discern decisions together.
- Focus on learning, not on religion or therapy.
- Enjoy! Experiencing a culture of peace: playful, awestruck, surprised, hospitable, loving...

#### Roadmap

Orientation to workshop:

Day 1: build community and understanding domestic violence

Day 2: how does domestic violence affect me and what do healthy relationships look like?

Day 3: practicing healthy relationships and reconnecting with community

Open questions i.e. unanswered questions posted.

#### Cooperative Agreements

Add:

- Take care of yourself and the group. We will be discussing our experiences of domestic violence but there is no need to describe events in detail and we ask that you do not because it may trigger others in the group who may have experienced or witnessed something similar.
- Be sure to get enough sleep, refrain from drinking or drugging or risk-taking.

#### Attendance and Schedule

#### Housekeeping

Ex: Adjective Name with gesture and why I chose my adjective name (30 mins)

L+L: Big Wind Blows (15 mins)

Break (10 mins)

Ex: Three Question Interview or In Common (30 mins)

## **Session 2: Re-introduction of Transforming Power and Domestic Violence Awareness**

Agenda Preview

Gathering: Something new and good going on in my life is.... (20 mins)

Ex: Core Self (40 mins)

Ex: What is Domestic Violence? (45—60 mins)

Grounding (5 mins)

Break (10 mins)

L+L:

Ex: Transforming Power—Building Resilience, Breaking out of the Cycles (30 mins)

Ex: Goals and Priorities (30 mins)

Self-Care: Deep Breathing (5 mins)

Evaluation: Sessions 1+2

Closing: Texas hug

## **Session 3: Domestic Violence — How does it affect me?**

Agenda Preview

Gathering: Adjective name and a time I was hurt by someone I loved and how that experience affected my future relationships was... (30 mins)

Grounding:

Self Care: Guided Meditation and Visualization

L+L:

Break

### **Good Companions Good Listening**

*“We communicate a lot without speaking, so good listening and much communication are non-verbal. Notice what you communicate through the language of your face, breathing, muscles and attention. Good companions are good listeners, who stop, turn towards the speaker, pay attention, and do so while staying present in our core selves and remembering the core self of the other person. We listen to, learn from and discharge our distresses, make decisions from our core selves, not from out of our distress as much as possible and invite others to do so as well. “*

Ex: Concentric Circles (partner relationship questions) (45 mins)

L+L: Pattern Ball (15 mins)

Ex: I want / I want (domestic violence scenarios) or Buttons (domestic violence)

#### **Session 4: Power-over Awareness and Power-with Awareness**

Agenda preview

Gathering: A time when I was a child and experienced and/or witnessed domestic violence was...  
and the affect the experience had on me was...

Grounding:

Ex: Introduction to the Power and Control Wheel

L+L:

Break

Ex: Introduction to the Equality Wheel

Ex: Transforming Power Bridge

Self Care: Guided Meditation and Visualization (*if time permits.*)

Evaluation: Sessions 3+4

Closing:

#### **Session 5: Practicing Healthy Relationships**

Affirmation Posters

Agenda Preview

Gathering: Adjective name and something I have learned about domestic violence is...

Ex: From Another Point of View

L+L:

Break

Introduction to Domestic Violence Role Plays

Role Play #1

Role Play #2

Role Play #3

Role Play #4

## Session 6: Applying This to My Life and Reconnecting

Agenda preview

Gathering: My perception of my role in my family in the past was...  
and what I think it can be going forward is...

Ex: "I" Messages — Don't Give Up (*p. D-101, Advanced Manual*) (30 mins)

Ex: Listening Exercise (*p. E-37 Basic Manual*) (30 mins)

L+L: (15 mins)

Break (10 mins)

Ex: How Do You Feel When...

Ex: Values Clarification (*p. D-165, Advanced Manual*) (60 mins)

Ex: Human to Human (40 mins) or Grounding: Pleasant Memories (10 mins)

Open Questions

Graduation

Evaluation: Sessions 5 + 6

Closing: Hurling out the garbage, holding in goodness (15 mins)

## **Concentric Circle Topics**

1. Somethings about my partner or a friend that I admire are... and why...
2. A couple relationship that I respect as a role model is... and why...
3. A time that I have been exploited, manipulated or coerced because of my gender is...
4. The attitude or kind of treatment that I most appreciate from people of the opposite gender is...
5. A time when Transforming Power worked to heal a relationship I had with someone of the opposite gender is...
6. Some of the qualities that I would want the person that my child chooses to partner with are...

## **Processing**

*What did you learn from this exercise?*

# Core Self

## Purposes

To invite participants to connect with their inner being—to understand that it is always there for them to return to and that it is a source of peace, strength and goodness. Use this exercise in the Basic Workshop, following the Transforming Power talk. Use it also in the Trauma Resilience Workshop.

## Time

30 minutes

## Materials

Drawing paper, crayons, markers, oil pastels etc.

Core Self poster—a circle with the words “Core Self” inside the circle in big, bold letters. In smaller type, also inside the circle: “authentic, genuine, true”. Radiating out from the circle: “curious”, “confident”, “sincere”, “constant and maturing”, “capable”, “creative”, “calm”, “courageous”, “compassionate”, “clear”, “connected”.

## Instructions

1. The facilitator explains that everyone has a core self and that the core self is the origin of our unique goodness, capabilities and qualities. The facilitator goes over the Core Self poster.
2. Lead the group in the following meditation:

*“Stop in your body and your mind. Relax. Feel your skeleton. Notice your breath, your heart beat, your Transforming Power that is right here. You do not need to close your eyes. This place is always available to you, in every moment. Open to the Transforming Power within you. Remember a time when you felt totally yourself, alive and engaged in your core self. Remember a time when you were open to the goodness that is inside you—the goodness that is a place of calm, a place that brings you confidence in yourself and compassion for yourself and others. What does that place feel like? What does your core self feel like? In a moment I will ask you to begin to draw what that feeling looks like, feels like. Feelings can be abstract so your drawing can be abstract rather than representational. What color does your core self feel like? When you are ready, you may open your eyes and return to the room. When you begin drawing, start with your non-dominant hand.”*

Note: We use our non-dominant hand so that we are not caught up in making the drawing look representational and so that we have to focus more on the act of drawing. When we are traumatized, the two sides of our brain become disconnected. The right side is our creative side, the left side our cognitive side—where language lives. So to really use the right side is important. And then to write three words and explain the drawing out loud is to help to reconnect the two sides of the brain.

3. When most people have finished drawing, ask them to write three words on their drawing. Any three words.



4. When the participants have finished, the facilitator explains that *“We always have our core selves with us. We can trust that it is there and always safe—a place where we find peace and strength inside ourselves. The more we practice going there, the more real it can become for us.”*
5. The facilitator then models showing their drawing to the group, saying a few words about it and reading the words on the drawing and then posting the drawing on the wall. The facilitator invites participants to do the same, one at a time, reminding participants that they can pass if they wish.

**Processing Questions:**

*What did you learn about your core self?*

*What will you take from this exercise?*

## From Another Point of View

*See D-84 in the Advanced Manual for instructions*

### Sample Scenarios

1. Your partner has been missing for three days. When they return, you ask them, *“Where have you been?”* They get an attitude and begin to scream at you. Rather than blaming them and fighting back, what understandable reasons might they have to be feeling and acting this way?
2. Your straight partner sees you talking to a person of the opposite sex. They begin to cry and try to fight you and the person you are talking with. Rather than blaming them and fighting back, what understandable reasons might they have to be feeling and acting this way?
3. You ask your partner to do something that is important to you. They do not do what you asked and then they get an attitude when you ask about it. Rather than blaming them and fighting back, what understandable reasons might they have to be feeling and acting this way?

# Goals and Priorities for Domestic Violence Awareness Workshop

## Purposes

To help participants set personal goals and understand the things that keep them from those goals. The focus is domestic violence so these personal goals are geared toward building healthy relationships.

## Time

30 minutes.

## Materials

Newsprint and markers

## Instructions

1. Divide group into groups of three or four with a facilitator in each group and a marker and newsprint for each group.
2. Each participant will have three minutes to talk about:
  - A. an experience I had where I defused a domestic violence situation.
  - B. a goal I'm working on that I hope this workshop will help me with.
3. The recorder in the group writes the goal (briefly) on the newsprint.
4. When all are complete, in the larger group, post the newsprints on the wall close to each other.
5. Post the following list next to the row of group reports:
  - a. fear
  - b. anger
  - c. issues of power
  - d. stereotyping or bias
  - e. lack of self esteem
  - f. need for forgiveness
  - g. poor communication
6. One at a time, read each group list. Ask the group to suggest for each item in the list, which of the a-g items might keep a person from achieving that goal. Write the letter of the item next to the goal.
7. Explain: In this workshop, we will be working on those things that prevent us from achieving our goals.

## **How Do You Feel When...**

*See D-96 in the Advanced Manual for instructions*

### **How do you feel when:**

- a. Your partner or close friend talks bad about you to their family and friends
- b. You witness a child being slapped
- c. You witness a person publically humiliating their partner
- d. You don't know what will happen
- e. Your partner or close friend gets what you are trying to say
- f. Your partner or close friend apologizes to you for their bad behavior
- g. You apologize to your partner or close friend for your bad behavior
- h. You take time to appreciate the good in you or in someone you care about

## **I Want / I Want**

*See D-109 in the Advanced Manual for instructions.*

### **Sample Scenarios**

*Choose no more than four scenarios. After each scenario, move participants as in concentric circles.*

1. One partner wants to save; the other to spend
2. One partner wants to spend more time together. The other partner has little free time
3. One partner is concerned about the other's drinking and drugging
4. One partner deals drugs; the other is afraid of being around drugs and/or the drug atmosphere
5. One partner likes to listen to loud music. The other prefers silence
6. One partner likes the house neat and in order. The other likes a "lived in" feel
7. One partner wants to stay home and do chores. The other wants to hit the club with their friends
8. One partner is concerned about the other's friend who has a reputation of being promiscuous.

### **Processing**

*What did you learn from this exercise?*

*Did you find that you were "dug in" or were you open to listening to your partner's position?*

# Introduction to the Non-Violence and Equality Wheel

## Purposes

To understand the elements of a healthy partnership.

## Time

30 minutes.

## Materials

Newsprint and markers

The Non-Violence and Equality Wheel—titles only—on newsprint

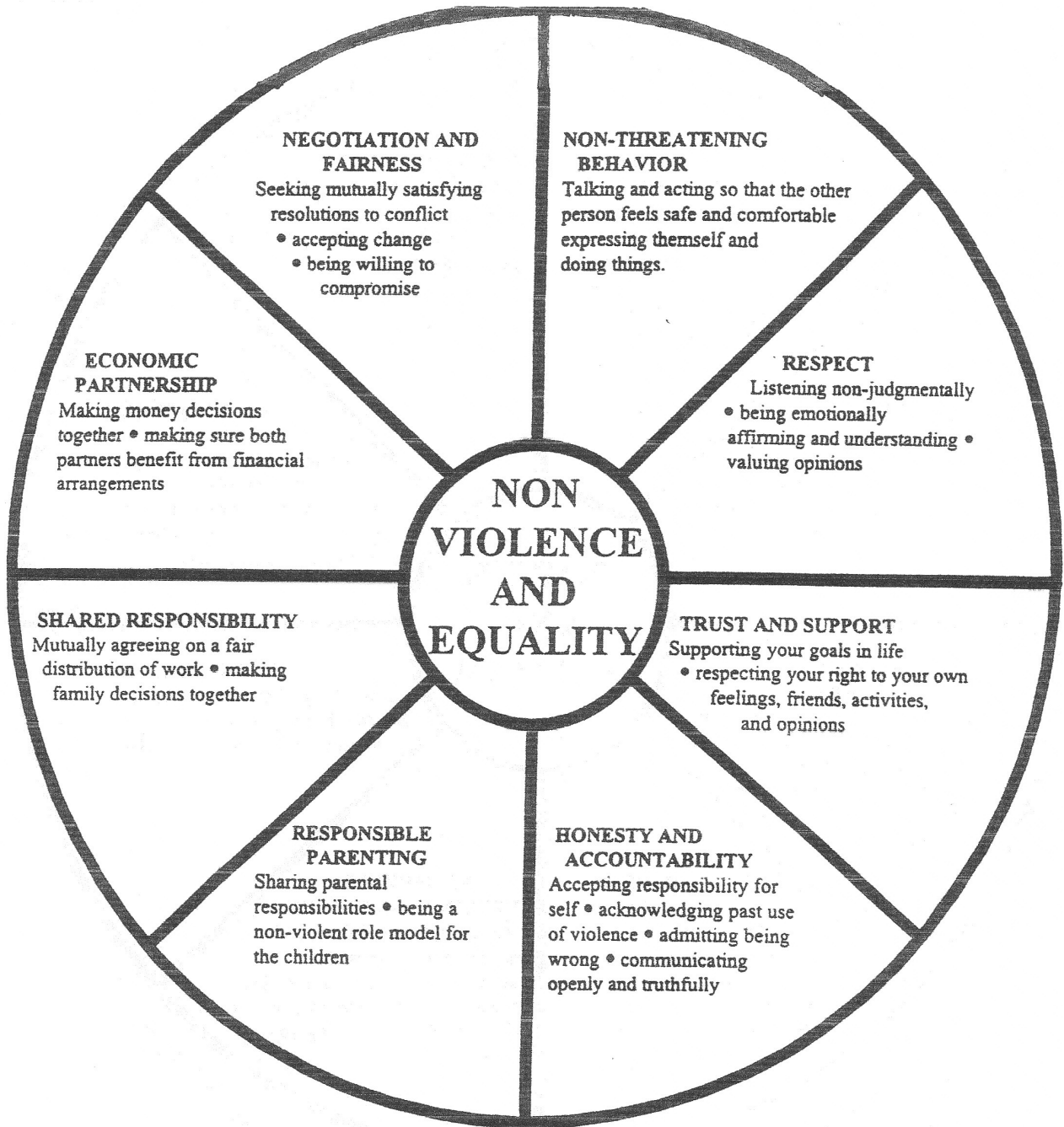
The Non-Violence and Equality Wheel handouts

## Instructions

1. Brainstorm: What are the qualities and attributes of a healthy relationship?
2. Facilitator: *“These are the elements of real intimacy—we need all of these things for real relationship.”*
3. Post the Non-Violence and Equality Wheel newsprint next to the Power and Control Wheel. Facilitator reads the non-violence wheel outloud, saying, *“Instead of Using Intimidation, partners in a healthy relationship use Non-Threatening Behavior. Instead of Using Emotional Abuse, partners in a healthy relationship Show Respect...”* continuing around the two wheels contrasting them.
4. Pass out the handout.
5. Going around the circle, ask each person to read outloud one spoke from the non-violence wheel.
6. Facilitator asks, *“How do we get to healthy relationships?” “What are some of the challenges?”*

## Processing

*What did you learn from this exercise?*



## NON VIOLENCE AND EQUALITY WHEEL

Domestic Abuse Intervention Project  
208 West Fourth Street  
Duluth, Minnesota 55806

# Introduction to the Power and Control Wheel

## Purposes

To define the abusive and controlling behaviors that are used to exert control.

## Time

30 minutes.

## Materials

Power and Control Wheel—titles only—on newsprint

Power and Control Wheel handout—one per participant

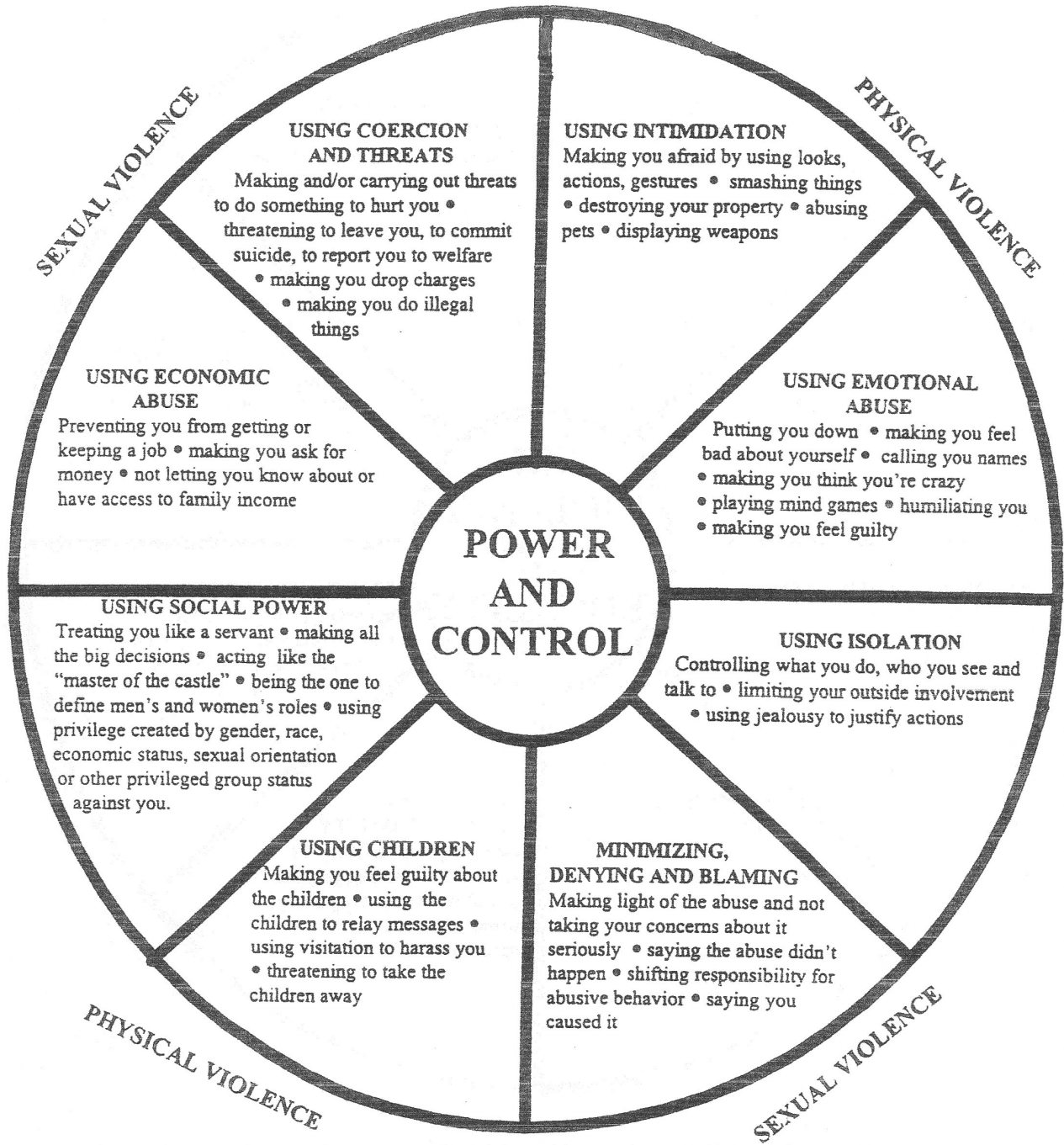
## Instructions

1. Post the newsprint. The facilitator reads the wheel outloud.
2. Then the facilitator explains: *The power and control wheel shows the primary tactics and behaviors people use to establish and maintain control in abusive relationships. Battering is an intentional act used to gain power and control over another person. Physical abuse and sexual violence are part of a system of abusive behavior which an abuser uses against his or her partner. The wheel symbolizes the relationship of physical and sexual violence to other forms of abuse and coercion. Each spoke represents a tactic used to exert control or gain power, which is the hub of the wheel. The rim which surrounds and supports the spokes is physical and sexual violence. Physical and sexual violence hold the system together and give it strength. Physical and sexual violence do not happen in isolation; they are part of a system of abusive behavior.*
3. Pass out the handout.
4. Going around the circle, ask each person to read outloud one item (in order) from the wheel.
5. The facilitator asks: *“What behaviors have you used or have you seen used?”*

## Processing

*What did you learn from this exercise?*





## POWER AND CONTROL WHEEL

Adapted From: Domestic Abuse Intervention Project  
 208 West Fourth Street  
 Duluth, Minnesota 55806

# Transforming Power—Building Resilience, Breaking out of the Cycles

## Purposes

To see Transforming Power as a means of healing.

## Time

30 minutes.

## Materials

TP mandala on wall.

TP cards distributed.

## Instructions

1. Divide group into groups of three or four with a facilitator in each group.
2. Going around the circle, each person has three minutes to say what piece of the mandala or what guide has helped them deal with or heal from the domestic violence or another traumatic event that they have experienced.

## Processing

*What did you learn from this exercise?*

## **Transforming Power Bridge**

### **Purposes**

To help to internalize Transforming Power.

### **Time**

30 minutes.

### **Materials**

TP Mandala

Marker and blank 8-1/2 x 11 paper for each person

### **Instructions**

1. Place the TP mandala on the floor in the middle of the circle, with about 12" between pieces.
2. Pass out paper and marker to each person.
3. Ask participants to think of one word or phrase that represents Transforming Power to them and to write that in large letters on the paper. People may add a drawing as well or use a drawing instead of a word or phrase.
4. Ask participants to, one at a time, read their word or show their drawing and state what it means to them and how it forms a bridge to the TP core for them. Then ask them to place it near the piece of the mandala that it relates to most closely.

### **Processing**

*How was that?*

# What is Domestic Violence?

## Purposes

To share perspectives and awareness on what domestic violence is.

## Time

45 –60 minutes.

## Materials

Pencils, Paper, copies of Domestic Violence Checklist. Poster with Domestic Violence definition, Facilitator has written their definition of what domestic violence is.

Domestic Violence is abusive behavior —emotional, psychological, physical, or sexual —that one person in an intimate relationship uses in order to control the other. It takes many different forms and includes behaviors such as threats, name-calling, preventing contact with friends or family, withholding money, actual or threatened physical harm or sexual assault. Stalking can also be a form of domestic violence.

## Instructions

1. Distribute pencil and paper to group.
2. Explain: *“This workshop is to explore alternatives to domestic violence, to find ways to live, and to solve problems non-violently in your home with your loved ones. The first step in solving a problem is to be clear what the problem is, so we need a ballpark idea of what this group means by “Domestic Violence”. We think of domestic violence as slapping your girl, beating her, screaming and physically being aggressive to your child. But there is more.”*
3. Ask for a volunteer to read the definition from the poster.
4. *“People are not always aware that their actions are violent. The behavior that I find unacceptable might be common place in someone else's life, and vice versa. Nevertheless even if domestic violence is common place to me, it is hurting me and the people I love whether I realize it or not. So the purpose of this exercise is to try to come to a common awareness of what is domestic violence”.*
5. Read your definition e.g. Domestic violence is when your actions cause your significant other to live in fear.
6. Participants have three minutes to think about and write one sentence: “To me, domestic violence is...”
7. Divide the group into groups of three or four with a facilitator in each group. Each person has two minutes to read and explain their definition.
8. Each group reports to the whole group while a scribe captures the essence on chart paper.
9. Pass out copies of the domestic violence checklist and going around the circle, read it aloud.

**Processing:**

Do not spend a lot of time processing so that people who may have been triggered can get grounded in the grounding that follows.

*What did you learn about domestic violence in this exercise?*

## Domestic Violence Checklist

*This checklist may help you decide if you or someone you know is being abused.*

- \* Constantly criticizes you and your abilities as a spouse or partner, parent or employee.
- \* Behaves in an over-protective manner or become extremely jealous.
- \* Threatens to hurt you, your children, pets, family members, friends or themselves.
- \* Prevents you from seeing your family or friends.
- \* Gets suddenly angry or loses their temper.
- \* Destroys personal property or throws things around.
- \* Denies you access to family assets like bank accounts, credit cards or the car.
- \* Controls finances and forces you to account for what you spend.
- \* Withholds medication or denies you access to health care.
- \* Threatens to reveal your HIV status.
- \* Forces you to work jobs not of your choosing.
- \* Uses intimidation or manipulation to control you or your children.
- \* Hits, punches, slaps, kicks, shoves, chokes or bites you.
- \* Denies you access to your immigration documents.
- \* Prevents you from going where you want to, when you want to and with whomever you want to.
- \* Forces you to have sex when you don't want to or to do things sexually that you don't want to do.
- \* Controls your expression of gender identity or sexual orientation.
- \* Threatens to out you if you are lesbian, gay, bisexual or transgender.
- \* Humiliates or embarrasses you in front of others.
- \* Sends you unwanted letters, flowers, gifts, emails, texts or phone calls.
- \* Follows you, showing up at the places that you frequent—unwanted contact.
- \* Gives verbal, written or implied threats.
- \* Vandalizes your property or a friend's or family member's.

## Groundings

*Please make copies to handout to participants at the end of the workshop.*

### Purposes

To give short, simple, effective techniques to use when distress levels rise to the point that a person begins to get carried away with emotion, in other words when the person begins to “daydream,” “fly,” lose language or dissociate. To help a person come back to their senses and be grounded in the present. To increase a person’s capabilities to bring themselves back to present time using techniques that are easy to use in any setting. *Note:* These activities are written for facilitators or companions to lead, and we recommend that they be learned with the help of another person. Some of these activities, indicated by *Italics*, are better done always with a companion to help the distressed person return to present time.

**An Object** “Take a small object in your hand—whatever you can reach, a small stone, a pen, a cell phone, whatever. Look at the object and describe it in as much detail as possible—its color, texture, size, shape, read any writing on it, what it is used for and so forth.”

**3 2 1** “Look around above eye level and name three things you can see, three things you can touch, three things you can hear; now two things you can see, two things you can touch, two things you can hear; then one thing you can see, one thing you can touch, and one thing you can hear.”

**Fingers** Ask everyone to raise two fingers (index and middle finger on one hand) in front of their face and have their eyes follow the two fingers as they move from one side of the body to the other, crossing the center line of the body, weaving through the air. Stop a moment, rest and repeat.

**Five-Letter Word** Suggest a five-letter word. Ask people to think of geographic places, types of food, or other categories, that begin with each of the five letters.

**In This Chair (or On This Floor)** While sitting in a circle, say to everyone, “Feel your bottom on your chair (or floor). Notice the legs of the chair go down to the floor. Notice the floor goes out to the walls and the walls go into the foundation of the building. Notice the foundation goes into the ground and the ground spreads out to be the town of [Name] which is on the earth and the earth is a large ball of mass in the universe. The universe supports the earth, which supports the town of [Name], which supports this plot of ground, which supports the foundation of this building, which supports the walls, which supports the floor, which supports the chair, which supports me. I am supported by all of this.”

**Silence** Sit silently. Ten minutes is good; twenty will take people deeper. When you feel the group has become calm and centered and it is time to move on, simply say, "Thank you." You may take hands on either side around the circle or shake the persons' hands beside you.

**Pleasant Memories** Ask everyone to sit comfortably. *"I will talk you through a few steps to recall a pleasant memory. When we get to the step where you are actually feeling really good and happy, we want to imprint that memory with a physical code. You may pick your own physical code, but often it is gently pinching or rubbing the skin between your thumb and first finger with the opposite hand. Whichever hand you use, always use the same hand when imprinting or recalling pleasant memories. So right now gently pinch or rub the skin between your thumb and first finger or pick your own simple, tactile action."* [Pause.] *"Okay, now stop."* [Pause.] *"Now, relax your breathing. Relax your eyes. Relax your mind. Smile. Remember a pleasant memory. Try to use all your senses to remember this pleasant memory fully. What colors do you see? What and who are around you? What sounds do you hear? What is the air like? As you feel the full goodness or happiness of the memory, do the action you have chosen."* Give the participants time to recall and rub their hand. When you see everyone doing their action for a bit, then say, *"Okay, you can come back now. If you do this frequently, whenever you need to shift your mood or energy, you can repeat your action while recalling pleasant thoughts and the memories and feelings will tend to come to you more quickly even in difficult times and circumstances."*

**Gong** If you have a gong, you may use it. Say to everyone, "If it's comfortable to do so, close your eyes; if not, that's okay, but if your eyes get heavy you may close them later. Let your mind follow the sound." Hit the gong and wait until the sound is completely gone.

**Walk or Run** If someone is carried away with emotion, invite them to a safe, quiet place away from others. Give them a moment to adjust to being out of the group. If they still don't feel they can rejoin the group, invite them to go outside with you and walk really fast. If that doesn't work, then run. After a bit you can return. If someone "goes berserk," then take them outside to walk or run.



## Self-Care:      **Deep Breathing**

Invite participants to sit up straight in their chairs, their feet firmly planted on the floor. Suggest that they close their eyes. Read or say these instructions slowly and calmly

*"Now breathe. Exhale. Inhale. Exhale.*

*Focus on your breath, which fills your lungs deeply.*

*Feel your breath as it comes out your nose. Inhale. Exhale. Inhale. Exhale.*

*If you feel your mind is scattered, return to concentrate on your breathing.*

*You're alive. You are here.*

*Imagine taking care of yourself with a healthy diet and exercise.*

*Allow yourself to let people you trust know your needs.*

*Take the opportunity to open up to other ways of healing whose source is outside of you and also inside of you.*

*Be willing to reach to the depths of your strength and inner resources.*

*As you exhale, let go of your pain, your disappointments and your fatigue.*

*As you inhale, allow the air to bring reassuring calm to you. Inhale, exhale, inhale, exhale.*

*As you inhale, take in vital energy, fill yourself with well-being, experience peace and let out a sigh if one is there. Ahhhh."*

Pause for a time allowing participants to relax their breathing.

Then, calmly say, *"Now you feel calm, relaxed, quietly prepared to open your eyes and return to this space. When you're ready, open your eyes and look around."*

## Self-Care: Guided Meditation and Visualization

based on Thich Nhat Hanh, then a visualization meditation—the blooming lotus, then Roberto Sazio developing self-awareness

Mark Thomas, AVP facilitator

Sit comfortably so you can breathe easily.

Take in a deep breath.

I will be making statements—“breathing in” You breathe in to about the count of 5 pause and then breathing out to the count of 5, repeat mentally what I say.

Breathing in I know I am breathing in.

Breathing out I know I am breathing out. X3 *(Repeat the two sentences three times.)*

Breathing in I am aware of my body.

Breathing out I relax my body. X3

Breathing in I smile to my body.

Breathing out I relax the tensions in my body. X3

Breathing in I am aware of my emotions.

Breathing out I calm my emotions. X3

Breathing in I am aware of my thoughts

Breathing out I let them go. X2

Breathing in I breathe in healing to all parts of myself.

Breathing out I breathe out healing to all others. X3

Visualize yourself taking a nice relaxing walk through a peaceful garden.

It is warm and pleasant. There is a sweet fragrance of flowers in the air.

You are moving along peacefully.

You are attracted to a beautiful group of flowers.

In the group of flowers you see a flower that is only beginning to open.

Green coverings are still apparent.

Sunlight strikes the colors that are beginning to emerge as the petals unfold.

You gaze upon the flower as it opens slowly petal by petal.

Brilliant colors. Sweet fragrance.

You are attracted to the center of the flower.

The center of the flower calls for your attention.

Your consciousness moves toward it.

The center is the presence of wisdom, compassion, good will.

You look closer, you see a power coming forth from within.

There is a power that can change negativity to positivity.

Ill will to good will.

Harm into help.

We can call it Transforming Power.

The further you move into the center of Transforming Power, you know that you are part of it.

Transforming Power flows through you.

All of the petals of the flower, the Transforming Power flows through and gleams out into the world.

Transforming Power is at the core of who you are.

The power that can change the negative to positive, the harmful into the helpful, violence into nonviolence.

You breathe it in and out.

Transforming Power to all beings north, south, east, west, above and below.

From this center of peace and power it is easy for you to look upon and be aware of the many aspects of yourself.

Through many identities and roles, your body.

Say to yourself, I have a body. Become aware of your body. The sensations it is experiencing

You sense the feeling of the chair. You are physically in the chair and you are also the center of Transforming Power.

You relax the body. You have a body but you know that you are more than a body.

I have a body but I am more than a body.

I have emotions and feelings. Sometimes there is anger, irritation, fear, sadness, joy, happiness.

These emotions I experience.

They come and they go.

I am aware of them.

But I can be at the center of Transforming Power. They do not pull me back and forth.

They do not lead me to violence and harm.

At the center I can manage them.

I have emotions and I am more than my emotions.

I have thoughts and attitudes.

They flutter across my consciousness.

Little voices sometimes distract me.

Sometimes helpful, creative.

I can be aware of my thoughts, watch them pass.

Like my emotions they change and come and go.

But I am aware that I am at the center.

I have attitudes. My attitudes can lift me up or bring me down.

I can know myself as the center of pure self-consciousness and will.

I can manage my thoughts, my emotions, my body.

I can use them to benefit myself and others.

I know that Transforming Power within is mine but it belongs to all others too.

I can choose to be a vehicle for Transforming Power.

Radiating it into the world.

The center of the mandala is myself, many faceted.

I can find the peace at the center.

Breathing in I know I am breathing in.

Breathing out I know I am breathing out. X2

Breathing in I gather those things within me that can benefit the world.

Breathing out I bring them back to my physical reality. X2

[Long pause.]

Breathing in I am aware of my body in the chair (I am aware that I am in the room).

Breathing out I bring my consciousness back to the room. X2

[Long pause.]

When you are ready, bring your consciousness back to the room. Open your eyes.

You may wish to write down anything that came up for you during the meditation.

## **Journaling suggestions**

- Write freely what comes to mind
- Write a letter to someone
- Write a dialogue with another person
- Develop a timeline to express your hopes for the future
- Record memories of special moments in your life
- Write a letter to God
- Write a letter to a wise person or your grandparents
- Write about an event you want to share
- Write a reflection on the workshop
- Write a reflection on a scripture or other sacred text / spiritual literature.

## Closings

### **Hurling out the garbage and holding in goodness**

Wake up body with light slapping—head, face, down chest, back, down legs, up legs, down legs, up legs. Repeat. Reach up to sky. Stretch one side, then the other. Repeat. Raise arms over head, inhaling. Forced exhale as bend at waist and knees, swinging arms down to floor and behind. Inhale, raise arms to sky and repeat. Shake energy into center of the circle. Name something you want to get rid of. Everyone repeats while lunging toward center and hurling that thing to the center. Repeat until the group is done. Then the group raises that pile of garbage and hurls it out the window. Then someone names something they want. Everyone repeats it, gathering it in from the center. Repeat until the group is done. Everyone then crosses arms over chest in a self hug, holding all that goodness inside.