

Finding Sunshine After the Storm

A Workbook for Children Healing
from Sexual Abuse

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Contents

A Note to Adults	v
Introduction	vii
Activity 1: First Things First	1
Activity 2: Things I Am Proud Of	3
Activity 3: Who Are My Helpers?	5
Activity 4: You're Not Crazy	7
Activity 5: My Worry Circle	11
Activity 6: Take a Bow	13
Activity 7: What to Do with an Inside Hurt?	19
Activity 8: Help the Helpers	23
Activity 9: Mirror, Mirror, on the Wall	28
Activity 10: What's in a Word?	32
Activity 11: Calico the Cat	34
Activity 12: Magic Circles	36
Activity 13: What's in a Touch?	39
Activity 14: <u>Three Kinds of Touches</u>	<u>41</u>
Activity 15: More About Touching	45
Activity 16: How Little Was I?	47
Activity 17: Priscilla the Problem Solver	49
Activity 18: <u>Larry the Lobster</u>	<u>55</u>
Activity 19: My Problem-Solving Plan	61
Activity 20: <u>My Lips Are Not Sealed</u>	<u>68</u>
Activity 21: <u>Practice Makes Perfect</u>	<u>70</u>
Activity 22: All My Feelings Help Me	72
Activity 23: The Creepy Crawlies	74
Activity 24: <u>Sticky Brains</u>	<u>78</u>
Activity 25: I Think I Can	82
Activity 26: Taking Good Care of Teddy	84
Activity 27: <u>Prickly Pete</u>	<u>87</u>

“Sexual abuse” is when a grown-up or older kid touches your private parts or makes you touch their private parts. It can also mean someone showing you their private parts or making you show them your private parts. It is also called “secret touching” because it usually happens without other people knowing. The other person may have told you to keep it a secret, or you may have been afraid to tell. Remember, it is NEVER a good idea to keep sexual abuse or secret touching a secret.

Do you have any questions? Write them here, and your counselor can help you answer them.

1. _____
2. _____
3. _____
4. _____
5. _____

Draw a line from each example to the kind of touch it is.

EXAMPLE**TOUCH**

Your friend gives you a high-five.

A boy at school hits you in the back.

Someone you know shakes your hand.

A person you don't like kisses you.

You get an email about touching private parts.

Dad gives you a hug when he gets home.

You are asked to touch someone's private parts.

A boy pulls your hair really hard.

Your little brother bites your leg.

A friend of your family comes in while you are taking a bath and won't leave when you ask him to.

A girl tells you she's going to beat you up.

A man touches your private parts and says you shouldn't tell anyone.

Your aunt pats you on your bottom in front of your parents, and you don't like it.

Your brother taps you on the head and then starts tapping so hard that it hurts.

The lady next door pats your head when she gives you cookies.

GOOD



BAD



SECRET



Some touches feel good, some feel bad, some hurt, some make you smile, and some make you feel creepy-crawly inside. Some touches are fun to talk about. Some are scary to talk about, and maybe someone even said you weren't supposed to talk about them.

Let's talk some more about the three kinds of touches:

GOOD

BAD

SECRET

In the space below, draw a picture of something you might be doing really well a year from now, if you practiced problem-solving skills a lot.



Write about what your picture shows:

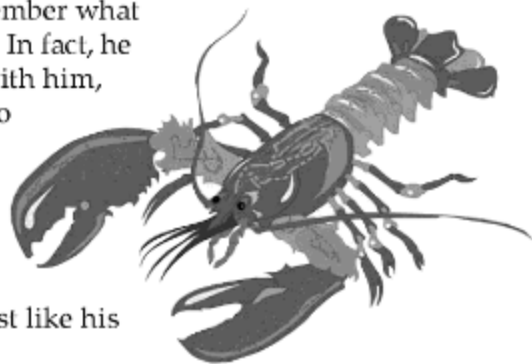
Imagine yourself as a grown-up who has great problem-solving skills. Draw a picture of what you might do to use your skills.



Write about what your picture shows:

Larry the Lobster

Once upon a time there was a lobster named Larry. He lived in the ocean. When Larry was a little lobster, he had many rough times. Once a big fish nearly ate him! Another time, a huge storm tossed him around in the waves. Sometimes even when he had really good times playing in the water and chasing bubbles he kept on thinking about the things that went wrong and the things he did not like about himself instead of all the good things that were around him and inside him. Poor Larry—he was sad, a lot, but he kept on keeping on the best he could. Larry went to Ocean School and tried to make friends with Cody the Cod Fish, Ollie the Octopus, and Sally the Star Fish. Because he was so sad about so many things, it was hard for him to remember what an outstanding young lobster he really was. In fact, he thought there might be something wrong with him, because he was hard and bumpy and had no suction cups or tentacles to help him move around like Sally the Star Fish and did not have smooth soft skin like Cody the Cod Fish or lots of long arms like Ollie the Octopus so he could not reach out and hold eight things at one time. He was not just like his friends.



“Why can’t I be just like my friends,” Larry sighed. Cody, Ollie, and Sally tried to reassure him, but after a while they got tired of Larry being so grumpy and grouchy and ALWAYS saying bad things about himself. Cody, Ollie, and Sally were all really nice ocean creatures, but when they hung around Larry, they started to feel sad and grumpy too. They did not like the way that felt so they tried not to hang around Larry very much. For Larry this meant more time alone and no friends.

Then one day, his teacher got worried about Larry. He didn’t try hard at school, and he never answered any questions even though the teacher knew Larry was smart and knew the answers. Sometimes Larry didn’t

Sometimes it is really good to have an easy way to help us remember things.

Let's use King Poseidon's ideas for you.

Every time you **PLAY** a game or **PLAY** outside or **PLAY** a video or DVD or **PLAY** soccer, remember what **PLAY** stands for:

P is for positive thoughts.

L is for likeable.

A is for always remembering you are a great kid.

Y stands for **YOU ARE FABULOUS!**

You can learn to solve problems well by learning and practicing these steps:

STOP



The first step is very important. It is a reminder NOT to do anything before thinking it through. If you immediately do the first thing you think of, you will have thought about only one solution, without considering other possibilities. So the best thing to do when you recognize a problem exists is to STOP; don't do anything immediately.

THINK

The second step involves trying to imagine all the possible solutions you can think of. Including as many choices as you can come up with—even ones that are probably bad ideas—will help you stretch your imagination. If you need an answer soon, it is up to you to imagine as many possibilities as you can. If you have some time before you respond, you could ask other people for their suggestions as well.

DECIDE

The third step involves imagining how each possible solution would probably work out in real life and then making the best choice.

ACT

The fourth step involves putting the decision into action.

OBSERVE

The final step is to pay attention to the way things ACTUALLY worked out. Be like a scientist carefully watching how an experiment works out. Was it like you imagined it would be? Was it different? Did you notice other possible choices you hadn't even thought of? Remember these possibilities in case you face that same kind of problem in the future.