

NEW DAY RECOVERY

STILL HERE. STILL FIGHTING.

The Warrior's Workbook · New Day Recovery Participant Workbook

You fight this battle EVERY. SINGLE. DAY.

You are still here. You are still fighting.

That makes you a warrior. Own that.

A New Day Recovery Center · Divine Holiness Outreach Ministry

Adult Substance Use Recovery · Evidence-Based Curriculum · 12 Weeks · 60 Sessions

Health · Home · Purpose · Community

Senath, Missouri

First Edition · October 2026

This workbook belongs to:

Site: Senath

Start date: _____ **Facilitator / coach:** _____

If you are ever in crisis: call or text 988 — Suicide and Crisis Lifeline (U.S.), 24 hours. In an emergency, call 911.

Welcome — This Workbook Is Yours

Welcome to New Day Recovery. If you are holding this workbook, hear this first: you are a warrior. Not a case. Not a label. Not the worst thing you have ever done. A warrior.

For those of us who face this fight, the fight is not once in a while. You fight this battle EVERY. SINGLE. DAY. And you are still here. You are still fighting. That is not weakness. That is the proof. Whatever road brought you here, you are received here — not cleaned up, just honest. Warriors tell the truth about the battle. That is where this work begins.

This workbook is your companion for all 60 sessions of the program. Each session in your facilitator's guide has a matching section here: what we are learning in plain language, the discussion questions with room to write your real answers, the skill practice as a worksheet you complete yourself, and the week's homework. What you build in these pages — your safety plan, your thought records, your warning-sign chain, your 90-day plan — is the work itself, not busywork beside it. The program meets in five groups a week across 12 weeks — 60 sessions in five phases. The first four phases build your foundation, your healing, your rebuilt life, and your relapse prevention. Phase 5 — Giving Back: Service, Leadership & Purpose — is where the work turns outward: sessions 37–44 take up service and community contribution, sessions 45–52 take up mentoring and peer leadership with clear boundaries, and sessions 53–60 take up purpose and vocation — the work, craft, and direction that will carry your freedom after this program. What you build in Phase 5 — a service commitment, a helper's charter, and My Giving Back Plan and the Next 90 Days — becomes part of your 90-Day Continuing Care Plan in the final pages of this workbook.

This book is yours to keep and yours to write in. Write messy. Cross things out. These pages are a record of a person turning toward home, not a test to be graded.

What you write here is yours. Your facilitator may ask to see the plan pages the program asks you to complete — your Crisis and Safety Plan, Thought Records, amends preparation, Warning-Sign Chain, and 90-Day Plan — because walking through them together is part of the program. Your personal pages — your reflections, your private writing — are yours. Facilitators ask before reading personal pages, and you may always say no. The facilitator checks the cover, not the content — your clinical detail is never read. Each session, the facilitator writes a short note about how each person took part, in general words only — private things you share are never written down.

A plain word about what this program is. New Day Recovery provides recovery education and group support: recovery housing, care coordination, spiritual counseling, recovery coaching, group services, and transportation for adults. This curriculum is recovery education and support. It is not clinical psychotherapy or medical treatment, and it does not take the place of a doctor, counselor, or prescriber who knows you. If a need comes up that is beyond what this

group does, your facilitator's job is to connect you to the right help — that is care, not a brush-off.

These groups are DMH RSS support/educational groups.

Spiritual counseling is a separate individual service provided by qualified clergy; it is not delivered as part of these groups.

Every path in this room is respected, including medication-supported recovery. If you take medication for your recovery or your health, that is between you and your prescriber. Nobody here will advise you to start, stop, or change a medication, and nobody is "cleaner" than anybody else for the path they are on.

The sessions in this workbook are evidence-based. Faith content is not part of the sessions and is never required here. For each session, an optional Scripture handout is available from your facilitator on request only. Asking for one is your choice; not asking changes nothing. The handouts are never a condition of participation or of any service, and they are never required as part of any session. You may pass on a personal question at any time, without explaining yourself. Guilt over a specific action can lead to repair, but shame about who you are is not a verdict anyone in this program will hand you. A return to use, disclosed here, is met with a plan — not shame.

Bring this workbook to every session, with a pen. Do the small homework. Small and done beats big and promised, every time. Warriors are not made in one big day. They are made in the daily fight, done honestly, one day at a time.

Homework is due at the next group after it is assigned. Report it honestly — done, partly done, or not done with the obstacle named. Honest data is never punished. Sessions and homework from before a participant entered do not count as outstanding. The phase count runs from the sessions you attend after entry: attend at least 8 of 9 sessions in Phases 1–4, or at least 22 of 24 in Phase 5, counting attended sessions plus facilitator-assigned makeups (attending the session in a later rotation or completing the facilitator-assigned equivalent), with any remaining gap carried in a completion plan set with the Program Director — never exclusion.

If you are new here — starting in the middle

Welcome. You do not wait, and you are not held back. Groups run on rolling, open enrollment: you join the group that is meeting, in the group, from your first session.

In your first group or two, your facilitator confirms that your assessment, safety plan, and treatment plan are in place — without reading your clinical detail — and reviews the plan with you, gives you the crisis contacts, and walks through the group agreements (see How to Use) and the front pages of this workbook (My Recovery Goals, My Support People, My Why).

Example: Maya joins at Session 7, in the second week. She attends Sessions 7, 8, and 9, and completes 5 makeups set by the facilitator — 3 attended + 5 made up = 8, which meets the 8-of-9 count; the 1 remaining session goes in the completion plan.

Crisis contacts, any time: call or text 988 (Suicide and Crisis Lifeline, 24 hours), or call 911 in an emergency. Your Crisis and Safety Plan is reviewed in Session 8 and in the final pages of this workbook.

The Saturday recap reviews the week's sessions together and orients newcomers inside the group. You take part from your first week; the recap orients, it does not hold anyone back.

Before your first group, a licensed counselor completed your assessment, safety plan, and treatment plan. In your first group, your facilitator confirms the counselor plan is in place, without reading your clinical detail.

Curriculum groups meet separately for men and for women. Breakout groups are coed unless otherwise specified; the Domestic Violence breakout is gender-specific. Placement for participants who do not fit a men/women split follows the participant's stated preference, confirmed with staff for safety and privacy. Nothing about a participant's placement is disclosed to the group. The stated preference stands unless a stated safety reason requires a private conversation. Safety and privacy are the only criteria.

We are glad you are here. You are still here. Now let's fight forward. Let's begin.

If you are in crisis at any point — in session or at 2 a.m. — use your Crisis and Safety Plan (Session 8), call or text 988, or call 911 in an emergency.



You Are a Warrior

For those of us who face this fight, this needs to be said plain, and it needs to be said first: you are a warrior.

You fight this battle EVERY. SINGLE. DAY. Not on the days you feel strong. Every day. On the days nobody saw. On the days it would have been easier to quit. On the days you lost ground and got up anyway.

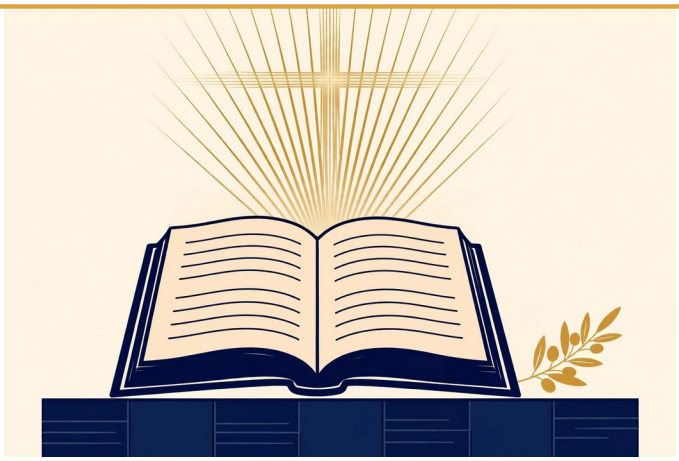
You are still here. You are still fighting. Sit with that for a minute. The battle did not finish you. The worst chapters did not finish you. You are holding this book, in this room, doing this work — and that is not an accident. That is a fighter still standing.

A warrior is not somebody who never gets hit. A warrior is somebody who gets hit, tells the truth about it, gets the help the fight requires, and stands back up. That is what surrender means here. That is what honesty means here. That is what every page of this workbook is for.

So no, this book will not talk to you like you are fragile. It will talk to you like you are in a fight — because you are — and like the fight can be won one honest day at a time, because it can. Every hard truth in these pages comes with a way forward. That is the deal here: no despair without a next step, no darkness named without hope standing next to it.

You are a warrior. Own that.

This workbook offers you the word "warrior" once, as an invitation and never as a test — and if "victim" is also a true word for what was done to you, this workbook does not erase it.



How to Use This Workbook

- Bring it to every session, with a pen. Your craving check-in, discussion writing, skill practice, and homework all live here.
- Write during group when the page asks you to. The writing is the practice — a plan that stays in your head will not be there at midnight.
- Each session section follows the same rhythm: what we're learning, check-in, write-in discussion questions, skill practice worksheet, my takeaway, and homework.
- Check-in runs 8 minutes: name, craving 0–10, one word for the week, then the check-in prompt answered by volunteers. In groups of 12 or more, use the word-only round as the default: name, craving score, and one word only, with the check-in prompt answered by volunteers; allow 8 minutes and log every craving score. Word-only round only; ONE volunteer, 60 seconds, on the prompt; every other person marks their pattern choice on the Workbook check-in line during the round. Post a short word list (e.g., tired / hopeful / shaky / steady / new) and a 0–10 number line; a participant may point to a word and hold up fingers for the score.
- Homework is due at the next group after it is assigned. Report it honestly — done, partly done, or not done with the obstacle named. Honest data is never punished. Sessions and homework from before a participant entered do not count as outstanding. The phase count runs from the sessions you attend after entry: attend at least 8 of 9 sessions in Phases 1–4, or at least 22 of 24 in Phase 5, counting attended sessions plus facilitator-assigned makeups (attending the session in a later rotation or completing the facilitator-assigned equivalent), with any remaining gap carried in a completion plan set with the Program Director — never exclusion.
- One running log at a time: each session's homework uses the log space on its own page. Your workbook carries one running daily log. The HALT check, craving log, living-amend log, trust ledger, and drift-checks are entries in that one log, not separate logs. The Daily handouts — Daily Inventory & Evening Reflection and Gratitude Practice — where used, are the same one log on paper.

- Keep your plan pages current. Review your Crisis and Safety Plan after any crisis and whenever something on it changes. Your chain and 90-day plan get the same treatment.
- There is a phase check-in after Sessions 9, 18, 27, 36, and 60 — the Phase 5 check-in follows Session 60. Use it to look back honestly: where I was, where I am, what I still need.
- The program runs five groups a week for 12 weeks — 60 sessions across five phases. Phase 5 (Sessions 37–60) adds service, mentoring and leadership, and purpose and vocation to everything the first four phases built.

Forms crosswalk: Appendix A ↔️ the Session 8 handout (My Personal Crisis & Safety Plan); Appendix B ↔️ the Session 11 handout (Thought Record); Appendix C ↔️ the Sessions 28 & 30 handout (Warning-Sign Chain & Return Card); Appendix D ↔️ the Session 36 handout (90-Day Continuing Care Plan). The Workbook pages and the handouts are the same tools.

Group agreements

- Confidentiality: what is shared in group stays in group. The limits are safety — a plan to harm yourself or another person, abuse or neglect the program is required to report, and information your care team needs to keep you safe.
- One voice at a time. No cross-talk while someone is sharing.
- No graphic war stories. Describe the lesson, not the using scene.
- Respect every path in the room, including medication-supported recovery.
- Honesty without punishment. A return to use, disclosed here, is met with a plan.
- Phones silenced and put away for the full session — except when a session asks you to save contacts or photograph your Return Card.
- Arrive on time, stay for the whole session, and do the homework.
- Optional Scripture handouts are available from your facilitator on request only. They are never required, and asking or not asking changes nothing about your participation.
- Pass, step out, and rejoin: you may pass any question or practice without explanation, step out of the room and come back, and no one will press you for a reason.

Curriculum groups meet separately for men and for women. Breakout groups are coed unless otherwise specified; the Domestic Violence breakout is gender-specific. Placement for participants who do not fit a men/women split follows the participant's stated preference, confirmed with staff for safety and privacy. Nothing about a participant's placement is disclosed to the group. The stated preference stands unless a stated safety reason requires a private conversation. Safety and privacy are the only criteria.

The four dimensions of recovery

New Day organizes recovery around the four dimensions named by the Substance Abuse and Mental Health Services Administration (SAMHSA): Health — a healthy life; Home — a stable, safe place to live; Purpose — meaningful work, service, and daily activity; and Community — relationships and a people who hold you. Every plan in this workbook is built in these four parts.

My Recovery Goals

Write these in your first week, in pencil if you want — they are allowed to grow. Be specific: a name, a date, and a place beat a wish.

Health

My body, my mind, my care — appointments, sleep, medication routine as prescribed, craving tools:

Home

Where I live, who I live with, what makes it stable and safe:

Purpose

Work, school, service, and the daily work of my hands:

Community

My recovery community, support community, family, and friends who hold me:

My Support People

Person	Role (coach, mentor, family, friend, sponsor…)	Phone

My Why

Why are you doing this? Write it in your own words — the reason you will read on the hardest day. Nobody grades this page. It is yours.

Contents — The 12 Weeks

Phase 1 — Foundation: Surrender and Stabilization (Weeks 1–2)

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- Session 2: Honesty: Naming What Is True — Week 1 — Coming Home
- Session 3: Two Ways of Being Lost — Week 1 — Coming Home
- Session 4: The Addiction Cycle — Week 1 — Understanding the Battle
- Session 5: Triggers: People, Places, Things, and Feelings — Week 1 — Understanding the Battle
- Session 6: Riding the Wave: Cravings Have a Beginning, a Middle, and an End — Week 2 — Understanding the Battle
- Session 7: A Day That Holds You: Structure, Sleep, and HALT — Week 2 — Stabilization
- Session 8: My Crisis and Safety Plan: Written Before I Need It — Week 2 — Stabilization
- Session 9: Safe Community: Nobody Recovers Alone — Week 2 — Stabilization
- Phase 1 Check-In (after Session 9)

Phase 2 — Healing: Mind, Heart, and Past (Weeks 2–4)

- Session 10: Renewing the Mind: How Thoughts Drive Feelings and Actions — Week 2 — A Renewed Mind
- Session 11: The Thought Record: Putting a Thought on Trial — Week 3 — A Renewed Mind
- Session 12: Lies I Believe: About Myself, About Support, About Recovery — Week 3 — A Renewed Mind
- Session 13: Guilt Says I Did Bad. Shame Says I Am Bad. — Week 3 — Shame, Guilt, and Grace
- Session 14: Receiving Forgiveness: Letting the Verdict Land — Week 3 — Shame, Guilt, and Grace
- Session 15: Self-Compassion Is a Skill, Not a Surrender — Week 3 — Shame, Guilt, and Grace
- Session 16: Pain and Use: Understanding the Connection Safely — Week 4 — Pain, Trauma, and Lament
- Session 17: Honest Expression: Four Movements — Week 4 — Pain, Trauma, and Lament
- Session 18: Grief, Loss, and Letting Go with Boundaries — Week 4 — Pain, Trauma, and Lament
- Phase 2 Check-In (after Session 18)

Phase 3 — Rebuilding: Relationships and Life (Weeks 4–6)

- Session 19: Family Systems: The Roles We Played — Week 4 — Relationships Rebuilt
- Session 20: Boundaries: Where I End and You Begin — Week 4 — Relationships Rebuilt
- Session 21: Communication That Repairs Instead of Repeats — Week 5 — Relationships Rebuilt
- Session 22: Forgiving Others: Releasing What We Cannot Carry — Week 5 — Forgiveness and Amends

- Session 23: Making Amends: Preparation Before Contact — Week 5 — Forgiveness and Amends
- Session 24: Living Amends: The Apology People Can Verify — Week 5 — Forgiveness and Amends
- Session 25: Work and Purpose — Week 5 — A Life Worth Living
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- Session 27: Rebuilding Trust in Small, Verifiable Steps — Week 6 — A Life Worth Living
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Phase 4 — Living Free: Prevention and Purpose (Weeks 6–8)

- Session 28: The Warning-Sign Chain: Relapse Starts Long Before Use — Week 6 — Relapse Prevention
- Session 29: High-Risk Situations: The Personal Prevention Plan — Week 6 — Relapse Prevention
- Session 30: After a Slip: Return, Don't Run — the First 24 Hours — Week 6 — Relapse Prevention
- Session 31: A New Identity — Week 7 — New Identity and Purpose
- Session 32: Strengths, Gifts, and Service: Recovery That Gives Back — Week 7 — New Identity and Purpose
- Session 33: Telling Your Story Safely: Testimony Without Harm — Week 7 — New Identity and Purpose
- Session 34: My Community Connection Plan — Week 7 — Staying Connected
- Session 35: Mentoring and Accountability After Graduation — Week 7 — Staying Connected
- Session 36: The 90-Day Plan and Phase 4 Completion: Sent, Not Finished — Week 8 — Staying Connected
- Phase 4 Check-In (after Session 36)

Phase 5 — Giving Back: Service, Leadership & Purpose (Sessions 37–60)

- Session 37: Service as Recovery Capital: Giving What You Have Received — Block 1 — Service: Giving Back
- Session 38: Finding Your Post: Matching Gifts to Real Needs — Block 1 — Service: Giving Back
- Session 39: Serving Without Saving: Help That Does Not Take Over — Block 1 — Service: Giving Back
- Session 40: Service Starts at Home: House, Family, and Neighbors — Block 1 — Service: Giving Back
- Session 41: Beyond Our Walls: Serving the Wider Community — Block 1 — Service: Giving Back
- Session 42: Service Under Strain: Showing Up When It Costs — Block 1 — Service: Giving Back
- Session 43: When Giving Becomes a Hiding Place — Block 1 — Service: Giving Back

- Session 44: A Service Commitment That Lasts: Putting It in the Plan — Block 1 — Service: Giving Back
- Session 45: From Participant to Peer: What Changes, What Does Not — Block 2 — Mentoring & Leadership
- Session 46: Listening Like a Leader: The Peer Support Conversation — Block 2 — Mentoring & Leadership
- Session 47: Your Story in a Helping Role: Testimony With Guardrails — Block 2 — Mentoring & Leadership
- Session 48: Boundaries in Helping Roles: Carry With, Not For — Block 2 — Mentoring & Leadership
- Session 49: When Someone You Help Is Slipping: Notice, Ask, Connect — Block 2 — Mentoring & Leadership
- Session 50: Hard Conversations: Feedback Without Shame — Block 2 — Mentoring & Leadership
- Session 51: Leading the Room: Facilitation Basics for Peer Leaders — Block 2 — Mentoring & Leadership
- Session 52: The Helper's Own Recovery: Staying Grounded While You Help — Block 2 — Mentoring & Leadership
- Session 53: Purpose After Survival: What This Life Is For Now — Block 3 — Purpose & Vocation
- Session 54: Work as Recovery: The Honest Way In — Block 3 — Purpose & Vocation
- Session 55: The Honest Application: Records, Gaps, and References — Block 3 — Purpose & Vocation
- Session 56: Keeping the Job: Habits That Protect Recovery — Block 3 — Purpose & Vocation
- Session 57: Called and Capable: Matching Vocation to the Life You Are Building — Block 3 — Purpose & Vocation
- Session 58: Setbacks at Work: Losing, Leaving, and Starting Again — Block 3 — Purpose & Vocation
- Session 59: Sustaining Freedom: The Long Middle of Recovery — Block 3 — Purpose & Vocation
- Session 60: Sent Again: The Full Review and the Renewed Plan — Block 3 — Purpose & Vocation
- Phase 5 Check-In (after Session 60)

Final pages: My 90-Day Continuing Care Plan · My Personal Crisis / Safety Plan · Completion and Graduation Reflection

Phase 1 — Foundation: Surrender and Stabilization (Weeks 1–2)

You showed up. That is a warrior's first move — and you have already made it. Now we build the ground you will stand on.



Session 1: Surrender Is Not Giving Up

PHASE 1 — FOUNDATION: SURRENDER AND STABILIZATION (WEEKS 1–2) · WEEK 1 — COMING HOME

Date: _____ My craving today (0–10): _____ One word for my week: _____

Before your first group, a licensed counselor completed your assessment, safety plan, and treatment plan. In your first group, your facilitator confirms the counselor plan is in place, without reading your clinical detail.

What we're learning

Many of us mixed up surrender with defeat. Giving up says, "nothing can change," and it stops moving. Surrender says, "I cannot do this by my own power" — and then it moves. It moves toward help, toward honesty, and toward people who will walk with us. Recovery starts the same way: not with a perfect plan, but with an honest turn toward home — toward help, and toward the people who will receive you honestly.

- Direction, not perfection Surrender is measured by which way you are facing and walking, not by how cleaned-up you feel while you walk.
- Control is the old strategy Naming the specific things we white-knuckled — other people's choices, the past, withdrawal, reputation — shows where surrender has actual work to do. White-knuckled = held on tight with all our strength.
- Help is not humiliation Accepting help from the group, a coach, and a sponsor or mentor is the mechanism of this program, not a sign of failure in it.

Goals for this session

☐ I can define surrender in my own words and distinguish it from giving up

☐ I can name one area of life I have been trying to control alone

☐ I can state how this program works — rhythm, agreements, and who my people are

Check-in

What did it cost you to walk through the door of this program — and what finally made the cost worth paying?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. What is the difference, in your own life, between giving up and surrendering?

2. What have you been trying to control that is not yours to control?

3. Who is one person whose help you have resisted, and what would accepting it look like this week?

4. What do you most hope being welcomed back — received honestly, just as you are — means for you personally?

Session 1 — Skill Practice

In pairs: each person completes the sentence, 'I have been trying to control _____, and surrendering it this week looks like _____.' Partners repeat the plan back word-for-word, then ask one question: 'What will make that hard, and what is your plan for that moment?' Switch.

My surrender sentence: I have been trying to control _____, and surrendering it this week looks like _____.

What will make that hard?

My plan for that moment:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Write the surrender sentence from the practice in your workbook and read it once each morning this week. Bring one line about how it went to the next session.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 2: Honesty: Naming What Is True

PHASE 1 — FOUNDATION: SURRENDER AND STABILIZATION (WEEKS 1–2) · WEEK 1 — COMING HOME

Date: _____ My craving today (0–10): _____ One word for my week: _____

What we're learning

Denial rarely looks like a flat lie. It looks like editing — leaving out the amount, blaming the situation, or comparing ourselves to someone worse. Honesty once cost many of us a lot: safety, love, housing, or respect. That is why it feels risky. But the truth is where freedom starts. In this program we practice saying what is true, in plain facts, without making ourselves the hero or the villain of the story.

- Denial protects, then imprisons The same editing that once helped us survive eventually keeps everyone — including us — from knowing what help is actually needed.
- Facts before feelings A factual statement ('I used on Tuesday after the phone call') can be worked with; a verdict ('I'm just a failure') cannot. We practice facts.
- Safe people, right size Honesty is owed first to ourselves, our recovery supports, and those directly harmed — paced with a coach or counselor, not broadcast to everyone.

Goals for this session

- ☐ I can explain how denial functions as protection, not simply lying
- ☐ I can identify one personal pattern of minimizing, blaming, or hiding
- ☐ I can practice a brief, factual honesty statement about my current situation

Check-in

When did you last hear yourself minimize something — 'it wasn't that bad,' 'everyone does it' — and what were you protecting in that moment?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which form of editing — minimizing, blaming, comparing, omitting — is most familiar to you?

2. What has honesty cost you in the past, and what has hiding cost you?

3. Who are the safe people in your life who can hear a hard fact without using it against you?

4. What is one true sentence about where you are today that you have not said out loud yet?

Session 2 — Skill Practice

In trios, each person shares one factual honesty statement using the frame: 'The fact is _____. What I usually say instead is _____. What I need is _____.' Listeners may only thank the speaker and name one strength they heard. No advice, no fixing. Facilitator models the frame first with a modest, appropriate example.

My honesty statement — The fact is:

What I usually say instead is:

What I need is:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Keep an honesty log for three days: each evening, write one fact about the day you were tempted to edit, and what you actually said or did. No grading — the log is for you and, if you choose, your coach.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Session 3: Two Ways of Being Lost

Phase 1 — Foundation: Surrender and Stabilization (Weeks 1–2) · Week 1 — Coming Home

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 3 handout (Hope Anchor Card) — in the Handouts Packet.

What we're learning

People get lost in more than one way. One person runs far away — leaves, uses, burns bridges. Another stays, works hard, does everything right on the outside — and grows bitter and hard-hearted, especially when someone who ran gets welcomed back. Both are distance, just in different forms. Hope is for the person who ran, and for the person who stayed and got hard-hearted. Neither one is too far, and neither one is left out.

- Lost far and lost near Rebellion and resentment are both distance; recovery addresses the distance, whatever form it took.
- Hope is not optimism Optimism says things will probably work out. Hope is a reason to keep walking on the days we feel nothing — a person expecting us, a place that will take us back, a next step we can actually take.
- Your story is not the worst thing here Shame says my chapter is the unforgivable one. In this room, no chapter puts a person beyond help, honesty, and a way back.
- Home includes work and welcome Recovery is not only being received back — it is being restored to a place, a family, and a purpose. Welcome and work both belong in the plan. 'Lights on at home' means someone is home, waiting, and glad you came — a person, a place, or a second chance.

Goals for this session

☐ I can describe both forms of being lost — running far, and staying while growing resentful

☐ I can identify which pattern is closer to my own today

☐ I can name one concrete reason for hope that does not depend on my feelings

Check-in

Which pattern is closer to yours today — the one who ran far, or the one who stayed and disappeared quietly?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Whose forgiveness do you find hardest to believe in — a family member's, or your own? What would change if it were real?

2. Where has resentment shown up in your recovery so far?

3. What is one sign of 'lights on at home' in your life right now — a person, a place, a second chance?

4. What would you say to someone entering this program next week who believes they have gone too far?

Session 3 — Skill Practice

Each participant writes a 'hope anchor' card: one sentence of hope in their own words (not a slogan), plus the name of the person they will read it to when hope feels thin. Cards stay in workbooks; facilitator invites — never requires — two volunteers to read theirs aloud.

My hope anchor — one sentence of hope in my own words:

The person I will read it to when hope feels thin (name):

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Read your hope anchor every morning this week. Do one small act that belongs to the person you are becoming — make a bed, keep one appointment, make one honest call — and note it in your workbook each evening.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Session 4: The Addiction Cycle

Phase 1 — Foundation: Surrender and Stabilization (Weeks 1–2) · Week 1 — Understanding the Battle

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 4 handout (Medication Support (MAT) Facts) — in the Handouts Packet.

What we're learning

Addiction is a cycle, not just one bad choice. Something triggers us. A thought says the substance is the answer. Craving builds in the body. We use. We get short relief. Then come the consequences — and then shame. Shame then becomes the next trigger, and the wheel turns again. The good news: a cycle has many points where it can be broken. The earlier we step in, the more strength we have to do it.

- The cycle has doors Every stage is an interruption point — triggers can be avoided or prepared for, thoughts can be examined (Weeks 2–3), cravings can be ridden out (Session 5), and shame can be answered with honesty and support instead of use (Week 3).
- The brain heals, and it takes time Sleep, mood, focus, and craving intensity commonly improve over weeks and months of recovery — one reason stabilization and patience are recovery strategies, not just virtues.
- Disconnection is in the cycle too Isolation and hopelessness are both fuel for the cycle and wounds it leaves; reconnecting with people and support is therefore part of the work, not decoration.
- Knowing the map is power A craving with a name and a location in a cycle is more manageable than a mysterious 'weakness.'

Goals for this session

☐ I can draw the addiction cycle in my own words — trigger, thought, craving, use, consequence, shame

☐ I can explain, in plain language, how repeated use changes the brain's reward and stress systems

☐ I can place my own most recent use inside the cycle without self-condemnation

Check-in

Tell us about a time you sincerely decided you were done — and used anyway. What happened between the decision and the use?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Where in the cycle are you strongest, and where do you usually lose the fight?

2. What role has shame played after use — did it ever lead you back toward use?

3. How does it change things to hear that your brain has been trained, not just that your will is weak?

4. Which interruption point will you build first, with whose help?

Session 4 — Skill Practice

On the whiteboard, the facilitator draws the cycle and the group populates it with (anonymous, general) examples. Then each participant draws their own cycle in their workbook from their most recent use, marking with a star the earliest point they could realistically interrupt next time.

Draw or write my addiction cycle: Trigger → Thought → Craving → Use → Relief → Consequences → Shame. Use my most recent experience.

The earliest point I could interrupt it next time (mark it with a star ★):

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Carry your cycle drawing this week. Each evening, note one moment you entered the early stages of the cycle (trigger or thought) and what you did — interrupted it or not. Bring the notes; there is no penalty for honest data.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Session 5: Triggers: People, Places, Things, and Feelings

Phase 1 — Foundation: Surrender and Stabilization (Weeks 1–2) · Week 1 — Understanding the Battle

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 5 handout (Top-5 Trigger Map) — in the Handouts Packet.

What we're learning

A trigger is anything that switches on the urge to use — a street corner, payday, a certain person's name on the phone, an argument, loneliness at a certain hour, pain, boredom, or even a celebration. Our brains learned to link these things with relief. What was learned can be mapped and planned for. When we name our triggers ahead of time and plan a way out, we are not caught off guard nearly as often.

- Triggers are information, not failure Being triggered means the old learning fired — it says nothing about your sincerity today. What you do in the next ten minutes is the recovery.
- Rate them honestly A trigger list where everything is a '10' helps no one. Ranking forces the real question: which three situations actually endanger me this month?
- The way of escape is written down In the moment, the brain argues. A plan made in advance — who I call, where I go, what I say to leave — argues back.
- Feelings are triggers too For many people the strongest triggers are internal: resentment, shame, loneliness, and also joy and success. Feelings are not commands; they are weather reports.

Goals for this session

☐ I can sort triggers into external (people, places, things) and internal (feelings, body states, thoughts)

☐ I can list my five highest-risk triggers with a rating

☐ I can pair each top trigger with a specific 'way of escape' plan

Check-in

What is the trigger that has caught you off guard most often — the one you did not see coming until you were already in it?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which category — people, places, things, or feelings — carries most of your risk right now?

2. Is there a trigger you have been protecting (keeping the number, keeping the route, keeping the 'just in case')? What keeps you holding it?

3. What 'ways of escape' have actually worked for you, even once?

4. Who needs to know your top trigger so they can help you guard it?

Session 5 — Skill Practice

Each participant builds a Top-5 Trigger Map in their workbook: trigger, risk rating 1–10, the way of escape in one sentence, and the person who will hold them to it. Volunteers share one row. Facilitator checks that every escape is concrete — 'call Marcus and go to the house meeting' passes; 'try harder' does not.

My Top-5 Trigger Map is the table below. Every way of escape must be concrete — a person, a place, an action.

Trigger	Risk (1–10)	My way of escape (one sentence)	Person who will hold me to it

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Run the experiment: choose your highest-rated avoidable trigger and avoid it all week by design (route, contact, or cash plan). Log any moment the internal triggers fire and what you did. Report the data next session.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Session 6: Riding the Wave: Cravings Have a Beginning, a Middle, and an End

PHASE 1 — FOUNDATION: SURRENDER AND STABILIZATION (WEEKS 1–2) · WEEK 2 — UNDERSTANDING THE BATTLE

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 6 handout (Craving Ladder) — in the Handouts Packet.

What we're learning

A craving feels like it will last forever while it is rising. It will not. A craving is like a wave: it builds, it peaks, and then — whether we feed it or not — it comes down. Our job is not to argue with the peak. Our job is to buy the minutes until the peak passes. We do that with delay, distance, people, and our craving ladder. In this session we practice riding the wave and we build a craving ladder: a written plan for what to do as a craving climbs.

- Minutes, not forever The decision is never 'never use again' in a craving moment; it is 'not in the next 15 minutes — and then we will see.' Stacking those decisions is how days are built.
- The body first Cold water, movement, food, a walk, a shower — physical state changes move craving faster than arguments do. Week 2 builds the daily version of this.
- Tell somebody at the rise, not the fall A craving reported at a 4 is a conversation; reported at a 10 it is an emergency. Early honesty is the skill.

Goals for this session

☐ I can describe craving as a wave that rises, peaks, and falls rather than a state that only use can end

☐ I can demonstrate two in-the-moment skills — urge surfing/delay and the 3-call rule

☐ I can set a personal craving rating and response for scores of 4, 7, and 10

Check-in

How long do you believe a craving lasts if you do not feed it — and what has your own experience actually shown?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. What is your earliest body signal that a craving is building?

2. What has helped a craving pass in the past, even partially?

3. Who are your three calls — by name? If you cannot name three people yet, who in this room or program could become one?

4. What do you usually tell yourself at the peak, and what truer sentence could answer it?

Session 6 — Skill Practice

Practice in the room: facilitator leads a 3-minute urge-surfing exercise using a mild current urge or a remembered one at low intensity — breathe, locate it in the body, rate it, watch it for 90 seconds, re-rate it aloud in pairs. Then everyone writes their Craving Ladder in their workbook: at 4 I will ____; at 7 I will ____; at 10 I will ____ and go to ____.

My Craving Ladder — At 4 out of 10, I will:

At 7 out of 10, I will:

At 10 out of 10, I will (and I will call):

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ This week, log every craving of 5 or above: time, trigger, peak rating, what you did, and how long until it fell by half. Bring the log — it becomes raw material for your relapse-prevention work in Week 6.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Session 7: A Day That Holds You: Structure, Sleep, and HALT

PHASE 1 — FOUNDATION: SURRENDER AND STABILIZATION (WEEKS 1–2) · WEEK 2 — STABILIZATION

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 7 handout (Daily Anchors & HALT Check) — in the Handouts Packet.

What we're learning

In addiction, the substance set the schedule: get it, use it, recover, repeat. Take it away and the day is empty — and empty time is where craving grows. A strong day has anchors: a set wake time, real meals, program and work, time with recovery people, and protected sleep. We also learn HALT: never let yourself get too Hungry, Angry, Lonely, or Tired. Those four states make every urge louder, and every one of them can be planned for.

- Anchors before ambitions Fix wake time, meals, and bedtime first. A modest schedule kept beats an impressive schedule abandoned by Thursday.
- HALT before crisis Most 'sudden' cravings are a HALT state that went unnamed for hours. The check takes twenty seconds; the rescue takes days.
- Guard the dangerous hours Every person has them — after dinner, after a shift, Sunday afternoons. Dangerous hours get a plan and a person, in advance.
- Rest is a plan, not a prize In this program, sleep and regular rest are part of the recovery plan, written down like any other commitment — not a reward saved for when everything else is finished.

Goals for this session

☐ I can explain HALT — Hungry, Angry, Lonely, Tired — as a daily self-check

☐ I can build a realistic daily schedule with anchors for waking, meals, program, work or service, connection, and sleep

☐ I can identify my two most dangerous unstructured hours

Check-in

What does your day actually look like right now, hour by hour — and where does it tend to come apart?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which HALT letter catches you most often?

2. What is your current sleep actually like, and what steals it?

3. Which hours of your week are unstructured and risky — and what could fill them that you would genuinely do?

4. What is one anchor you are willing to fix for the next seven days, no exceptions?

Session 7 — Skill Practice

In pairs, participants draft tomorrow's schedule on the Daily Anchors worksheet — wake, three meals, program/work/service blocks, one connection, one rest or enjoyable sober activity, bedtime — then exchange and stress-test each other's day: 'Where will this break? What is the backup?' Each person then names their fixed anchor for the week aloud.

My fixed anchor for this week (the one part of my day that will not move):

Where my day is most likely to break — and my backup:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Keep the fixed anchor for seven days and run a HALT check three times a day, logging it in your workbook (time, letter, action taken). Bring the log to Session 8.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.



Session 8: My Crisis and Safety Plan: Written Before I Need It

PHASE 1 — FOUNDATION: SURRENDER AND STABILIZATION (WEEKS 1–2) · WEEK 2 — STABILIZATION

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handouts for this session: the Session 8 handout (My Personal Crisis & Safety Plan) and its companion handout (If You're in Crisis) — in the Handouts Packet.

Before your first group, a licensed counselor completed your assessment, safety plan, and treatment plan. This session reviews and rehearses that plan. It does not replace it, and the facilitator does not read your clinical detail.

The governing copy of your plan is the plan completed with your licensed counselor before your first group. The copies in this workbook, in Appendix A, and in the Session 8 handout are working copies for review and rehearsal — keep them current, and change any step only with your counselor.

Completeness check (without reading clinical detail): cover the written content, confirm in your own words that each step is answered, and ask the facilitator to initial the cover check. The facilitator does not read your clinical detail.

What we're learning

A crisis plan is a plan made while you are calm, so it can help you when you are not. It has six steps, in order: my warning signs; things I can do on my own to steady myself; people and places that ground me; people I can ask for direct help; professionals and crisis lines; and how I will make my surroundings safer. Today you will review, use, and rehearse the plan a licensed counselor completed with you before your first group — checking every section, saying the steps in your own words, and making sure it is findable and current. If you are ever in crisis, call or text 988 (Suicide and Crisis Lifeline, 24 hours) or call 911 in an emergency.

- Written beats remembered Crisis narrows thinking to almost nothing. The plan thinks for us because we already did the thinking today.

- Steps in order, help early Most crises resolve at steps one to four. Reaching for people at step three is strength — the emergency lines exist for when the earlier steps are not holding.
- Safer environment is an act of love Removing or distancing means of harm — and handing a house key, medication concern, or substance access to a trusted person — is something we do for our future selves while we are strong.
- The plan is alive After any crisis, we review the plan within days: what worked, what failed, what changes. A plan that failed and got revised is more trustworthy, not less. Change any step only with your counselor.

Goals for this session

☐ I can review every section of the Personal Crisis / Safety Plan (Appendix A) and rehearse using it

☐ I can name warning signs in my own words and at least three people and one professional resource I will contact One person counts. An empty line gets a dated plan to fill it — an empty line is not a failure.

☐ I can state the difference between a hard day plan and an emergency response

Check-in

Think of your last crisis before you came here. In the first hour, what did you actually do — and what do you wish had been within reach?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. What are your personal warning signs — the thoughts, feelings, or behaviors that tell you a storm is coming?

2. Who steadies you just by being around them, even without talking about the problem?

3. Is there anything in your current environment that should be moved, stored, or handed off to make you safer? What is stopping that from happening today?

4. How will you make sure this plan is findable at 2 a.m.?

Session 8 — Skill Practice

In pairs, review your plan and rehearse one step aloud in your own words; the facilitator initials the cover check only, without reading clinical detail. Save the three people and the professional contact in your phone. Keep the paper face-down except the step being reviewed. Phones come out (the one exception to the phone rule) to save the contacts. Rehearse in general words only.

Copy the plan the counselor completed with you into the form below as homework, or as a first-group task, with the counselor copy in hand, section by section. Keep the paper face-down except the step being copied. Change any step only with your counselor. Rehearse in general words only. If your plan is not confirmed, tell the facilitator in this session; the facilitator connects you to the counselor the same day, and you stay in group. Nobody is asked to build a plan for the first time, and nobody is graded on a plan.

Copy your Personal Crisis / Safety Plan below, as homework or as a first-group task, from the plan completed with your licensed counselor. This is a working copy of the same plan as the final pages of this workbook — keep all working copies current, and change any step only with your counselor. Bring the plan the counselor completed with you — the counselor copy will be in the room.

New here? In your first group or two, your facilitator confirms your plan is in place, gives you crisis contacts, and reviews the plan with you inside the group. You do not wait for Session 8 to have a plan.

Name: _____ Date the counselor plan was completed: _____ Review date: _____

Step 1 — My warning signs

Thoughts, feelings, and behaviors that tell me a crisis is building:

Step 2 — Things I can do on my own to steady myself (volume knobs, grounding, movement):

Step 3 — People and places that ground me

Social contact — no problem-solving required. Person/place + phone:

Step 4 — People I can ask for direct help

Name + phone:

Step 5 — Professionals and crisis resources

- Suicide and Crisis Lifeline (U.S.): call or text 988 — 24 hours
- Emergency: 911
- My counselor / care coordinator: _____ Phone: _____
- Program / house contact: _____ Phone: _____
- My prescriber / clinic: _____ Phone: _____

Step 6 — Making my environment safer

Substances, means of harm, access — what I will move, store, or hand to a trusted person:

My reason for living, in my own words:

Signature: _____ Staff initials (cover check only — does not read clinical detail): _____

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Put your plan where you will find it and tell your three people they are on it — that conversation is the homework. Review the plan once this week on a calm day, and change any step only with your counselor.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 9: Safe Community: Nobody Recovers Alone

Phase 1 — Foundation: Surrender and Stabilization (Weeks 1–2) · Week 2 — Stabilization

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 9 handout (My Support Map) — in the Handouts Packet.

What we're learning

Addiction pulls us away from people. We hide, we use alone, and alone becomes normal. Recovery works the other way. We build a small, steady web of people on purpose: a coach or counselor, peers in this program, recovery meetings, a support community you choose, and family where it is safe. When one person falls, the others lift them up. Nobody in this program has to recover alone — and nobody has to lift alone either.

- Build before the fall Crisis is the worst time to exchange phone numbers. Every plan in this curriculum assumes people already in place.
- Small and reliable beats large and vague Three people who answer beat thirty acquaintances who inspire. We build depth first.
- You are also a lifter Even in Week 2, participants have something to give — a ride, a check-in text, a seat saved. Being needed is itself protective against relapse.
- Community is not a performance Connecting to a community (Session 34 builds the plan) starts with showing up as we are; the communities in this work expect people in process.

The Session 4 handout (Medication Support — MAT Facts) is the program's medication facts sheet: ask your facilitator for it, and take medication questions to your prescriber. Alcohol-use medications (naltrexone/acamprosate) are prescriber decisions, like all medication decisions in this program.

- Many pathways, real choices — Recovery communities include 12-step meetings and non-12-step and secular options — SMART Recovery, LifeRing, Women for Sobriety, and secular meetings — all real choices. Your plan in Session 34 names the communities you will actually attend.

Goals for this session

☐ I can map my current relationships into supportive, neutral, and risky

☐ I can explain what makes a recovery relationship safe — honesty, availability, shared direction

☐ I can commit to two specific community connections for the coming week

Check-in

Who lifted you the last time you fell — and who in your life right now would you actually call at your worst moment?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Who is on your map in each circle — supportive, neutral, risky — and does the map surprise you?

2. What has kept you from accepting community in the past: shame, pride, bad experiences, fear of owing anyone?

3. What makes you feel safe enough to be honest with someone?

4. Which two connections will you make this week, and exactly when?

Session 9 — Skill Practice

Participants draw their three-circle map in workbooks. Then a structured exchange: in pairs, each person offers one specific, low-cost way they can be a lifter this week (morning text, walk partner, meeting ride) and schedules it.

One specific way I can be a "lifter" for someone else this week:

My two connections — who, when, and how I will reach them:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Make your two connections. At least one must happen before the next session. Write who, when, and how it went in your workbook — including if it fell through and what you did instead.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Phase 1 Check-In

Phase 1 — Foundation: Surrender and Stabilization (Weeks 1–2)

Two weeks in, and you are still standing. Name what held. That ground is yours now.

Do not grade the fight. Report it honestly — where you held, where you got hit, and what you need for the next round. Honest is how warriors do an after-action review.

Where I was when this phase began:

Where I am now:

The fight in this phase — where I held, and where I got hit:

What I still need:

My phase progress — honest self-check

Phase completion in this program means: I attended at least 8 of this phase's 9 sessions (or made them up with my facilitator), my phase product is complete, and I can state the phase's core skill in my own words. Sessions and homework from before a participant entered do not count as outstanding. The phase count runs from the sessions you attend after entry: attend at least 8 of 9 sessions in Phases 1–4, or at least 22 of 24 in Phase 5, counting attended sessions plus facilitator-assigned makeups (attending the session in a later rotation or completing the facilitator-assigned equivalent), with any remaining gap carried in a completion plan set with the Program Director — never exclusion.

- ☐ Session 1: Surrender Is Not Giving Up — attended ☐ / made up ☐
- ☐ Session 2: Honesty: Naming What Is True — attended ☐ / made up ☐
- ☐ Session 3: Two Ways of Being Lost — attended ☐ / made up ☐
- ☐ Session 4: The Addiction Cycle — attended ☐ / made up ☐
- ☐ Session 5: Triggers: People, Places, Things, and Feelings — attended ☐ / made up ☐
- ☐ Session 6: Riding the Wave: Cravings Have a Beginning, a Middle, and an End — attended ☐ / made up ☐
- ☐ Session 7: A Day That Holds You: Structure, Sleep, and HALT — attended ☐ / made up ☐
- ☐ Session 8: My Crisis and Safety Plan: Written Before I Need It — attended ☐ / made up ☐
- ☐ Session 9: Safe Community: Nobody Recovers Alone — attended ☐ / made up ☐
- ☐ Phase product complete: My completed Personal Crisis / Safety Plan (Session 8)

The core skill of this phase, in my own words:

Program wording: steadying myself and asking for help early, using my Crisis and Safety Plan. Now say it your way:

One thing I am grateful for at the end of this phase:

One thing I am asking for help with in the next phase:

Phase 2 — Healing: Mind, Heart, and Past (Weeks 2–4)

Facing the past is combat nobody sees. No crowd. No credit. You are doing it anyway — and that is where the healing fight is won.



Session 10: Renewing the Mind: How Thoughts Drive Feelings and Actions

Phase 2 — Healing: Mind, Heart, and Past (Weeks 2–4) · Week 2 — A Renewed Mind

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 10 handout (Catch the Thought) — in the Handouts Packet.

What we're learning

Between something that happens and how we react, there is a thought — often so fast we do not notice it. Two people can get the same short text from a family member. One hears rejection and spirals. The other hears a busy day and moves on. The event was the same. The thought did the damage — or the good. When we slow down and catch the thought, we gain a choice we did not know we had.

- Thoughts are not facts A thought is a mental event — sometimes accurate, sometimes a habit, sometimes a lie with a familiar voice. Seeing it as a thought is the first freedom.
- Speed is the problem Automatic thoughts fire in under a second. Writing the sequence down (next session's record) is how we slow it to a speed we can work with.
- Test thoughts against what is true Renewing the mind means holding thoughts up against what is true — the evidence of our own lives and the counsel of safe people — not against our worst mood.
- Small repetitions rewire Catching one thought a day, honestly, does more than a single dramatic insight. This is a daily discipline because it works like one — small, repeated, and honest.

Goals for this session

☐ I can explain the CBT core link — situation, thought, feeling, behavior — with a recovery example

☐ I can catch one automatic thought from my own week

☐ I can describe 'renewing the mind' as a daily practice, not a one-time event

Check-in

Describe a recent moment your mood crashed or craving spiked. What ran through your mind in the ten seconds before it turned?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Walk the group through an example: what thought sits between 'my call went to voicemail' and three different reactions?

2. Which automatic thought visits you most — about yourself, about others, or about the future?

3. When has a thought turned out to be flatly wrong about someone's intentions toward you?

4. What truth — from your own history and experience — do you most need your mind renewed toward?

Session 10 — Skill Practice

Facilitator works one volunteer example live on the whiteboard in four columns (Situation / Thought / Feeling / Behavior), thinking aloud. Then pairs repeat the exercise with a mild, recent example of their own — low-stakes on purpose; this is reps, not surgery. Each pair reports only the thought they caught, in one sentence.

Work one real, small example in the four columns of the table below: Situation / Thought / Feeling / Behavior.

Situation (facts only)	Thought	Feeling	Behavior

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Catch and write one sequence a day for five days — situation, thought, feeling, behavior — in your workbook. Keep them small and ordinary. We build Thought Records from these next session.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 11: The Thought Record: Putting a Thought on Trial

PHASE 2 — HEALING: MIND, HEART, AND PAST (WEEKS 2–4) · WEEK 3 — A RENEWED MIND

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 11 handout (Thought Record) — in the Handouts Packet.

What we're learning

The Thought Record is a worksheet that puts a thought on trial — on paper, where it cannot keep changing shape. We write the situation, the exact thought, and how much we believe it (0–100). We list the feelings. Then we write the evidence for the thought and the evidence against it, fairly, like a judge. Last, we write a balanced thought: a truer sentence that keeps what is true and drops the false verdict. Then we rate the thought and feelings again and watch the numbers move.

- Rate it, don't debate it Numbers expose movement. A thought that drops from 90 to 55 has not vanished — and the feeling usually follows it down. That is progress worth seeing.
- Evidence is specific 'I'm a terrible parent' meets evidence like a kept visit, a child-support payment, a call returned — concrete entries, not vibes, on both sides of the ledger.
- Keep the true piece Many painful thoughts guard something real (a harm done, a consequence unfolding). The balanced thought owns the true piece and refuses the false verdict built on top of it.
- Written for the next storm Records go in the workbook where a craving or a 3 a.m. spiral can find them. We are writing letters to our future selves.

Goals for this session

- ☐ I can complete a full Thought Record (Appendix B) on a real, moderate thought
- ☐ I can use evidence for and against a thought rather than arguing from feeling
- ☐ I can write a balanced replacement thought I actually believe

Check-in

What is the harshest sentence your mind regularly pronounces on you — stated as plainly as you hear it?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which column was hardest — evidence for, or evidence against? What does that tell you?

2. Did your feeling move when the number moved? By how much?

3. What is the difference between a balanced thought and just 'being positive'?

4. Whose voice does your harshest automatic thought sound like — and does knowing that change its authority?

Session 11 — Skill Practice

Guided completion: facilitator picks a common, moderate example ('I blew that meeting, everyone saw I'm not serious') and the whole group builds one record together on the whiteboard. Then each participant completes Appendix B on their own thought from this week's sequences, with facilitator circulating. Volunteers share only their balanced thought aloud.

Complete the full Thought Record in the table below. Go one column at a time, and rate honestly — numbers show movement.

Column	Write here
1. Situation	What happened? Where, when, who? (facts only)
2. Automatic thought	The exact sentence in my head — and how much I believe it (0–100%): _____%
3. Feelings	Name them and rate intensity (0–100):
4. Evidence FOR the thought	Specific facts that support part of it:
5. Evidence AGAINST it	Specific facts, history, and what a fair witness would say:
6. Balanced thought	A truer sentence that keeps the true piece and drops the false verdict — belief rating: _____%
7. Re-rate	Original thought now: _____% Feelings now: Next right action:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Complete two more Thought Records this week on real thoughts as they occur. Bring the one that surprised you most to Session 12.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 12: Lies I Believe: About Myself, About Support, About Recovery

Phase 2 — Healing: Mind, Heart, and Past (Weeks 2–4) · Week 3 — A Renewed Mind

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 12 handout (The Lie, the Cost, and the Truth) — in the Handouts Packet.

What we're learning

Some thoughts are not just weather. They are deep lies we treat as truth about who we are. They cluster in three families. Lies about myself: I am my worst act; I am too far gone; needing help means I am weak. Lies about the people and supports around me: everyone has given up on me; asking for help only burdens people; no one can be trusted with the truth. Lies about recovery: people like me do not make it; needing medication means I am not really in recovery; one slip erases everything. This session names the loudest lie, looks at where it came from and what it costs, and answers it with a written truth statement we can carry and use.

- Name it to tame its authority A lie operating as background 'common sense' rules us. The same lie written on paper, labeled a lie, loses its disguise.
- Origin brings compassion Many lies were a child's or a desperate person's best explanation at the time. We can honor why it formed and still retire it.
- Truth must be specific A general slogan bounces off a deep lie; a specific, true sentence has somewhere to land. Pair every truth statement with one real event from your own life — evidence you can point to, not just words you hope are true.
- A written answer, ready at the door The lie will visit again. The question is whether it finds a written answer, a person to call, and a mind that recognizes it at the door.

Headline level only in this room: name the topic in a few words, not the details. Details belong with a counselor. You may pass at any time without explaining yourself. If anything in this session needs a counselor, your facilitator will connect you warmly the same day — asking is a success, not a failure.

Goals for this session

☐ I can sort common recovery lies into three families — myself, support, recovery

☐ I can trace one personal lie to its origin and its current cost

☐ I can write a truth statement, anchored in a specific real event from my own life, for my most costly lie

Check-in

Finish the sentence your addiction most wants you to believe: 'Someone like me can never _____.'

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which family — myself, support, or recovery — holds your most expensive lie?

2. Where did you first learn it, and who benefited from you believing it?

3. What has believing it cost you in the last year, concretely?

4. What specific evidence from your own life most directly contradicts it — and what stops you from trusting that evidence?

Session 12 — Skill Practice

Counsel-room exercise in pairs: each person states their lie, its origin at headline level only — a few words, not the details, its cost in one, and reads their written truth statement aloud twice — once to their partner, once as if to themselves in the mirror. Partners respond only: 'I believe that truth about you because _____,' with a specific observation. Facilitator keeps example truth statements on the whiteboard for those who get stuck.

Counsel-room = you and one partner, taking turns, no audience.

The lie I believe most often:

Where it came from (headline level only — a few words):

What it costs me (one sentence):

My truth statement (write it, carry it, read it aloud):

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Carry your truth statement where the lie usually speaks (workbook cover, phone note). Each time you catch the lie this week, read the statement aloud and log it: date, lie, truth read, belief rating before and after.

Belief rating = 0–10, how much you believe the lie right now, before and after reading the truth statement. Example: date _____, lie 'I am my worst act,' truth read, belief 8 before, 5 after.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Session 13: Guilt Says I Did Bad. Shame Says I Am Bad.

PHASE 2 — HEALING: MIND, HEART, AND PAST (WEEKS 2–4) · WEEK 3 — SHAME, GUILT, AND GRACE

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 13 handout (Translating Shame into Guilt) — in the Handouts Packet.

What we're learning

Guilt and shame feel alike, but they work in opposite directions. Guilt is about a behavior: "I did something bad." Its healthy job is repair — it points to something specific that can be confessed, owned, and made right where we can. Shame is about identity: "I am bad." Shame does not lead to repair. It leads to hiding, and hiding leads back to use. This session teaches us to translate "I am …" sentences into true, specific, workable ones.

- Specific is workable, global is not 'I missed Tuesday's visit' can be repaired. 'I'm a terrible father' can only be hidden from or numbed. We translate global verdicts into specific behaviors wherever they appear.
- Shame needs secrecy; honesty needs light Whatever stays hidden keeps its power. Paced honesty with safe people (Week 1) is shame's direct antidote.
- Specific beats global A specific, present-tense observation about a behavior — with a path back — can guide change. A global verdict about who you are offers no path at all. Learning to tell them apart is a survival skill.
- Worth is settled, growth is ongoing Participants are not on probation for their personhood here. Behavior has consequences and repair is real work — and none of it is the price of belonging.

Goals for this session

☐ I can distinguish guilt (about behavior, can lead to repair) from shame (about identity, leads to hiding and use)

☐ I can trace my personal shame cycle — trigger, hiding, use, more shame

☐ I can describe how separating behavior from identity answers shame without excusing behavior

Check-in

When you have done something you regret, which voice comes first: 'I did a bad thing' — or 'I am a bad person'?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Where did you first learn shame as the response to failure — home, school, the street?

2. What does shame make you do in the first hour after it hits?

3. Is there a specific guilt you are carrying that is actually pointing at a repair you could make? (Sessions in Week 5 will prepare it — no rushing today.)

4. What would change about how you talk to yourself after a bad day if you judged the behavior, not your identity?

Session 13 — Skill Practice

In pairs, participants take one global shame sentence ('I am _____') and translate it together into guilt's specific, workable form ('I did _____; the impact was _____; a repair step could be _____') — or, if no behavior of theirs is involved (shame absorbed from others' actions), into its true form ('That was done to me; it describes an event, not my worth'). Share translations, not the original stories, with the group.

My "I am …" shame sentence:

Translated — "I did …; the impact was …; a repair step could be …" — or, if it was done to me: "That was done to me; it describes an event, not who I am."

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ This week, run the translation every time you catch a global verdict: write the 'I am' sentence, then the specific or corrected sentence beside it. Bring your best translation to Session 14.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 14: Receiving Forgiveness: Letting the Verdict Land

PHASE 2 — HEALING: MIND, HEART, AND PAST (WEEKS 2–4) · WEEK 3 — SHAME, GUILT, AND GRACE

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 14 handout (Receiving Forgiveness) — in the Handouts Packet.

What we're learning

Many of us believe other people can be forgiven — we just cannot believe we can. We keep re-trying our own case in our minds, as if feeling bad enough will pay the debt. But a debt that has been settled does not get more settled by suffering, and a harm that has been faced honestly does not need a nightly retrial. This session is about letting that land: naming the case we keep re-trying, stating the facts plainly, and practicing a concrete way to receive a settled outcome each day this week. This session names the five steps of the REACH forgiveness workbook — Recall, Empathize, Altruistic gift, Commit, Hold on — as the steps for decisional forgiveness practiced here.

- Settled is a fact before it is a feeling Building on feeling means a bad morning can reopen the case by lunch. We build on the facts instead: what was owned, what was repaired or is being repaired, and what people further along can confirm from their own experience.
- Self-punishment is not humility Refusing to accept a settled outcome does not repair anything. It keeps us at the center of the story and stuck in place. Owning behavior honestly — and then moving — is the work.
- Honest naming stays in the toolkit Naming specific actions, specifically and honestly, stays useful all through recovery — as maintenance and repair, not as a way to re-earn a settled outcome.
- Received people become safer people A person no longer defending their worth can finally listen to those they harmed (Week 5) without collapsing or counterattacking.

Goals for this session

☐ I can describe the difference between knowing about forgiveness and receiving it

☐ I can identify my personal forgiveness-blocker — self-punishment, disbelief, fear of presuming, or an unsettled debt

☐ I can practice a spoken response of reception (not a request for feelings)

Check-in

If the case were actually settled, why do you think you keep putting yourself back on trial?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which blocker is yours — and where did you learn it?

2. Who in your life has modeled actually believing they are forgiven? What looks different about them?

3. If you stopped re-trying your case every night, what would you do with that energy?

4. What scares you about being fully forgiven — honestly?

Session 14 — Skill Practice

Facilitator leads a short written exercise: 'The case I keep re-trying is _____. The facts I have faced and the repair I have made or am making are _____. Today I practice receiving that by _____ (a concrete act: telling my coach, putting the written statement in my workbook cover, doing the next right thing on my plan).' Volunteers read only the second and third blanks aloud.

The case I keep re-trying is:

The facts I have faced, and the repair I have made or am making, are:

Today I receive it by (one concrete act):

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ This week, practice the reception act you named, daily. Each time the old case reopens in your mind, say the verdict sentence aloud once and log it. Notice — without judging — how many times a day the trial tries to reconvene.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Session 15: Self-Compassion Is a Skill, Not a Surrender

Phase 2 — Healing: Mind, Heart, and Past (Weeks 2–4) · Week 3 — Shame, Guilt, and Grace

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 15 handout (The Self-Compassion Rewrite) — in the Handouts Packet.

What we're learning

Beating yourself up is not motivation. Contempt feels strong, but it works like a trigger — it makes the despair that use promises to fix. People who meet their own failure with steadiness get back up faster. Self-compassion is a skill with steps: name the struggle honestly, remember struggle is part of being human, own the real behavior without excuses, name the next right step, and hold on to a true statement about who you are.

- Firm and warm, both The voice we are building says: 'That was wrong, it mattered, here is the repair — and you are still mine, still in this, still getting up.' Either half alone fails.
- Compare the fruits Ask the empirical question without flinching: has self-hatred ever once produced lasting change in your life? The record usually answers the session by itself.
- Compassion is contagious in a house How participants speak to themselves becomes how they speak to each other at 11 p.m. This skill is community infrastructure.
- Tone is a skill we borrow We practice speaking to ourselves the way a fair, steady person would — the pattern is set by practice and by the people around us, not by self-attack.

Goals for this session

☐ I can define self-compassion in three parts — self-kindness, common humanity, honest awareness

☐ I can catch and rewrite one self-attacking statement using the session's frame

☐ I can explain why self-compassion protects recovery better than self-contempt

Check-in

Say out loud the tone your inner voice uses after a failure. Would you speak to a friend in recovery that way? To a child?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. When has someone's compassion toward you — when you expected contempt — changed what you did next?

2. Which of the three parts is hardest for you: kindness, common humanity, or honest awareness? Why?

3. What do you fear would happen if you stopped beating yourself up — do you secretly believe the contempt is what keeps you sober?

4. Rewrite aloud: take 'I ruined everything again' and give it the firm-and-warm treatment.

Session 15 — Skill Practice

In trios, the Self-Compassion Rewrite: each person writes their most common self-attack, then rewrites it using the frame — 'This is a moment of struggle. Struggle is part of being human and in recovery. I did _____ (honest behavior). The next right step is _____. And I am still _____ (true identity statement).' Partners read each other's rewrites back to them, so each person hears their own compassion in another voice.

My most common self-attack, in the words I actually say to myself:

My rewrite: This is a moment of struggle. Struggle is part of being human and in recovery. I did _____ (honest behavior). The next right step is _____. And I am still _____ (true identity statement).

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ This week, catch one self-attack per day and write the rewrite. Bring the rewrite that was hardest to believe to Session 16.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 16: Pain and Use: Understanding the Connection Safely

PHASE 2 — HEALING: MIND, HEART, AND PAST (WEEKS 2–4) · WEEK 4 — PAIN, TRAUMA, AND LAMENT

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 16 handout (Grounding Card: 5-4-3-2-1) — in the Handouts Packet.

What we're learning

Many of us used substances to turn the volume down on pain — memories, loss, fear, or a body and mind that would not rest. The substance seemed to solve a problem, but at a terrible cost. Naming that link, safely and without forced stories, helps us find better volume knobs: grounding, movement, cold water, music, and people. Today we practice the 5-4-3-2-1 grounding exercise so it is ready before we need it. Heavy things that come up belong with your coach or counselor — telling them is part of the work.

- Understanding is not excavating Knowing that pain and use are connected guides today's choices. Re-living the pain in a circle of peers risks harm to the teller and the listeners, and helps neither.
- The body keeps the score in the present What we can work on here is today's responses — startle, shutdown, rage spikes, numbness — with grounding, structure, and support. Clinical treatment for the roots is available by referral, and taking it is strength.
- Safety is a treatment ingredient Predictability, choice, no forced disclosure, and facilitators who do what they said they would do — this room's design is itself part of the healing.

Headline level only in this room: name the topic in a few words, not the details. Details belong with a counselor. You may pass at any time without explaining yourself. If anything in this session needs a counselor, your facilitator will connect you warmly the same day — asking is a success, not a failure.

Goals for this session

☐ I can explain, at headline level, how trauma and chronic stress can drive substance use as self-medication

☐ I can state the group's trauma-informed ground rules and why detail stays out of this room

☐ I can identify one present-day stress response I can work on with present-day tools

Check-in

Without telling any story: on a scale of 1–10, how much of your using do you now believe was about numbing or escaping something?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. How does it change your self-story to hear use described as coping — without removing responsibility?

2. What are your present-day volume knobs besides substances — what actually turns your stress down, even a little?

3. What makes a room or a person feel safe to you? How can this group protect that?

4. Is there a referral — counseling, medical, veterans' services — you have been avoiding that this session brings to mind? (Naming the category only is enough.)

Session 16 — Skill Practice

Grounding practice, taught as a tool for any overwhelmed moment: 5-4-3-2-1 senses exercise led slowly by the facilitator (five things seen, four heard, three felt, two smelled, one tasted), followed by a round where each participant names their most reliable present-day 'volume knob' — walk, cold water, music, a person — and writes it into their Crisis Plan as a step-two strategy. Change any step only with your counselor.

My most reliable present-day "volume knob" (walk, cold water, music, a person — name yours):

My 5-4-3-2-1: 5 things I see / 4 I hear / 3 I feel / 2 I smell / 1 I taste (practice it here once, on a calm day):

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Add your volume knob to your Safety Plan this week. Change any step only with your counselor. Practice 5-4-3-2-1 once on a calm day so it is familiar before you need it. If this session stirred anything heavy, tell your coach or counselor this week — that conversation is the homework's most important form.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 17: Honest Expression: Four Movements

Phase 2 — Healing: Mind, Heart, and Past (Weeks 2–4) · Week 4 — Pain, Trauma, and Lament

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 17 handout (Honest Expression: Four Movements) — in the Handouts Packet.

What we're learning

There is a structured way to put honest pain into words without cleaning it up first. The word lament, as used here, means structured, honest expression of pain — saying what is wrong, asking for what you need, and naming what you will hold onto and do next. It is not complaining and quitting, and it is not pretending to be fine. It is bringing pain to the page, and to safe people, instead of to the substance. In this session we practice the form and write our own short piece with four movements: turn toward support; name it plainly; ask for what you need; choose your anchor.

- Honest complaint is not quitting Naming what is wrong, out loud and in writing, is part of facing it. The alternative most of us practiced was silence — and honesty only with the dealer, the bottle, or the void.
- Feelings are data 'How long can this go on?' is a feeling turned into a sentence. Naming pain precisely is what keeps it from leaking out as rage, relapse, or shutdown.
- The anchor is a decision rehearsed The anchor — "here is what I am choosing to stand on" — is not the pain disappearing; it is choosing your anchor while it still hurts. We practice the turn so it is there at 3 a.m.
- Honest expression makes room for other people's pain A person who can name pain honestly does not have to fix, flee, or judge someone else's grief — a skill Session 18 and every family relationship ahead will need.

Headline level only in this room: name the topic in a few words, not the details. Details belong with a counselor. You may pass at any time without explaining yourself. If anything in this session needs a counselor, your facilitator will connect you warmly the same day — asking is a success, not a failure.

Goals for this session

☐ I can define structured, honest expression of pain as a skill that moves from naming the pain to a chosen next step, without skipping either

☐ I can identify the four movements used in this session — turn toward support, name it plainly, ask for what you need, choose your anchor

☐ I can write a short personal piece using the four movements

Check-in

What have you been taught — by family, by experience, or by the street — about whether it is acceptable to say out loud that you are angry, hurt, or feel forgotten?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. What complaint have you never said out loud? (Share only if you choose — writing it counts fully today.)

2. Which movement is easiest for you, and which do you skip?

3. When has putting pain into words — yours, or a song or piece of writing you heard — carried you through a night?

4. How is this honest expression different from both venting and 'staying positive'?

My Honest Expression

Use the four movements. Write it in your own words. You may read it to a partner if you choose; passing is honored without comment.

I am turning toward my supports with this:

Here is what is wrong:

Here is what I am asking for:

Here is what I am choosing to stand on:

Session 17 — Skill Practice

Guided writing (10 minutes, quiet): participants write their own short piece on the workbook page using the four headings — I am turning toward my supports with this; here is what is wrong; here is what I am asking for; here is what I am choosing to stand on. Facilitator writes alongside the group. Writing 10 minutes, quiet. No whole-room readings in this session; volunteers may read to a partner in the last 2 minutes, or save readings for the Saturday recap. Passing is honored without comment.

Write yours under the session headings below. There is a full writing page after the discussion questions.

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ This week, read your written piece once a day — out loud if you can. Do not edit it as feelings change; add a dated line instead, and watch whether the anchor movement — what you are choosing to stand on — gets stronger.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 18: Grief, Loss, and Letting Go with Boundaries

Phase 2 — Healing: Mind, Heart, and Past (Weeks 2–4) · Week 4 — Pain, Trauma, and Lament

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 18 handout (Losses, Honors, and One Boundary) — in the Handouts Packet.

What we're learning

Recovery holds many losses: people who died, years that will not come back, custody, work, health — and even the substance and the life around it, which for a while felt like a friend. Grief that is never named does not disappear. It leaks out as anger, numbness, or relapse. This session names our losses, finds honest ways to honor them, and practices grief-protecting boundaries — kind, clear sentences that protect our healing without cutting people off in anger.

- Mourning the substance is honest, not disloyal We can grieve what it gave us (relief, belonging, quiet) while refusing what it took. Both truths in one sentence is emotional adulthood, and it ends the secret romance that fuels relapse.
- Waves, not stages Expect grief to ambush ordinary days. A wave is not a setback and not a sign of weak recovery; it is love and loss doing what they do. Plan for anniversaries the way we plan for triggers.
- Presence over explanations In our own and others' grief, presence beats explanations. This community practices showing up, bringing food, and sitting with people in their grief — not explaining away their pain.
- Boundaries protect the mourner Saying no to a place, a toast, or a conversation is not rejection of the people; it is how the grieving person stays alive to love them longer.

Headline level only in this room: name the topic in a few words, not the details. Details belong with a counselor. You may pass at any time without explaining yourself. If anything in this session needs a counselor, your facilitator will connect you warmly the same day — asking is a success, not a failure.

Goals for this session

☐ I can name the losses carried into recovery — people, years, health, roles, and the substance itself

☐ I can describe grief as a non-linear process with no program deadline

☐ I can set one boundary that protects my grief and recovery in a specific relationship or setting

Check-in

What loss sits underneath your recovery that nobody has ever really asked you about?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which loss is loudest right now — and which one have you never named until today?

2. Have you ever felt guilty for grieving the using life? What does this session do with that guilt?

3. What dates, places, or songs carry your waves — and who knows about them?

4. What boundary would your grief set this month if it could speak?

Session 18 — Skill Practice

Participants write a Losses and Honors list in their workbook: each loss named in one line, beside one way they will honor it in recovery (a visit, a letter not sent, a donation of time, a quiet practice of remembrance, an anniversary plan). Then each person drafts one grief-protecting boundary as a complete, kind sentence they could actually say: 'I love you and I want to be there. I'll come for dinner and leave before the drinking starts, and here's my ride plan.' Pairs rehearse the sentence aloud.

One grief-protecting boundary, as a complete, kind sentence I could actually say:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Have one honoring act this week, however small, and write about the wave if it came. Tell one safe person your boundary sentence before you need to use it.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Phase 2 Check-In

Phase 2 — Healing: Mind, Heart, and Past (Weeks 2–4)

You looked at the hard things and did not run. That is not small. That is the fight, fought honestly.

Do not grade the fight. Report it honestly — where you held, where you got hit, and what you need for the next round. Honest is how warriors do an after-action review.

Where I was when this phase began:

Where I am now:

The fight in this phase — where I held, and where I got hit:

What I still need:

My phase progress — honest self-check

Phase completion in this program means: I attended at least 8 of this phase's 9 sessions (or made them up with my facilitator), my phase product is complete, and I can state the phase's core skill in my own words. Sessions and homework from before a participant entered do not count as outstanding. The phase count runs from the sessions you attend after entry: attend at least 8 of 9 sessions in Phases 1–4, or at least 22 of 24 in Phase 5, counting attended sessions plus facilitator-assigned makeups (attending the session in a later rotation or completing the facilitator-assigned equivalent), with any remaining gap carried in a completion plan set with the Program Director — never exclusion.

- ☐ Session 10: Renewing the Mind: How Thoughts Drive Feelings and Actions — attended ☐ / made up ☐
- ☐ Session 11: The Thought Record: Putting a Thought on Trial — attended ☐ / made up ☐
- ☐ Session 12: Lies I Believe: About Myself, About Support, About Recovery — attended ☐ / made up ☐
- ☐ Session 13: Guilt Says I Did Bad. Shame Says I Am Bad. — attended ☐ / made up ☐
- ☐ Session 14: Receiving Forgiveness: Letting the Verdict Land — attended ☐ / made up ☐
- ☐ Session 15: Self-Compassion Is a Skill, Not a Surrender — attended ☐ / made up ☐
- ☐ Session 16: Pain and Use: Understanding the Connection Safely — attended ☐ / made up ☐
- ☐ Session 17: Honest Expression: Four Movements — attended ☐ / made up ☐
- ☐ Session 18: Grief, Loss, and Letting Go with Boundaries — attended ☐ / made up ☐
- ☐ Phase product complete: At least three completed Thought Records (Sessions 11–12)

The core skill of this phase, in my own words:

Program wording: catching a thought, putting it on trial with a Thought Record, and writing a balanced thought. Now say it your way:

One thing I am grateful for at the end of this phase:

One thing I am asking for help with in the next phase:

Phase 3 — Rebuilding: Relationships and Life (Weeks 4–6)

Warriors rebuild what the war broke. Not all at once, and not by pretending it never happened. One honest repair at a time.



Session 19: Family Systems: The Roles We Played

PHASE 3 — REBUILDING: RELATIONSHIPS AND LIFE (WEEKS 4–6) · WEEK 4 — RELATIONSHIPS REBUILT

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 19 handout (My Family Map) — in the Handouts Packet.

What we're learning

Families organize around addiction the way a body works around an injury: other parts carry extra load until the extra load feels normal. We played roles — the one who shields, the one who over-achieves, the one who gets blamed, the one who disappears, the one who jokes it away. Those roles and rules made sense once. In recovery we can see them clearly, keep what is good, and step out of what harms — one pattern at a time, starting with the ones we can actually influence.

- Roles are adaptations, not identities A role learned to survive a system can be retired when the system changes — including by us, one response at a time.
- The three don'ts run the old house Don't talk, don't trust, don't feel kept addiction safe. This program runs the opposite rules on purpose.
- Change invites counter-change When we stop over-functioning, others may escalate, guilt-trip, or test the old role. Expecting it — and having support for it — keeps us from caving or exploding.
- Children are members, not messengers Whatever the family work ahead, children are never couriers, spies, or judges between adults. Naming that here protects people who are not in the room.

Goals for this session

☐ I can describe how a family adapts around addiction — roles, rules, and unspoken agreements

☐ I can identify the role I played and one role I refuse to resume

☐ I can name one family pattern I can influence and one I cannot control

Check-in

Growing up or in your using years, who handled the crises in your family — and who pretended nothing was wrong?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which role fits you best — and who taught it to you?

2. Which of the three don'ts was strongest in your house?

3. How has your recovery already changed a family pattern, for better or for friction?

4. What is one old-role invitation you can already see coming (a call, a holiday, a favor) — and what is your new response?

Session 19 — Skill Practice

Facilitator draws a simple genogram-style map on the whiteboard with a fictional family and labels roles and rules. Participants then sketch their own family map in workbooks — names, roles, rules — at headline level. In pairs, each person shares one pattern they can influence and one they are releasing to the other adults involved.

One pattern from my family map that I can influence:

One pattern I am releasing to the other adults involved:

Sketch your family map here — names, the role each person played, and the family rules (said or unsaid). Headlines only.

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ This week, notice one moment the old role invites you back. Do not play it. Write what happened, what you did instead, and how it felt an hour later.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 20: Boundaries: Where I End and You Begin

Phase 3 — Rebuilding: Relationships and Life (Weeks 4–6) · Week 4 — Relationships Rebuilt

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 20 handout (My Boundary) — in the Handouts Packet.

What we're learning

A boundary is a property line. It says where I end and you begin. Without lines, we fix, rescue, control, and carry consequences that are not ours, until everyone is worn out. A real boundary states what I will do: "If drinking starts, I will leave and take my ride home." It is not a threat and it is not a way to control the other person. It is short, kind, and true — and every verb in it is mine.

- Boundaries describe my behavior 'I will leave / I will not lend / I will hang up and call tomorrow' — every real boundary ends in an action the speaker controls.
- Consequences are not punishments They are the natural, pre-announced result that makes the boundary real. If I will not actually do it, I do not say it.
- No is a complete sentence, and so is a kind offer Boundaries also say yes on purpose: what I will gladly do, within limits I can sustain without resentment.
- Rest and refusal are part of the pattern People who last in hard work withdraw to rest and say no to some demands — boundaries are not a lack of love; they are how love stays possible without burning out or blowing up.

Goals for this session

☐ I can define a boundary as a property line — what I will do — rather than a wall or an ultimatum aimed at controlling another person

☐ I can sort examples into boundary, request, and manipulation

☐ I can write one boundary in the session's sentence frame with a built-in consequence I control

Check-in

Where in your life right now are you carrying a load that is not yours — and resenting it in silence?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Sort these aloud: 'Don't ever call me drunk again' / 'If you call drunk, I'll end the call and try you tomorrow' — which is a boundary, and why?

2. Where do you most need a line: money, time, body/safety, or recovery protection?

3. What boundary have you set with words and broken with actions? What made you cave?

4. Who models a healthy boundary in your life, and what exactly do they do?

Session 20 — Skill Practice

Boundary-writing workshop: each participant writes one boundary using the frame — 'I love/care about _____. I will _____. I will not _____. If _____ happens, I will _____.' Pairs audit each other's drafts with three checks: Is every verb theirs? Is the consequence real and kind? Is it short enough to say while nervous? Revise in the room.

My boundary: I love/care about _____. I will _____. I will not _____. If _____ happens, I will _____.

Check my draft: Is every verb mine? ☐ Is the consequence real and kind? ☐ Is it short enough to say while nervous? ☐

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Deliver or rehearse your boundary this week if the situation arises naturally — do not manufacture a confrontation. Either way, write the sentence on a card and keep it where you will see it before the relevant call or visit.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 21: Communication That Repairs Instead of Repeats

PHASE 3 — REBUILDING: RELATIONSHIPS AND LIFE (WEEKS 4–6) · WEEK 5 — RELATIONSHIPS REBUILT

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 21 handout (I-Statement & Repair) — in the Handouts Packet.

What we're learning

In addiction, most talks ran on attack, defend, withdraw, or manipulate — fast ways to end discomfort that guarantee the same fight next week. Repair works differently. First, listen to reflect: repeat back what you heard until the speaker says, "that's it." Then speak from your own side: an I-statement about what you felt and saw, plus one specific request. Today we practice speaker and listener in pairs, on a small, real topic, with a timer and clear turns.

- Reflecting is not agreeing You can prove you heard someone — fully — while still disagreeing. Most fights are two people who have not yet been heard trying to be heard louder.
- Criticism vs. complaint A complaint names a behavior and a need; criticism names a character. We convert every criticism into a complaint before it leaves our mouths.
- Flooding is a body signal Racing heart, tunnel thinking, voice rising — past that point, no good words exist. A timed, promised return ('twenty minutes, and I will come back') is a skill, not stonewalling.
- Repair early, repair often Couples and families that last are not conflict-free; they are repair-rich. One genuine attempt, accepted, can save an entire evening.

Goals for this session

☐ I can use the speaker–listener structure: one talks, one reflects, then switch

☐ I can state a complaint as an I-statement with a specific request instead of a character attack

☐ I can demonstrate a repair attempt — a pause, softening, or return — during a tense exchange

Check-in

Think of your last real argument. Who talked most, who listened most — and how did it end: repair, retreat, or explosion?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which old-menu move is yours — attack, defend, withdraw, or maneuver?

2. What does flooding feel like in your body, and how much warning do you get?

3. Who in your life is easiest to really hear? What do they do that helps?

4. What repair sentence could you actually say, in your own voice, mid-fight?

Session 21 — Skill Practice

Main practice (20 minutes, extends into discussion time by design): pairs run two rounds of speaker–listener on a real but moderate topic ('something small that irritates you at home'). Speaker gets three minutes with an I-statement and one specific request; listener only reflects and asks 'is there more?' Then switch. Facilitator times strictly and debriefs: what changed when you were actually heard?

Before a hard talk, write it here — My I-statement (I felt … when … because …):

My one specific request:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Use speaker–listener once this week on something small. Before any hard conversation, write your I-statement and your request in your workbook. Log how the conversation ended: repair, retreat, or explosion — data, not grades.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Session 22: Forgiving Others: Releasing What We Cannot Carry

Phase 3 — Rebuilding: Relationships and Life (Weeks 4–6) · Week 5 — Forgiveness and Amends

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 22 handout (Forgiveness Worksheet) — in the Handouts Packet.

What we're learning

Resentment is heavy luggage. We replay the injury, argue the case in our heads at night, and pay for it with our peace and sleep. Forgiveness, taught carefully, is the decision to release the debt — to stop personally collecting on it — while keeping every boundary that needs to stay. Forgiving does not mean it was okay. It does not mean the door reopens. It means I stop carrying what is crushing me, one person at a time.

- Forgiveness frees the carrier first The person we refuse to forgive rarely feels our resentment; our own body, mind, and recovery pay its rent daily. Release is self-preservation before it is generosity.
- Feelings follow decisions slowly We decide, we state it plainly (often in writing, often repeatedly), and the emotions re-train behind the decision — the same pattern as receiving forgiveness in Week 3.
- Justice is not my side job Trying to personally settle every score keeps us chained to the injury. Naming what belongs to a court, a process, or the other person's own conscience — and standing down from collecting it ourselves — is permission to put the weight down.
- Some debts get released in installments A participant may release the debt of a parent's neglect this month and find a deeper layer next year. Installments are not failure; they are how deep work goes.

Goals for this session

☐ I can define forgiveness as a decision to release a debt — distinct from trust, reconciliation, and excusing

☐ I can describe the cost of carried resentment to recovery (the Session 6 and Weeks 1–2 links)

☐ I can name an experience of harm I am beginning — not finishing — to release, at a pace set with support

Check-in

Who are you still mentally arguing with — rehearsing what you would say if you finally got the chance?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one. No names of other people aloud, and headlines only — the facts stay in your private letter.

1. Which distinction — not excusing, not trusting, not reconciling — most changes forgiveness for you?

2. What has carrying your biggest resentment actually cost your recovery so far?

3. Is there a forgiveness you have performed for an audience (family, this program, people around you) that your heart has not caught up to? What would honesty about that look like?

4. What support would you need to begin releasing one debt — counselor, coach, time, safety?

My Release Letter (this letter will not be sent)

Name the debt in facts, its cost to you, and your decision in your own words: "I release _____ from my personal collection. I am done carrying this debt. This does not mean it was okay, and it does not reopen a door that should stay closed." This letter stays in your workbook, or is destroyed, as you and your facilitator decide.

Session 22 — Skill Practice

Private writing exercise: participants write a Release Letter they will not send — naming the debt in facts, its cost to them, and the decision in their own words: 'I release _____ from my personal collection. I am done carrying this debt. This does not mean it was okay and it does not reopen a door that should stay closed.' Letters stay in workbooks or are destroyed by the writer at the end — their choice, stated as a choice. The facilitator reads the decision sentence aloud before the 12-minute writing block.

My Release Letter is written on the full page after the discussion questions. It will not be sent.

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ This week, read your release statement once a day for the person you named, in the plainest words you have. If the wound is deep, book the counselor or coach conversation — making the appointment is this week's completed homework.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 23: Making Amends: Preparation Before Contact

Phase 3 — Rebuilding: Relationships and Life (Weeks 4–6) · Week 5 — Forgiveness and Amends

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 23 handout (Making Amends: Preparation Before Contact) — in the Handouts Packet.

What we're learning

An amend is more than saying sorry. It is owning a specific harm, naming its impact, and making repair where repair can be made — money repaid on a plan, property returned, a record set straight, behavior changed for good. But contact comes last, not first. This session is preparation only: build the full list of people harmed, sort it honestly (now, later, with guidance, never), and draft a careful script for one entry. No amend contacts this week unless your coach, counselor, or sponsor clears a specific one after reviewing your list.

- The amend is for the harmed person's benefit If the contact mainly relieves our guilt while reopening their wound, it fails the test — however sincere it feels. Motive gets examined with a coach before contact, always.
- Direct where possible, living where not Some amends cannot be made to the person (death, danger, no contact possible). Living amends — sustained changed behavior, anonymous restitution, service — carry those honestly rather than pretending a conversation happened.
- Repayment is a plan, not a promise Stolen or owed money becomes a written schedule we actually keep, coordinated with Week 6's money work. A kept $25-a-month plan repairs more trust than a tearful lump-sum promise that evaporates.
- No amend buys an outcome The other person may receive it, refuse it, or never respond. Our part is the honest offering; their response belongs to them.

Goals for this session

- ☐ I can build a complete amends list sorted into Now, Later, and With-Guidance categories
- ☐ I can apply the two tests to every entry — is it safe, and could contact cause more harm?
- ☐ I can draft the structure of one amends: ownership, impact, repair, no excuses

Check-in

What amend have you already attempted in your life that went badly — and what was missing: timing, safety, honesty, or humility?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which category surprised you as you sorted — someone you expected to be Now who belongs in Later or With Guidance?

2. What excuse most wants to sneak into your draft ('I was using,' 'you also…,' 'that was the old me')?

3. What repair is actually in your power for your top entry — money, return, record, or changed behavior?

4. Who will review your list before any contact — name them today.

Session 23 — Skill Practice

List-building workshop (quiet writing, 15 minutes): participants build their full list in workbooks, sort it, then apply the two tests to their top Now entry and draft its four-part script. Facilitator and any co-facilitator circulate, checking drafts for excuses, oversharing, and unsafe entries — and flagging With-Guidance items for follow-up. No scripts are performed or shared aloud in full group.

Build your amends list in the table below. Sort each entry: Now / Later / With Guidance / Never. Then draft the four-part script for your top "Now" entry — with your reviewer's approval before any contact.

Person harmed	The harm, in facts	Sort: Now / Later / With Guidance / Never

My four-part script for my top "Now" entry — (1) what I did, (2) its impact, (3) what I am doing to repair it, (4) what I am asking or offering:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Take your list to your coach, counselor, or sponsor before the next session and review every entry together. Report back only this: reviewed, or appointment set. No amend contacts this week unless your reviewer clears a specific one.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 24: Living Amends: The Apology People Can Verify

Phase 3 — Rebuilding: Relationships and Life (Weeks 4–6) · Week 5 — Forgiveness and Amends

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 24 handout (Living Amend Commitment) — in the Handouts Packet.

What we're learning

Some harms cannot be undone by a conversation: years missed, trust spent, a person who will not take the call. A living amend answers that. We name the pattern that caused the harm — unreliability, dishonesty with money, absence, anger — and we commit to its opposite, in specific actions, over a set season, with evidence someone can check. It is the apology people can verify, because they can watch it happen week after week.

- A living amend is a behavior with a date range 'I'll be there more' is a wish. 'I will be at Sunday dinner, sober, phone away, for the next twelve weeks — including the weeks it's awkward' is an amend.
- Do not announce it as a campaign Where a conversation is appropriate, state it once, plainly. Then let repetition do the talking. Repeated announcements with thin follow-through are the old life in new vocabulary.
- Evidence protects us too Verifiable change gives the participant their own record to stand on in Week 3's shame storms: not feelings about being better — dates, receipts, kept commitments.
- Some ledgers close quietly A living amend may never be acknowledged by the person it honors. It still counts — in our own integrity, and in who our children and community watch us become.

Goals for this session

☐ I can define living amends as sustained, verifiable change directed at the pattern that caused harm

☐ I can convert one past harm into a 90-day living-amend commitment with observable evidence

☐ I can explain why consistency over time — not intensity in a moment — rebuilds credibility

Check-in

Whose belief in your change matters most to you — and what evidence, honestly, have they seen so far?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which pattern of yours caused the widest harm — and what is its exact opposite behavior?

2. For your chosen amend, what would count as evidence at day 30, 60, and 90?

3. Where are you tempted to announce instead of perform?

4. What support or structure (rides, reminders, accountability person) does this amend need to survive a bad week?

Session 24 — Skill Practice

Participants complete the Living Amend Commitment page: harm pattern, opposite behavior, frequency, season (start/end dates), evidence I will keep, accountability person, and the obstacle most likely to break it plus the counter-plan. Pairs exchange commitments and schedule a weekly two-minute check-in with each other for the season — accountability is assigned in the room, not left to intention.

My Living Amend Commitment: harm pattern / opposite behavior / how often / season (start–end dates) / evidence I will keep / accountability person / biggest obstacle and my counter-plan.

Commitment	Write yours
Harm pattern	
Opposite behavior	
How often	
Season (start – end dates)	
Evidence I will keep	
Accountability person	
Biggest obstacle + my counter-plan	

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Begin your living amend this week — day one counts even if nobody sees it but you. Log the evidence daily in your workbook. Bring the log to Session 27.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Session 25: Work and Purpose

Phase 3 — Rebuilding: Relationships and Life (Weeks 4–6) · Week 5 — A Life Worth Living

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 25 handout (My Work Step) — in the Handouts Packet.

What we're learning

Work carries three things at once: income, structure, and identity. It is also where shame speaks loudly — gaps, firings, records, licenses lost. This session refuses both despair and fantasy. We take an honest inventory: skills from every chapter of life count, and gaps get named plainly. Then each person leaves with one small, real 14-day step — documents, a workforce-center visit, applications, a class, a service commitment, or one honest conversation. Unpaid care, seasonal work, volunteer hours, and getting steady first all count as purpose work here.

- Calling is bigger than a job, and smaller than we fear It shows up as the next faithful work in front of us, done well — not only as a destiny we must discover before we may begin.
- Survival skills translate Resourcefulness, reading people, endurance, improvisation under pressure — named honestly, these become interview language and real assets, without romanticizing the life that taught them.
- Structure is relapse prevention Employed and purposefully occupied hours are hours the old cycle cannot easily claim; idle drift was Week 2's warning, and work is one of its main answers.
- Setbacks at work are data, not doom A lost job in recovery is a problem to solve with the care team within 48 hours — the danger is the silent spiral after it, which every plan in this program is built to interrupt.

Goals for this session

☐ I can assess where I stand on the work path — not ready, preparing, seeking, employed — without comparison to others in the room

☐ I can name transferable strengths from my whole history, including survival skills reframed honestly

☐ I can set one 14-day work step sized to my stage

Check-in

What work — paid, unpaid, or long ago — have you ever done where you lost track of time because you were good at it and it mattered?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which stage are you honestly in — and what has kept you from saying so?

2. Name two transferable strengths and the real-life evidence for each.

3. What is the actual logistical barrier in front of you (documents, transport, record, health, schedule) — stated as a problem to solve?

4. What is your 14-day step, and who will you report it to?

Session 25 — Skill Practice

Strengths-and-Step workshop: each participant writes two strengths with evidence lines, names their stage and their barrier, and drafts a 14-day step (examples: obtain ID or documents, one workforce-center visit, two applications, a service commitment of set hours, a skills class enrollment, a conversation with an employer). Pairs review steps for size — completable in 14 days — and for a named report-back person. The third strength, with its evidence line, is homework.

One strength — and the evidence for it:

One strength — and the evidence for it:

One strength — and the evidence for it:

My stage and my biggest barrier, in plain words:

My 14-day step (small, real, dated):

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Write the third strength with its evidence line. Complete the 14-day step and report it to your named person, done or honestly not done with the obstacle named. Bring one line about it to Session 28 — this feeds your purpose plan in Week 7.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 26: Money and Time in Early Recovery

Phase 3 — Rebuilding: Relationships and Life (Weeks 4–6) · Week 6 — A Life Worth Living

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 26 handout (Four-Box Budget & Payday Plan) — in the Handouts Packet.

What we're learning

Stewardship starts practical: know what comes in, know what must go out, decide before the money arrives, and put distance between impulse and cash. We build the picture in four boxes — income; fixed costs; debts and amends payments; and everything else — and then write a Next Payday Plan: the date, the order bills get paid, a cash limit, the people and places to watch for 48 hours, and the person who will ask us how it went. Your numbers stay private. Nobody shares figures aloud.

- A budget is a plan for money before feelings arrive Decided calm, on paper, payday obeys the plan instead of the mood. If the plan fails, we revise the plan — we do not discard planning.
- Obligations first is freedom, not punishment Fees, fines, support, and amends paid on schedule shrink the background dread that itself triggers use. Small and on-time beats large and sporadic, every time.
- Cash is a trigger with a denomination For many, holding cash is holding risk. Designing it away — direct payments, low cash, accountability for the rest — is strength, the same logic as the trigger work in Weeks 1–2.
- Time leaks are money leaks Hours lost to drift become shifts not worked and appointments missed. The Week 2 anchors and this budget are the same stewardship in two currencies.

Goals for this session

- ☐ I can build a simple, honest current-money picture: income, fixed costs, debts and obligations, and leaks
- ☐ I can apply 'count the cost' to one upcoming decision
- ☐ I can set a payday plan — the highest-risk money moment for many — in writing

Check-in

What usually happens to money in your hands in the first 48 hours after it arrives — walked through honestly, hour by hour?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which box surprised you — income, fixed, debts, or leaks?

2. What is your payday pattern, and what is your written plan for the next one (date, order of payments, cash limit, people/places for 48 hours)?

3. Which Week 5 repayment belongs in the fixed box starting now, at what amount — or write 'none yet' and the date you will check again?

4. What is one time leak you can plug this week with a specific replacement?

Session 26 — Skill Practice

Budget build (quiet, private): participants complete the four-box worksheet with their real numbers — worksheets stay face-down and private; nobody shares figures aloud. Then each person writes their Next Payday Plan card: date, pay order, cash limit, 48-hour people and places, and the person who will ask them about it. Facilitator helps anyone whose fixed costs exceed income draft the list of conversations (creditors, court, program) to take to care coordination — the plan for an impossible budget is help, not shame. Cash pay: write the cash limit, who holds the rest, and where it is kept. No regular income: write the next money date or 'no date yet,' the first person told, and the cash limit. The current card stays for those with a payday.

Complete the four-box money picture in the table below. This page is private — nobody shares figures aloud.

My Next Payday Plan card: payday date / order bills get paid / cash limit / people and places to watch for 48 hours / person who will ask me about it: Cash pay: cash limit, who holds the rest, where it is kept. No regular income: next money date or 'no date yet,' first person told, cash limit.

Box	Write yours (private)
Income — all sources	
Fixed costs — housing/program, phone, transport, court and family obligations	
Debts and amends payments	

Everything else	

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Run the Payday Plan on your next income date, whenever it falls, and track actual spending for seven days in your workbook — every dollar, no judgment, just data. Review it with your coach if the leaks surprise you.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Session 27: Rebuilding Trust in Small, Verifiable Steps

Phase 3 — Rebuilding: Relationships and Life (Weeks 4–6) · Week 6 — A Life Worth Living

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 27 handout (Trust Ledger) — in the Handouts Packet.

What we're learning

Trust is not a mood that comes back with time. Trust is a prediction: the people we harmed are deciding, from evidence, whether believing us is safe yet. We do not control their timeline. What we control is evidence — small, specific promises, kept on the record, again and again. This session builds a Trust Ledger for one relationship: three micro-commitments with proof, and a miss protocol — exactly what I will say, and within how many hours, the first time I miss.

- Small is not insulting — it is calibrated A person rebuilding from zero credibility who promises the moon teaches people to discount everything. A person who promises the 6 p.m. call and makes it thirty days running teaches arithmetic they can trust.
- Admit misses before they are discovered A self-reported miss, with the repair, builds more trust than a perfect streak later exposed as edited. Honesty speed is itself evidence.
- Their pace is not our punishment Some relationships will heal slowly, some partially, some not at all — and our recovery cannot be held hostage to any single verdict (Session 15's hope anchor applies here in full).
- Faithfulness counts even when a ledger stays closed Where a human ledger stays closed, the kept promise was still real, still counted, and still built the person we are becoming.

Goals for this session

☐ I can explain trust as a prediction other people make from evidence, rebuilt by kept micro-commitments

☐ I can build a Trust Ledger: one relationship, three small commitments, dates, evidence

☐ I can set expectations honestly — trust returns at the injured party's pace, not ours

Check-in

What is the smallest promise you have broken so often that people stopped believing even your small promises?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Pick one relationship: what is the current forecast people there hold of you — and is it, honestly, earned?

2. What three micro-commitments fit that relationship (small, dated, observable)?

3. How do you usually handle a miss — hide, confess fast, or over-apologize and under-change?

4. What will you do on the days their pace feels like rejection — who is in your corner for exactly that feeling?

Session 27 — Skill Practice

Trust Ledger build: participants choose one relationship and write three micro-commitments with frequency and evidence (kept-call log, arrival times, payment receipts, workbook ticks), plus their miss-protocol sentence: 'If I miss, I will tell _____ within _____ hours, in these words: _____.' Facilitator reviews ledgers for size — every commitment should be keepable in their worst normal week, not their best.

My Trust Ledger is the table below: one relationship, three micro-commitments, with frequency and evidence.

My miss protocol, in the words I will actually say: "If I miss, I will tell _____ within _____ hours, in these words: _____."

Relationship:

Micro-commitment	How often	Evidence I will keep

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Run the ledger for the next 21 days (it continues into your 90-day plan). Log every kept and missed commitment daily; use the miss protocol at the first miss, not the fifth. Bring the ledger to Session 30.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Phase 3 Check-In

Phase 3 — Rebuilding: Relationships and Life (Weeks 4–6)

You have started rebuilding what the war broke. Check the work. Keep what is solid. Repair what is not.

Do not grade the fight. Report it honestly — where you held, where you got hit, and what you need for the next round. Honest is how warriors do an after-action review.

Where I was when this phase began:

Where I am now:

The fight in this phase — where I held, and where I got hit:

What I still need:

My phase progress — honest self-check

Phase completion in this program means: I attended at least 8 of this phase's 9 sessions (or made them up with my facilitator), my phase product is complete, and I can state the phase's core skill in my own words. Sessions and homework from before a participant entered do not count as outstanding. The phase count runs from the sessions you attend after entry: attend at least 8 of 9 sessions in Phases 1–4, or at least 22 of 24 in Phase 5, counting attended sessions plus facilitator-assigned makeups (attending the session in a later rotation or completing the facilitator-assigned equivalent), with any remaining gap carried in a completion plan set with the Program Director — never exclusion.

- ☐ Session 19: Family Systems: The Roles We Played — attended ☐ / made up ☐
- ☐ Session 20: Boundaries: Where I End and You Begin — attended ☐ / made up ☐
- ☐ Session 21: Communication That Repairs Instead of Repeats — attended ☐ / made up ☐
- ☐ Session 22: Forgiving Others: Releasing What We Cannot Carry — attended ☐ / made up ☐
- ☐ Session 23: Making Amends: Preparation Before Contact — attended ☐ / made up ☐
- ☐ Session 24: Living Amends: The Apology People Can Verify — attended ☐ / made up ☐
- ☐ Session 25: Work and Purpose — attended ☐ / made up ☐
- ☐ Session 26: Money and Time in Early Recovery — attended ☐ / made up ☐
- ☐ Session 27: Rebuilding Trust in Small, Verifiable Steps — attended ☐ / made up ☐
- ☐ Phase product complete: My amends list reviewed with my coach/counselor, and one living amend underway (Sessions 23–24)

The core skill of this phase, in my own words:

Program wording: owning a harm honestly, preparing an amend with guidance, and living the amend out in daily behavior. Now say it your way:

One thing I am grateful for at the end of this phase:

One thing I am asking for help with in the next phase:

Phase 4 — Living Free: Prevention and Purpose (Weeks 6–8)

Staying free is the daily fight. You already know how to fight — now you fight forward, with a plan, a people, and a purpose.



Session 28: The Warning-Sign Chain: Relapse Starts Long Before Use

PHASE 4 — LIVING FREE: PREVENTION AND PURPOSE (WEEKS 6–8) · WEEK 6 — RELAPSE PREVENTION

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handouts for this session: the Session 28 handout (Relapse Warning Signs) and the shared Sessions 28 & 30 handout (My Warning-Sign Chain & Return Plan) — in the Handouts Packet.

What we're learning

Return to use does not start at the moment of use. It starts much earlier, as a chain: we drift (sleep goes, meetings slip), we set up and deny ("I'm fine, it's handled"), problems stack up, then a high-risk moment arrives and craving takes the decision. This session builds your personal Warning-Sign Chain in five stages — 1. Drift; 2. Setup / denial; 3. High-risk situation; 4. Craving /

decision point; 5. Use — with your own signs in your own words, and an interruption for each stage before Use: an action plus a person. For stage 5, Use, your Return Card (Session 30) is the plan.

- Earliest is cheapest Interrupting at drift costs a phone call and an honest sentence. Interrupting at the dealer's door costs everything we have built. The whole skill is moving our honesty earlier.
- Denial wears recovery language 'I'm just focusing on work,' 'I don't need meetings this week,' 'I've got this' — the chain speaks fluent program. Our people learn our dialect and call it out; that is their job, given in advance.
- Signs are personal and physical Sleep collapse, skipped meals, isolation, irritability, romantic pursuit, money secrecy — each person's first two signs are specific enough that a roommate could spot them. Vague chains protect nobody.
- The chain is a document, not a insight Appendix C gets completed, shared with coach and accountability people, and revised after every scare. An unshared chain is a secret, and secrets are the chain's favorite habitat.

Goals for this session

☐ I can construct my personal warning-sign chain (Appendix C) across five stages — 1. Drift; 2. Setup / denial; 3. High-risk situation; 4. Craving / decision point; 5. Use

☐ I can name my two earliest, most reliable signs

☐ I can attach an interruption action and a person to each of the first four stages

Check-in

Look back at your last return to use. If we rewound two weeks before it, what had already started changing — sleep, meetings, honesty, mood, people?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. What are your two earliest signs — the ones present two weeks out?

2. Which recovery-dialect denial sentence is yours?

3. At the crisis-building stage, what kind of problem do you characteristically refuse to ask for help with — money, conflict, legal, loneliness?

4. Who, by name, has your permission to read your chain back to you when you are in it?

Session 28 — Skill Practice

Full workshop: participants complete Appendix C stage by stage with facilitator coaching, then exchange chains in accountability pairs — each partner writes, on the other's chain, the sentence they will actually say when they spot stage one ('Your sleep's gone and you skipped Tuesday. I'm reading your own chain to you — call Coach now, or I will sit with you while you do.'). Facilitators collect names of who holds each chain before closing.

Complete your Warning-Sign Chain in the table below — your signs in your own words, and an interruption (action + person) for each stage. Then give a copy to your coach and one more person this week.

Stage	My signs (in my own words)	My interruption — action + person
1. Drift		
2. Setup / denial		
3. High-risk situation		
4. Craving / decision point		
5. Use	Return Card governs — see Session 30	

My two earliest signs: 1) _____ 2) _____

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ This week, give a copy of your chain (or walk it through aloud) to your coach and one more person on it. Post your two earliest signs where you will see them daily. Log one daily drift-check (green / yellow / red) in your workbook.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Session 29: High-Risk Situations: The Personal Prevention Plan

Phase 4 — Living Free: Prevention and Purpose (Weeks 6–8) · Week 6 — Relapse Prevention

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 29 handout (Saying No in Your Own Words) — in the Handouts Packet.

What we're learning

A high-risk situation is any situation where your chain speeds up: a holiday, a route, a certain visitor, cash in hand, a fight at work, a celebration, a funeral, a lonely weekend after a victory. General lists do not protect us. Calendars do. We look at your actual next 90 days, name what is coming, rate each risk 1–10, and write an if–then plan for each one — with an exit, a person, and a destination. Avoid it or manage it: every situation gets a verdict.

- If–then beats willpower A decision made once, calmly, in this room carries us through a moment when decision-making is exactly what craving disables.
- Every plan ends with people The destination of every escape in this curriculum is toward community, never toward white-knuckled solitude.
- Celebrations are high-risk too Promotions, completions, good news, 'I've earned it' — permission-giving euphoria belongs on the list beside grief and conflict, and surprises no one here.
- Avoidance is a season, not a life sentence Some places return to our lives later, from strength. This season's 'not yet' protects next year's possible 'yes.'

Goals for this session

☐ I can list and rank my five highest-risk situations for the next 90 days specifically

☐ I can write an if–then plan for each: if this situation arises, then I will do this, with this person

☐ I can identify one situation to avoid entirely this season and the logistics of avoiding it

Check-in

What situation — place, event, payday, person, or feeling — worries you most about the next three months? Say it plainly; the room probably shares it.

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Walk your next 90 days: what dates and events belong on the list that a generic list would miss?

2. For your top situation, dictate your if–then plan aloud — does it have an exit, a person, and a destination?

3. Which situation gets a 'not yet' — and what will you tell the people involved, in words you could actually use?

4. Who besides you knows these plans exist — and how will they know when one has fired?

Session 29 — Skill Practice

Planning workshop: participants build the 90-Day High-Risk Plan table in workbooks (situation, risk 1–10, if–then plan, person, destination, avoid-or-manage verdict). Facilitator audits a sample aloud (volunteers only) against the exit–person–destination test and helps repair thin plans. Each participant then briefs their accountability partner on their top two plans in detail — the partner's job is to ask, that week, 'is the cookout still Saturday? Walk me through your exit.'

Build your 90-Day High-Risk Plan in the table below: situation / risk 1–10 / if–then plan / person / destination / verdict: avoid or manage.

Situation (next 90 days)	Risk 1–10	My if–then plan	Person	Destination	Avoid or manage?

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Brief your coach on the full plan this week. Put the relevant if–then plans on cards where the situations will find you (wallet, phone, visor). After any plan fires — used or nearly used — write the debrief in your workbook within 24 hours: what worked, what to strengthen.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 30: After a Slip: Return, Don't Run — the First 24 Hours

Phase 4 — Living Free: Prevention and Purpose (Weeks 6–8) · Week 6 — Relapse Prevention

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the shared Sessions 28 & 30 handout (My Warning-Sign Chain & Return Plan) — in the Handouts Packet.

What we're learning

A slip (a single return to use) most often becomes a full relapse because of what happens next: shame says, "I've blown it all," and that lie gives permission to keep using. The Return Plan breaks that sequence in the first 24 hours. Hour one: get safe and stop. Then tell — call your named people and the program. Return the same day. Review your chain with your coach within 24 hours. Today you will write your Return Card in your own handwriting, so the steps are already decided before you ever need them. Emergency: 911. Crisis: call or text 988.

- Run toward, not away Every instinct after a slip says hide, finish the run, start again Monday. The protocol reverses each one: the call, the return, and the review all happen while shame is still arguing. Speed is mercy here.
- The community's side of the agreement This program receives returners without contempt and without pretending nothing happened — consequences and compassion in the same conversation, the discipline from Session 13 practiced from the receiving side.
- Review the chain, not the person's worth The debrief asks where the chain started and which interruption failed — mechanical, fixable questions — and never 'what is wrong with you.'
- Some returns need a higher level of care A slip can reveal that more support is needed — medical evaluation, detox, a different setting. Recommending it is the care team's job, and accepting it is recovery, not exile.

Goals for this session

☐ I can state the first-24-hours protocol in order: safety, tell, return, review

☐ I can explain why the hours after a slip are the highest-leverage moment in the entire relapse process

☐ I can write my personal Return Card with names and numbers

Check-in

What did you do in the first day after past slips — and which part of that day did the most damage: the use itself, or what you did next?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Why does shame argue so convincingly in the first hours — and whose voice from your life does it borrow?

2. Walk the protocol: which step would be hardest for you — safety, tell, return, or review — and what support makes it doable?

3. What do you need this community to actually do when someone returns, so that returning is possible?

4. What lie will your mind tell at hour two, and what is your pre-written answer on your Return Card?

Session 30 — Skill Practice

Return Card completion (Appendix C reverse or workbook card): in their own handwriting — 'If I slip: 1) I will get safe by ____. 2) I will call ____, then ____, then the program at ____. 3) I will return to ____ the same day. 4) I will review my chain with ____ within 24 hours.' Cards are photographed into participants' phones in the room. The facilitator then leads a two-minute visualization of walking back through the program's door and being received — rehearsing the return while calm.

Write your Return Card below, in your own handwriting. Then give the details to your two named people this week.

MY RETURN CARD — If I slip:

1) I will get safe by: _____

2) I will call: _____, then _____, then the program at _____.

3) I will return to _____ the same day.

4) I will review my chain with _____ within 24 hours.

Emergency: 911 · Crisis: call or text 988 (Suicide and Crisis Lifeline, 24 hours)

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Give your Return Card details to your two named people this week and confirm they understand their role. Read the card once aloud to your accountability partner — saying the words in peacetime makes them sayable in war.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 31: A New Identity

Phase 4 — Living Free: Prevention and Purpose (Weeks 6–8) · Week 7 — New Identity and Purpose

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 31 handout (My Identity Statement) — in the Handouts Packet.

What we're learning

We collect labels across a life — from family, courts, charts, the street, and our own shame at 3 a.m. This session sorts them. History is real, and we do not edit it. But history is not identity. Roles change, and a person is not required to answer to the worst chapter forever. Today each person writes an identity statement — who I am now, in the present tense — practices saying it out loud, and learns to introduce themselves present first, with the past shared at the right depth and the right time.

- Identity first, biography second Introductions, applications, and self-talk all follow the order: who I am and where I am going, then — as needed, at the right depth — where I have been.
- The past tense belongs to the past The old labels include the identity shame built from them (Session 13). A new identity is not earned across the 12 weeks; it is built and lived into, session by session, with evidence.
- Recovery is an argument people can read How a person lives now — steady, honest, making repair — is evidence other people can see. Week 7's service work takes this literally.
- Honesty scales by setting A job interview, a family gathering, and a group session get three different depths of the same true story. Discernment about depth is wisdom, not hiding.

Goals for this session

☐ I can write an identity statement in my own words, grounded in who I am now

☐ I can distinguish identity (settled), roles (many), and history (real, not erased)

☐ I can practice introducing myself in recovery settings without leading with addiction or hiding it

Check-in

When someone asks 'so who are you?', what do you usually lead with — and how much of your answer is still written by the worst chapter?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. If you choose whole-group delivery, say your identity statement aloud to the group — one or two sentences, present tense, no labels you are retiring. (Sharing with a partner only, or passing, is honored without comment.)

2. Which old label is hardest to stop leading with, and who keeps handing it back to you?

3. Where does your history genuinely belong in the story (it warns, it witnesses) — and where has it been sitting in identity's chair?

4. What decision this week would 'a person with a new identity and a real past' make differently from 'my past with good days'?

Session 31 — Skill Practice

Identity Statement workshop: Draft (5 minutes, Workbook page). Model and partner revision (4 minutes): the facilitator models first, reading one identity statement aloud; partners revise for truth and brevity. Deliveries (remaining time; whole-group choosers only, others with partners): each person who chooses whole-group delivery stands or sits, as they prefer, states their name and identity statement to the whole group, and is answered by the group in unison: 'We see it. Welcome to the new.' You may instead share your statement with a partner only, or pass entirely, without explanation — passing is honored without comment, and the unison response is only for those who choose whole-group delivery. If more than two choose the whole group, deliveries continue in pairs so the session ends on time. If your roles are thin yet, start with a becoming sentence: 'I am a person in recovery, learning to _____.' A becoming sentence is a full statement.

My identity statement (present tense — who I am now, not only what I did):

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ This week, use your identity statement once a day (mirror, morning routine, or a trusted person). In one real setting, practice the ordered introduction — present first, past at the right depth. Log both in your workbook.

My log for the week:

Day / date	What happened — what I did	Notes

An optional Scripture handout for this session is available from your facilitator on request.

Session 32: Strengths, Gifts, and Service: Recovery That Gives Back

Phase 4 — Living Free: Prevention and Purpose (Weeks 6–8) · Week 7 — New Identity and Purpose

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 32 handout (My Gifts and First Service) — in the Handouts Packet.

What we're learning

In Week 5 we listed work strengths. Today goes further, into gifts — the abilities that show up when you are at your best, including helping, mercy, encouragement, teaching, hospitality, leadership, and giving. We gather evidence: compliments received, jobs people ask us to do, work that gives energy back. Then the group helps match each person to one concrete act of service from the program's real needs, with a start date within 14 days. Recovery that gives back is recovery that lasts.

- Gifts survived the addiction Buried, misused, or dormant — but the inventory almost always finds them intact enough to name. Naming them is often the session's tears: 'I forgot I was ever the person who…'
- Service, not performance A person serving manages their time and ability for other people's benefit. That frame kills both pride ('look at me serving') and false humility ('I have nothing') in one move.
- Service must be sized and supervised Early, grandiose commitments (mentoring newcomers in week one of their own stability, taking on everyone's crises) endanger the giver. The Program Director and coaches approve service roles; zeal gets a leash made of love.
- Giving back repairs the public story Communities watch recovery through its returners. Every graduate serving visibly in Senath is the program's most credible evidence.

Goals for this session

☐ I can inventory strengths and gifts with evidence from my own history and this program

☐ I can match one gift to one act of service available within two weeks

☐ I can explain service as relapse protection, identity practice, and community repair — not as earning worth

Check-in

What do people reliably ask you for help with — the thing you do that has always come easier to you than to others?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Complete the sentence with evidence: 'I am the person people call when they need _____.'

2. Which gift — helps, mercy, encouragement, teaching, hospitality, leadership, giving — fits your evidence best?

3. What service is available to you within two weeks, sized for your actual stability? Who approves and schedules it?

4. Where is your over-service line — the point where giving becomes hiding from your own work?

Session 32 — Skill Practice

Gifts Auction (facilitated, no real bidding): each participant writes their top gift on a card; the facilitator reads cards and the group brainstorms one concrete service match per person from the program's current needs list (prepared with the Program Director). Each person leaves with one named service, one start date within 14 days, and one supervisor contact written in their workbook — and it is entered on their 90-day plan draft.

My top gift, and the evidence for it:

My service match: the service / the supervisor or contact / my start date (within 14 days):

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Complete your first service act before Session 34, or have it firmly scheduled with the supervisor's confirmation. Write two lines afterward: what it cost, what it gave back.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 33: Telling Your Story Safely: Testimony Without Harm

Phase 4 — Living Free: Prevention and Purpose (Weeks 6–8) · Week 7 — New Identity and Purpose

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 33 handout (My Story: Three Minutes, Safely) — in the Handouts Packet.

What we're learning

A safe story is built, not improvised. It has three parts: what it was like (brief and honest, with no using scenes — details can trigger listeners and glorify the old life), what happened (the turn: the people, the help, the program, the moment surrender became direction), and what it is like now (the living evidence, including what is still hard). Three minutes, ending on hope. Today we practice in groups of three: one delivery, with kind, specific feedback.

- The turn is the story Listeners in the pit do not need our pit described better — they need the ladder located. The 'what happened' section always names reachable help: this program, these practices, these people.
- Present tense carries the weight A story that is 80 percent using and 20 percent rescue argues for the using life. We invert the old ratio on purpose: roughly a fifth before, a fifth the turn, and the rest now.
- Unfinished is credible 'And here is what is still hard, and what I do about it' makes a story believable to exactly the people who discount polished ones. Perfection is the least persuasive genre in recovery.
- Consent travels with the story Participants decide where their story is told and recorded. The program never records, posts, or publishes a participant's story without written consent, and a 'no' costs the person nothing.

Goals for this session

☐ I can structure my story in three movements — what it was like, what happened, what it is like now — with time weights favoring the present

☐ I can apply the safety rules: no graphic use detail, no naming-and-shaming others, no telling another person's story

☐ I can deliver a three-minute version and receive structured feedback

Check-in

Whose story — heard in a meeting, a group, or a kitchen — most changed what you believed was possible for you? What made it land?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Time your story: which movement currently eats the minutes — and what will you cut to fix the ratio?

2. What detail do you habitually include that this session says to drop? Why do you think you keep it?

3. Who is the specific audience your three-minute version is built for?

4. What 'still hard, still working' line belongs in your ending?

My Story — written version

Three parts, about three minutes spoken. Keep the first part brief, with no using scenes. End on hope.

What it was like:

What happened — the turn:

What it is like now:

Session 33 — Skill Practice

Story workshop (12 minutes): the facilitator delivers a model story first, at exactly three minutes. Then one participant delivers a three-minute story and receives feedback in a fixed order — one thing that landed, one place the ratio slipped, one line worth keeping word-for-word. Three deliveries do not fit in 12 minutes, so this segment runs a model, one delivery, and feedback only; the other deliveries are cut from this segment and move to partner practice or homework. Volunteers may offer a full-group delivery; no one is required to.

Outline your three-minute story: What it was like (brief, no using scenes) / What happened (the turn) / What it is like now. A full story page follows the discussion questions.

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Deliver your story once this week to a real (safe) audience of one or more — coach, support contact, family member who asked — and write three lines on how it went. The written version goes into your workbook behind your 90-day plan.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 34: My Community Connection Plan

Phase 4 — Living Free: Prevention and Purpose (Weeks 6–8) · Week 7 — Staying Connected

Date: _____ My craving today (0–10): _____ One word for my week: _____

After Phase 4 completion (Session 36); graduation is Session 60.

What we're learning

Programs end. Communities are how recovery continues. This session turns good intentions into logistics. You will name two communities — a recovery community and a support community you choose — each with a named human contact, a meeting time, a first-visit date, a ride, and a backup ride. "Find a group" fails. "First meeting, 10 a.m., with my named contact expecting me, riding with my named ride" succeeds. Phones come out briefly today to save contacts and set the date.

- A name and a time beat a category 'Find a group' fails. 'First meeting, 10 a.m., with _____ expecting me, riding with _____' succeeds. Every field of the plan follows this rule.
- Visit before Phase 4 completion (Session 36) The first visit is the hardest by a factor of ten; taking it while the program's support is still daily converts a cliff into a step.
- Absence must be noticeable Choose communities — and tell the contact — such that missing triggers a call. Being missed is a designed feature, not vanity.
- Two communities, two jobs The recovery community feeds vigilance, identification, and the chain-watch from Session 28; the support community feeds belonging, steadiness, and service (Session 32's gift gets an address here). Most people need both kinds of support, and neither replaces the other.
- Many pathways, real choices — Recovery communities include 12-step meetings and non-12-step and secular options — SMART Recovery, LifeRing, Women for Sobriety, and secular meetings — all real choices. The support community is your choice. Plan the first four weeks of attendance, with a named contact, a first-visit date, a ride, and a backup ride.

Goals for this session

☐ I can name one specific recovery community and one support community I will attend weekly after Phase 4 completion (Session 36); graduation is Session 60, with meeting times and a ride plan

☐ I can identify a named contact person in each

☐ I can plan the first four weeks of attendance in the 90-day plan (Appendix D)

Check-in

What has actually kept you showing up to things in your life — a person expecting you, a role to fill, a ride arranged — and which of those can we build in on purpose?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Name your two communities — or, if genuinely undecided, name the two you will visit in the next two weeks and the decision date.

2. Who is your contact in each, and have they been told? If not, when exactly will you tell them?

3. What is your transportation answer for weeks one through four, and its backup?

4. What almost kept you from a community before (shame, an old face, a doctrine fight, a schedule) — and what is the plan for that specific obstacle?

Session 34 — Skill Practice

Connection Sprint: using the program's current local resource list (support groups, meetings, alumni gatherings, with times, contacts, language, and transport notes — maintained by the Program Director), each participant completes the Community section of Appendix D in the room. Phones may be used briefly to save contact numbers and set the first-visit date in their calendar. A missing field gets a dated step toward it, written in the room. Say the short version once to your partner, in your own words: 'I'm building my community plan.'

Complete the Community section of my 90-day plan in the table below — two communities, each with a named contact, a time, a first-visit date, a ride, and a backup ride.

Community	Named contact	Time	First-visit date	Ride / backup ride
Support community (participant's choice)				
Recovery community				

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Make your first visit (or your decision visits) before Session 36 and report it in check-in. Introduce yourself to your named contact — 'I'm completing the New Day program and I'm building my community plan' is the whole script. Short version: 'I'm building my community plan.'

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 35: Mentoring and Accountability After Graduation

PHASE 4 — LIVING FREE: PREVENTION AND PURPOSE (WEEKS 6–8) · WEEK 7 — STAYING CONNECTED

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 35 handout (Accountability Agreement) — in the Handouts Packet.

What we're learning

Three relationships carry a graduate. A mentor or sponsor: further along, the person we ask about big decisions. An accountability partner: near our level, in frequent contact, armed with our warning-sign chain and the specific questions we give them. And an alumni or program contact who keeps the door open. Frequency beats intensity: a ten-minute call kept every week outweighs a rare long summit. Today we draft the agreement in writing — contacts, schedule, five questions, chain permission, and what happens after a slip. "After Graduation" means after Phase 5 completion, at Session 60 graduation: these relationships are set up now, in Phase 4, for life after Session 60.

- Permission given in advance is the whole tool In the chain, we will not grant permission — we will resent the question. Pre-granted permission, in writing, survives our worst week because it was our sober self who signed it.
- Frequency beats intensity A ten-minute Tuesday call kept for a year outweighs a monthly three-hour summit. First-90-days cadence is written into Appendix D with dates.
- Sharpening is mutual or it curdles One-way monitoring becomes surveillance or parenting. Both partners report; both can be read their chains; the humility is structural.
- Lapses trigger, not end Missed calls are chain data (Session 28 stage one behavior). The agreement names the response: second call within 24 hours, mentor notified at the second miss. No silent disappearances — in either direction.

Goals for this session

☐ I can distinguish the three relationships — mentor/sponsor, accountability partner, friend — and what each is for

☐ I can secure at least one named accountability partner and one mentor-figure (or a dated plan to secure them) before graduation

☐ I can agree the operating rules of my accountability relationship in writing: frequency, questions, chain-spotting permission

Check-in

Who in your life right now has actual permission to tell you a hard truth and be thanked for it? If the answer is nobody — what has that cost?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which of the three relationships do you already have, honestly — and which seat is empty?

2. If your mentor seat is empty: who are the two candidates, and what is your dated ask plan? (Stalling language gets named kindly in this room.)

3. Write your five standard accountability questions — what must your partner always ask you?

4. What is your lapse protocol, in one sentence each for a missed call and a spotted chain sign?

Session 35 — Skill Practice

Agreement Drafting: participants who already have a partner (including pairs formed in this program, where appropriate and approved by the facilitator) draft the one-page Accountability Agreement in workbooks — contacts, schedule, five questions, chain permission, lapse protocol. Those still securing relationships draft the Ask Plan: names, ask dates, and the exact sentence they will use. Facilitator reviews every document for names and dates before closing; 'I'll find someone' is not a completed session objective.

My Accountability Agreement (or my Ask Plan, if I am still securing the relationships): names / contacts / call schedule / my five questions / chain permission / what happens after a slip.

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Make the ask(s) or hold the first scheduled accountability call before graduation day. Bring confirmation — a name, a schedule — to Session 36's plan review.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 36: The 90-Day Plan and Phase 4 Completion: Sent, Not Finished

PHASE 4 — LIVING FREE: PREVENTION AND PURPOSE (WEEKS 6–8) · WEEK 8 — STAYING CONNECTED

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 36 handout (My 90-Day Continuing Care Plan) — in the Handouts Packet.

What we're learning

The final session brings everything together into your 90-Day Continuing Care Plan, covering all four dimensions: Health, Home, Purpose, and Community. Every field gets a name, a date, a number, or a place — a plan with names and dates is a bridge; without them it is a wish. Plans are checked in pairs, and then each participant completing Phase 4 is recognized: you state your identity statement, name your two communities and your accountability person aloud, and the group sends you off together. You are sent, not finished — and the plan schedules its own day-90 review today. This is a 60-minute session. Opening 3 minutes, check-in 7, teaching 11, discussion 4, skill practice 30, homework 3, closing 2. In the closing recognition, you may pass on speaking aloud and share with a partner instead, without explanation.

- A plan with names and dates is a bridge; without them it is a wish Pairs audited Appendix D before the session; the facilitator spot-checks every field for a name, a date, a number, or a place. Blank fields get filled or get a dated step toward filling them, in this room.
- Ninety days is the design horizon, not the recovery horizon The plan's final page schedules its own renewal: at day 90, the participant reviews it with mentor, coach, or alumni contact and builds the next ninety. Graduation installs the rhythm; it does not retire it.
- Sent, not finished The closing language matters — nobody here is declared cured or completed. We are sent: equipped, accompanied, expected back as alumni, givers, and eventually the people who set up the chairs.

Goals for this session

☐ I can present a completed 90-Day Continuing Care Plan (Appendix D) covering all four SAMHSA dimensions

☐ I can state my standing against the Phase 4 completion criteria in Appendix F and any completion plan for gaps

☐ I can participate in the closing and send-off: commitments spoken, community named

Check-in

Name your craving score, and then finish this sentence: 'The person who walked into Session 1 would not believe that I now _____.'

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Read your plan's weakest field aloud to your partner — where is it thinnest, and what did you just strengthen? Share only what you choose — headlines, no figures or health detail aloud.

2. What will you do at day 30 when motivation is ordinary and the plan feels like paperwork? Name the person and the practice now.

Session 36 — Skill Practice

Closing and send-off: plans, audited in accountability pairs before the session (pre-work), are spot-checked against the plan checklist, then each participant completing Phase 4 who chooses whole-group recognition is recognized individually — they state their identity statement (Session 31), name their two communities and their accountability person aloud, and receive the group's send-off. Anyone may pass on speaking aloud and share with a partner instead, without explanation. Phase 4 completion letters are presented; certificates are presented at Session 60.

Audit your 90-Day Continuing Care Plan (final pages of this workbook) in a pair before the session (pre-work), and spot-check it before the closing and send-off: every field has a name, a date, a number, or a place. ☐

For the closing: my identity statement (Session 31) / my two communities / my accountability person:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Live the plan. First accountability call within seven days, first community visit on the date written, day-30 self-review marked in a calendar today — before you leave this room. Also write discussion questions 3 and 4: 'What do you want to say to the person who enters this

program next, sitting in your chair? (These may be collected, with permission, for the alumni welcome.)' and 'What are you taking from this room that you intend to give away — and to whom, first?'

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Phase 4 Check-In

Phase 4 — Living Free: Prevention and Purpose (Weeks 6–8)

Twelve weeks. You fought your way to this page. Now write the plan that keeps you free.

Do not grade the fight. Report it honestly — where you held, where you got hit, and what you need for the next round. Honest is how warriors do an after-action review.

Where I was when this phase began:

Where I am now:

The fight in this phase — where I held, and where I got hit:

What I still need:

My phase progress — honest self-check

Phase completion in this program means: I attended at least 8 of this phase's 9 sessions (or made them up with my facilitator), my phase product is complete, and I can state the phase's core skill in my own words. Sessions and homework from before a participant entered do not count as outstanding. The phase count runs from the sessions you attend after entry: attend at least 8 of 9 sessions in Phases 1–4, or at least 22 of 24 in Phase 5, counting attended sessions plus facilitator-assigned makeups (attending the session in a later rotation or completing the facilitator-assigned equivalent), with any remaining gap carried in a completion plan set with the Program Director — never exclusion.

- ☐ Session 28: The Warning-Sign Chain: Relapse Starts Long Before Use — attended ☐ / made up ☐
- ☐ Session 29: High-Risk Situations: The Personal Prevention Plan — attended ☐ / made up ☐
- ☐ Session 30: After a Slip: Return, Don't Run — the First 24 Hours — attended ☐ / made up ☐
- ☐ Session 31: A New Identity — attended ☐ / made up ☐
- ☐ Session 32: Strengths, Gifts, and Service: Recovery That Gives Back — attended ☐ / made up ☐
- ☐ Session 33: Telling Your Story Safely: Testimony Without Harm — attended ☐ / made up ☐
- ☐ Session 34: My Community Connection Plan — attended ☐ / made up ☐
- ☐ Session 35: Mentoring and Accountability After Graduation — attended ☐ / made up ☐
- ☐ Session 36: The 90-Day Plan and Phase 4 Completion: Sent, Not Finished — attended ☐ / made up ☐
- ☐ Phase product complete: My Warning-Sign Chain, Return Card, and 90-Day Continuing Care Plan complete (Sessions 28, 30, 36)

The core skill of this phase, in my own words:

Program wording: spotting my warning-sign chain early, interrupting it, and living my 90-day plan with my people. Now say it your way:

One thing I am grateful for at the end of this phase:

One thing I am asking for help with in the next phase:



Phase 5 — Giving Back: Service, Leadership & Purpose (Sessions 37–60)

You were carried when you could not carry yourself. Now you learn to carry others — carefully, with boundaries, and with a purpose that outlasts this program.

Phase 5 turns the work outward in three blocks of eight sessions. Sessions 37–44, Service: giving back and contributing to this house and this community, treating service as recovery capital you build on purpose. Sessions 45–52, Mentoring & Leadership: supporting newer participants as a peer — listening well, sharing your story safely, holding boundaries in helping roles, and handing safety concerns to staff without hesitation. Sessions 53–60, Purpose & Vocation: the direction, work, and craft that will carry your freedom — readiness, honesty on paper, guarding your recovery at work, and My Giving Back Plan and the Next 90 Days, which renews your 90-Day Continuing Care Plan. Your own recovery still comes first in every session of this phase. That order is not selfishness; it is what makes the giving possible.

Block 1 — Service: Giving Back (Sessions 37–44)

Session 37: Service as Recovery Capital: Giving What You Have Received

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 1 — Service: Giving Back

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 37 handout (Received and Passed On) — in the Handouts Packet.

What we're learning

Session 32 named your strengths and gifts; this phase puts them to work. Recovery capital is the sum of resources a person can draw on to sustain recovery — relationships, roles, community standing, useful work. Service builds every one of them at once: it gives the week structure, gives other people a reason to trust you, and gives you evidence that you are becoming someone new.

- Receiving is a stage, not a destination Gratitude that never becomes generosity curdles into entitlement or shame. The handoff from helped to helper is a normal, expected stage of a maturing recovery — not graduation from humility, but its fruit.
- Service is capital, not decoration Every kept commitment deposits trust: with the house, with family, with employers, and with yourself. Small deposits, made weekly, compound into the standing a free life is built on.
- Start where you already stand The first field of service is this house and this room: chairs set up, coffee made, a newcomer greeted by name. No one needs a title, a testimony, or an anniversary chip to start.

Goals for this session

- ☐ I can define service as recovery capital in my own words
- ☐ I can inventory what I have received in recovery and name one thing I can now give
- ☐ I can commit to one small act of service this week, with a day attached

Check-in

What is one thing this program — or one person in it — has given you that you did not earn and could not have bought?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Where in your life are you still only receiving? What makes the turn toward giving hard?

2. Who gave to you early in recovery, and what did their giving actually do for you?

3. What is one act of service inside this house you could own every week?

4. What day did you name for your circled act of service, and who will know whether you did it?

Session 37 — Skill Practice

Service inventory (in pairs): each person lists what they have received in recovery down one side of the page — rides, meals, patience, a bed, a second chance — and beside each item, one way it could be passed on. Partners help shrink each pass-it-on item to something doable within seven days. Each person circles one and names the day aloud.

What I have received in recovery — and one way I can pass each thing on:

My circled act of service, and the day I named:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Do the one circled act of service this week, on the day you named. Write two lines about it in your workbook: what you did, and what it was like to be the giver.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 38: Finding Your Post: Matching Gifts to Real Needs

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 1 — Service: Giving Back

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 38 handout (My Service Post) — in the Handouts Packet.

What we're learning

Session 32 inventoried strengths and gifts; a list in a workbook changes nothing until it meets a need. A post has four parts: a task somebody genuinely needs done, a person whose name is attached to the need, a schedule the house can count on, and a length of service short enough to keep — a season, not a life sentence.

- Ask before you assume The need you invent may not exist, and the need that exists may surprise you. Ask the house manager, the kitchen lead, the newcomer: 'What would actually help?'
- Fit beats flash The right post uses a real strength at a real size. A gifted cook in the kitchen builds more capital than the same person performing a role they cannot sustain.
- A post has edges Task, place, day, duration. Service without edges becomes either a burden you resent or a kingdom you defend; edges keep it an offering.

Goals for this session

☐ I can match one personal strength (Session 32) to one real, named need in the house or community

☐ I can distinguish a real need from an imagined one by asking, not assuming

☐ I can write a one-line post description: task, place, day, and the person who confirms it

Check-in

Where have you served before — work, family, church, anywhere — and which of those jobs fit you so well you lost track of time doing it?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. What need in this house have you noticed that nobody owns yet?

2. Tell about a time you took the wrong job, in work or in service. What did the mismatch cost?

3. Who will you ask this week to confirm your post — and what exactly will you ask them?

4. What is your one-line post — task, place, day, and confirming person — exactly as written on your post card?

Session 38 — Skill Practice

Post drafting (workshop): the facilitator lists on the whiteboard the real current needs named by staff and the room. Each participant drafts a post card — task, place, day, duration, confirming name — then stress-tests it with a partner: Is the need real? Is the size keepable? Does it collide with work, meetings, or the 90-day plan? Revise until the partner can repeat the post back word for word.

My post card — task, place, day, duration, confirming name:

What my confirming person said — yes, no, or a better assignment:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Ask your confirming person this week and get a yes, a no, or a better assignment. Bring the final post card to the next session, confirmed by the person who named the need.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 39: Serving Without Saving: Help That Does Not Take Over

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 1 — Service: Giving Back

Date: _____ My craving today (0–10): _____ One word for my week: _____

What we're learning

Rescue feels like love and works like control. The rescuer gets the relief of being needed; the rescued person gets the message that they cannot be trusted with their own life. In recovery communities the pattern is common and costly: two recoveries end up chained together, and when one slips, both go down. Real help is offered, bounded, and leaves the other person's dignity and decisions intact.

- Help is offered; rescue is imposed Help asks: 'Do you want a hand with that?' Rescue announces: 'Move over, I'll handle it.' The question is most of the difference.
- The need to be needed is a warning sign If their progress feels like your oxygen, you are no longer serving them — you are using them. Name it to your coach, sponsor, or mentor the day you notice it.
- Their consequences are their teachers Shielding a peer from every consequence of their choices steals the lessons that built your own recovery. Support the person; do not intercept the tuition.

Goals for this session

- ☐ I can distinguish helping from rescuing, using the session's definitions
- ☐ I can identify my personal rescue pattern and the feeling it avoids
- ☐ I can practice offering help as a question instead of a takeover

Check-in

Tell about a time someone 'helped' you in a way that actually made you smaller. What did they do?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Where does your rescue pattern show up — money, rides, excuses, covering for someone, fixing their feelings?

2. What feeling are you avoiding when you rescue — guilt, fear, or being unneeded?

3. What is one sentence you can say this week that offers help and leaves the choice with them?

4. What offer sentence will you use this week instead of a rescue, and with whom?

Session 39 — Skill Practice

Rewrite the rescue (in trios): each person states a real rescue sentence they have said — or wanted to say — this month. The trio rewrites it as an offer: a question, a bounded offer, a choice left open. Practice saying the offer out loud twice. Example: 'You're going to blow this — give me your keys and your phone' becomes 'Tonight looks heavy. Do you want me to sit with you, call your sponsor with you, or give you some space?'

A rescue sentence I have said (or wanted to say):

The offer I will say instead — question, bounded offer, choice left open:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Catch one rescue impulse this week before you act on it. Turn it into an offer, or step back. Write what happened in two or three lines.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 40: Service Starts at Home: House, Family, and Neighbors

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 1 — Service: Giving Back

Date: _____ My craving today (0–10): _____ One word for my week: _____

What we're learning

Living amends (Session 24) repaired specific harms; ordinary service is the daily fabric underneath: dishes done without announcement, a yard kept, a call made on the day promised, a house rule carried without being chased. Family and housemates do not measure recovery by testimony; they measure it by Tuesdays. Service at home is unglamorous, unrecorded, and the most credible witness a person in recovery owns.

- Home is the first congregation The people under your roof experience your recovery before anyone hears about it. If it does not work at the sink and the table, it does not work.
- Unannounced counts double Service done for credit teaches the house to discount it. Do the job, leave it clean, let them discover it. Trust rebuilds at exactly that speed (Session 27).
- Neighbors are the near field The person in the next room, the next bunk, the next house: near enough to help this week, ordinary enough to keep it honest.

Goals for this session

☐ I can name the service owed first to the household I live in and the family I came from

☐ I can identify one neglected home duty and schedule it

☐ I can distinguish ordinary kept responsibilities from the specific living amends of Session 24

Check-in

What is one job at home — here in the house, or with your family — that everybody knows is yours, and everybody knows you dodge?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. What does your household currently carry that should be partly yours?

2. Why is serving at home harder than serving strangers? Be specific.

3. What one home duty will you take over this week — and how will the house know it is permanently yours?

4. What home job did you circle, and what day does it start?

Session 40 — Skill Practice

The home audit (solo writing, then pairs): list every recurring job in your current household down the left of the page; mark who does it now on the right. Circle one job that should carry your name. Pairs review for honesty: is it real, is it recurring, is it yours to take? Each person states the job and the day it starts, out loud, to their partner.

My household jobs — who does each one now:

The job I circled, and the day it starts:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Take over the circled job this week and do it on schedule, unannounced. If your family is not under your roof, make the scheduled call or visit you named instead, on the day you named it.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 41: Beyond Our Walls: Serving the Wider Community

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 1 — Service: Giving Back

Date: _____ My craving today (0–10): _____ One word for my week: _____

What we're learning

Session 34 built a community connection plan — places to belong. This session adds contribution to connection: you do not only join the community, you carry part of its weight. Community service also rebuilds a public identity. Every hour served is a fact about you that the old reputation has to compete with, and it is a fact other people witnessed with their own eyes.

- Belong, then contribute Connection without contribution keeps you a guest forever. Set the chairs at the church supper, stock the pantry shelf: guests receive; members carry.
- You represent; you do not speak In public you represent this program by conduct. You never speak for it, recruit for it, or explain its business; questions about the program go to staff. Your testimony out there is your work.
- Choose what you can keep A community post follows the same edges as a house post (Session 38): real need, named contact, set schedule, a season at a time — and it fits around work, meetings, and the 90-day plan, never instead of them.

Goals for this session

☐ I can choose one community service setting outside the program that fits my plan and schedule

☐ I can state the conduct standard for representing the program in public without speaking for it

☐ I can connect community service to the Community dimension of my 90-day plan (Appendix D)

Check-in

Where in this community have you been known for taking? What would it mean for your name to be known there for giving?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which community setting fits your plan — and what is the first small job you would ask for there?

2. What part of your old reputation in a community do you most want your service to answer?

3. What could make community service a risk for you — old people, old places, pride? Name the guardrail.

4. Who did you meet on your first visit, and what job, if any, were you given?

Session 41 — Skill Practice

First-visit script (in pairs): using their Session 34 community plan, each participant practices a two-minute introduction — who they are, what they are asking for (a small, regular job), and when they can start. The partner plays the busy coordinator: interrupt once, and once answer 'maybe next month.' Practice receiving both without shrinking or selling.

My first-visit introduction — who I am, the small regular job I am asking for, when I can start:

The person I met, and the job I was given:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Make the first visit, or the decision visit, this week. Report at the next session's check-in: the name of the person you met and the job, if any, you were given.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 42: Service Under Strain: Showing Up When It Costs

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 1 — Service: Giving Back

Date: _____ My craving today (0–10): _____ One word for my week: _____

What we're learning

Service loads the same systems recovery does: sleep, mood, pride, and time. Strain shows up early and quietly — irritability at the people you serve, fantasies of applause or escape, a craving hiding inside the sentence 'I deserve a break from all of this.' The warning-sign chain (Session 28) applies to the helper as much as to the newcomer: catch the chain at stage one, while it is still just a tired Tuesday.

- Strain has stages Tired, then resentful, then grandiose or gone. Each stage has an exit: rest at stage one, an honest conversation at stage two, a clean handoff before stage three.
- If–then beats willpower 'If it is my service day and my craving score is above a six, then I call my accountability partner before the shift and I tell the post leader I am having a hard day.' Written in advance (Session 29), it holds when motivation does not.
- A clean handoff is faithful Stepping back with notice and a prepared replacement protects the post and the people. Vanishing is the failure; handing back is stewardship.

Goals for this session

☐ I can name my personal early-warning signs that service is becoming strain

☐ I can build an if–then plan for the hard day (Session 29 method) for my service post

☐ I can state when stepping back from a post is faithfulness, not failure — and how to hand a post back cleanly

Check-in

Tell about a commitment — any commitment — you kept on a day you wanted to quit. What carried you through that day?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. What is your earliest personal sign that service is turning into strain?

2. What does 'I deserve a break' usually mean in your mouth — rest, or escape?

3. Write your if–then for the hard service day: what is the trigger, and what exactly happens next?

4. Where will you keep your service if–then card, so the strain finds it first?

Session 42 — Skill Practice

Chain check — a four-stage service-strain exercise, distinct from the five-stage Warning-Sign Chain (solo, then pairs): each person writes their service-strain chain in four stages — trigger, thought, feeling, urge — and marks the earliest point they can honestly catch it. Pairs exchange chains and each partner adds one interruption the writer missed. Remind the room: chains shared here stay here, under the group agreements.

My service-strain chain — trigger, thought, feeling, urge — and the earliest point I can catch it:

My service if–then plan, written for a card:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Write your service if–then plan on a card and keep it where the strain will find you — wallet, phone case, or workbook cover. Bring the card to the next session.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 43: When Giving Becomes a Hiding Place

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 1 — Service: Giving Back

Date: _____ My craving today (0–10): _____ One word for my week: _____

What we're learning

Avoidance in recovery rarely announces itself as rebellion; it arrives dressed as usefulness. The warning signs are structural: service hours climbing while meeting attendance falls, a calendar with no white space, rest treated as laziness, and a flash of anger when anyone suggests doing less. The chain is the same one from Session 28 — an apparently irrelevant decision, a high-risk setup, and then the lapse that 'came out of nowhere.' It did not. It came out of an exhausted, unexamined life.

- Full is not the same as faithful Measure service by fruit and by order: your own recovery first, household second, post third. A helper who collapses helps no one for long (Session 42).
- Anger at the audit is data If the suggestion to rest produces fury, the service is carrying something it was never meant to carry — identity, penance, or a place to hide. Bring it to your mentor, not to your schedule.
- Shrink it clean; keep it true Reduce hours, hand off a day, prepare a replacement (Session 42). A smaller post kept honestly beats a heroic one that eats the recovery it was meant to express.

Goals for this session

- ☐ I can identify how service can function as avoidance of my own recovery work
- ☐ I can audit my service load against meetings, counseling, rest, and family duties
- ☐ I can adjust one over-full commitment using a clean handoff (Session 42)

Check-in

What is the piece of your own recovery work — a call, a step, an appointment, a conversation — that you most reliably find a reason to postpone?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Where has 'being needed' let you skip being known — by a sponsor, a counselor, this room?

2. What would a real day of rest look like in your current week, and what resists it?

3. Which commitment on your calendar would you choose last, if you had to choose? What does that tell you?

4. What one reduction did you draft, and who will you tell about it?

Session 43 — Skill Practice

The load audit (solo grid, then pairs): draw your week in blocks — recovery work, household, post and service, work or job search, rest. Total the service block honestly. Mark anything your service has displaced in the last month. Pairs review each other's grids for the displaced item and help draft one clean reduction: fewer hours, a handed-off day, or a season's end date.

My week in blocks — recovery work, household, post and service, work or job search, rest:

The one reduction I drafted — and the conversation, notice, or replacement that makes it clean:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Make the one reduction you drafted — have the conversation, give the notice, prepare the replacement. Write the new, smaller commitment in your workbook before the next session.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 44: A Service Commitment That Lasts: Putting It in the Plan

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 1 — Service: Giving Back

Date: _____ My craving today (0–10): _____ One word for my week: _____

What we're learning

A commitment that lasts has the same anatomy as every durable thing in this curriculum: it is written, it is small enough to keep, it names a person, and it carries its own review date. Service entered in Appendix D stops being a mood and becomes a line item in the life being rebuilt — Health, Home, Purpose, Community — reviewed at day 30 like everything else in the plan.

- Written beats remembered Post, place, day, season, confirming name, and review date go into the Community section of Appendix D today, in ink, before anyone leaves the room.
- One post, kept, beats three posts, announced The plan holds one primary service post for this season. Additional helping stays informal and small; the plan protects focus the way it protects everything else.
- Review is part of the commitment At day 30 the questions are keep, adjust, or hand back — answered with the confirming contact, not alone at midnight. A commitment with a review date can bend without breaking.

Goals for this session

☐ I can write my service commitment into the 90-day plan (Appendix D) with post, schedule, and review date

☐ I can name the confirming contact for my service season

☐ I can set the 30-day review question for my service: keep, adjust, or hand back

Check-in

Read your current post card aloud — task, place, day, confirming name — exactly as written in Session 38. If it changed, say what changed and why.

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Read your plan entry aloud to your partner: what is missing — name, day, or date?

2. What is most likely to knock this commitment down in the next 30 days, and what is the pre-decided answer?

3. Who, besides you, now knows this commitment exists? Why does that matter?

4. What is your 30-day review question — keep, adjust, or hand back — and who answers it with you?

Session 44 — Skill Practice

Plan entry and audit (in pairs): participants complete the service entry in Appendix D, then exchange plans and audit against the checklist — post, place, day, season, confirming name, review date, and the if–then from Session 42. Partners initial the audit. The facilitator collects the review dates for the program calendar.

My service entry for Appendix D — post, place, day, season, confirming name, review date, if–then:

My partner's audit initials, and what was missing:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Confirm the entered commitment with your named contact within seven days — a short conversation: 'Here is what I have committed to, and here is my review date.' Report the confirmation at the next session's check-in.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Block 2 — Mentoring & Leadership (Sessions 45–52)

Session 45: From Participant to Peer: What Changes, What Does Not

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 2 — Mentoring & Leadership

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 45 handout (Peer Bright Lines) — in the Handouts Packet.

What we're learning

Session 35 built mentoring and accountability arrangements for after graduation; this block trains the role itself. A peer is a witness and a companion: living proof, a listening ear, a person who knows the way to the coffee and to the counselor's door. A peer is not a counselor, not staff, and never a secret-keeper from the care team. The role's strength comes precisely from its limits.

- Your story is your credential A peer's authority is experiential: 'Here is what happened to me; here is what helped.' The moment a peer starts diagnosing, prescribing, or directing treatment, they have left the credential they actually hold.
- Confidentiality has the same edges What a newer person tells you carries the same limits as the group agreements (Session 1): danger to self or others, abuse or neglect, and anything the program must know goes to staff — and the peer says so before the disclosure, not after.
- Report up; never cover A peer who learns of use, a plan to leave, or a safety issue and sits on it has not protected a friend; they have endangered one. Warm handoff, same day, every time. Warm handoff means: stay with the person, tell staff yourself the same day, and do not leave them alone with it.

Goals for this session

☐ I can state what changes when a participant begins helping newer people — and what does not change

☐ I can list the limits of a peer role: no counseling, no medication advice, no discipline, no secrets kept from staff

☐ I can name the staff member I report to when a peer conversation exceeds the role

Check-in

Who steadied you in your first weeks here — not staff, a peer? What exactly did they do that helped?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which part of the peer role fits you naturally — and which limit will chafe you most?

2. A newcomer says: 'Don't tell staff.' What do you say in the moment, word for word?

3. Why do the limits of the role protect the helper's own recovery, not just the helped?

4. Write the peer role's bright lines in your own words: what you do, what you never do, and who you report to.

Session 45 — Skill Practice

Bright-line drill (in pairs, rapid rounds): the facilitator reads situations — a peer asks your opinion of their medication dose; a participant confides a plan to use tonight; someone asks you to keep a secret from staff; a participant asks you to lead tonight's group because staff are running late. The partner answers: inside the role, outside the role, or escalate now — and says the sentence they would use. Switch roles halfway through. Take-home list: a newcomer asks you to settle a house dispute; a peer asks you to hold their paycheck. Answer each the same way: inside the role, outside the role, or escalate now — and say the sentence you would use.

The peer role's bright lines, in my own words — what I do, what I never do, who I report to:

The situation I would find hardest to hand to staff, and the sentence I would use:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Write the peer role's bright lines in your workbook in your own words: what I do, what I never do, who I report to. Bring it to the next session for a partner check.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 46: Listening Like a Leader: The Peer Support Conversation

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 2 — Mentoring & Leadership

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 46 handout (Listening Like a Leader) — in the Handouts Packet.

What we're learning

The MI-informed listening style facilitators have used all through this curriculum — in check-ins, discussions, and planning — is a learnable peer skill in smaller form: open questions that cannot be answered yes or no, reflections that hand a person's meaning back to them slightly clearer, and summaries that let them hear their own reasons for change. Its opposite, the righting reflex (Session 39), argues, warns, and fixes — and reliably produces a defense of the very behavior it attacks.

- Questions open; verdicts close 'What is the hardest part of tonight for you?' opens a door. 'You just need to get serious' closes one. A peer's questions make room; their verdicts make resistance.
- Reflect before you respond Hand back the heart of what they said — 'So the cravings hit hardest after your brother calls' — and let them correct it. Being understood accurately is itself an intervention.
- Their step, their words End with their next step in their sentence: 'So tonight you will call your sponsor before dinner — did I get that right?' A step they authored is a step they keep.

Goals for this session

- ☐ I can use the three peer listening moves: open question, reflection, summary
- ☐ I can recognize and refuse the righting reflex (Session 39) in a helping conversation
- ☐ I can run a ten-minute peer conversation that ends with the other person's own next step

Check-in

Think of the last time you felt truly heard — not fixed, heard. What did the listener actually do?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which is harder for you: asking, reflecting, or staying quiet while they think? Why?

2. When has advice — even good advice — made you dig in? What was happening inside you?

3. What topics are beyond a peer conversation and belong to staff, no matter how well you listen? (Review Session 45's lines.)

4. What was the best reflection you offered in a peer conversation, and what next step did the other person name in their own words?

Session 46 — Skill Practice

Listening lab (in trios, two rounds): the speaker talks about a real but moderate current challenge; the listener may only ask open questions and reflect — no advice, no story-swapping; the observer counts advice attempts and notes the best reflection. Rotate so everyone listens once. The facilitator debriefs: what did the speakers' own next steps sound like?

The best reflection I offered in a peer conversation:

The next step the other person named, in their own words:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Hold one real peer conversation this week using the three moves. Write down the best reflection you offered and the next step they named, in their words, with their permission.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 47: Your Story in a Helping Role: Testimony With Guardrails

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 2 — Mentoring & Leadership

Date: _____ My craving today (0–10): _____ One word for my week: _____

What we're learning

Session 33 taught telling your story safely in public settings. A helping conversation is a different stage: one listener, usually in pain, whose need sets the length and the content. The guardrails tighten: two minutes, one chapter, chosen for them — the part of your story that stands closest to where they are standing — and then the floor returns to them with a question.

- Serve the listener's chapter They are grieving a custody loss; the chapter of your story that matters is the season you parented from a distance, not your arrest record. Relevance is the discipline.
- Two minutes, then the floor Set the length before you start: 'Can I tell you the two minutes of my story that sound like tonight?' Their nod is consent; the clock is respect.
- Some nights, holster it Fresh crisis, raw trauma, or a person who needs information and a warm handoff — your story waits. A peer who can withhold the story can be trusted with it.

Goals for this session

☐ I can tell a two-minute version of my story shaped for a peer's need, not my own

☐ I can apply Session 33's safety rules inside a helping conversation: no graphic detail, no war stories, no advice disguised as testimony

☐ I can decide when not to tell my story at all

Check-in

What is the one sentence of your story that seems to land hardest on newer people? Say just the sentence.

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which chapter of your story is most often useful to newcomers here — and which chapter do you tell mainly because you like telling it?

2. What detail do you always leave out now that you used to include? What taught you?

3. How can you tell, mid-conversation, that your story has stopped helping? Name the signs.

4. What is the question you end your two-minute version with, handing the floor back?

Session 47 — Skill Practice

Two-minute drill (in pairs, timed): each person tells the two-minute version aimed at a scenario the partner names — a newcomer afraid of their first night; a peer ashamed after a slip (Session 30's rules apply); a participant furious at a house decision. Partner feedback: what landed, what ran long, and where the floor came back. Switch.

My two-minute version — the chapter, the turning point, what helped:

The question I end with, handing the floor back:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Write your two-minute version in your workbook: the chapter, the turning point, what helped, and the question you end with. Keep it under half a page; if it does not fit, it is not the two-minute version.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 48: Boundaries in Helping Roles: Carry With, Not For

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 2 — Mentoring & Leadership

Date: _____ My craving today (0–10): _____ One word for my week: _____

What we're learning

Session 20 drew boundaries in relationships generally; a helping role adds weight, because a newer person may test a peer's limits precisely where the peer feels safest. Money, rides after hours, messages at midnight, secrets from staff, special friendships — each crossing feels like kindness once and becomes an obligation forever. The peer's protection is pre-decision: sentences written in calm and used in the moment.

- With, not for Support sits beside a person while they make the call, write the application, tell the truth. Substitution makes the call for them and calls it love. One builds their strength; the other builds your importance.
- Money and midnight Two crossings account for most peer disasters: lending or holding money, and unlimited after-hours access. Both are pre-decided here: money never changes hands between peers, and peer help happens inside program hours and places — emergencies go to staff and the crisis protocol.
- Early is kind; late feels like betrayal State limits at the first conversation, warmly and plainly: 'I am glad to walk with you. Here is what I can do, and here is what goes to staff.' Early lines protect the relationship; late lines end it.

Goals for this session

- ☐ I can state the difference between bearing burdens with someone (support) and carrying loads for them (substitution)
- ☐ I can identify my three highest-risk boundary crossings in a helping role
- ☐ I can write a boundary sentence for each risk, in advance

Check-in

Finish this sentence honestly: 'When I am helping someone, the line I am most tempted to cross is ___ because it makes me feel ___.'

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which of your three risks has history behind it — where has this crossing cost you before?

2. Why does being 'the only one who understands' a newer person feel good, and why is it dangerous for both of you?

3. Say your hardest boundary sentence aloud to your partner. What makes it hard to say?

4. Which boundary sentence will be hardest to say, and what makes it hard to say?

Session 48 — Skill Practice

Boundary rehearsal (in pairs): the partner plays a newer participant making three escalating asks — hold my paycheck until Friday; text with me at 2 a.m. because nights are the worst; don't tell staff I missed my meeting. Respond to each with the prepared pattern: warmth, the line, the alternative — 'Here is what I can do.' The partner rates each response: was the line early, clear, and kind?

My three boundary sentences, word for word:

The alternative I offer with each line — "Here is what I can do:"

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Write your three boundary sentences in your workbook, word for word. If the situation arises this week, use one; if it does not, tell the sentences to your accountability partner so they exist outside your own head.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 49: When Someone You Help Is Slipping: Notice, Ask, Connect

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 2 — Mentoring & Leadership

Date: _____ My craving today (0–10): _____ One word for my week: _____

Materials: Session 8 handout (My Personal Crisis & Safety Plan) (one per participant).

What we're learning

Peers see the chain first: the missed check-ins, the old friend's name back in the conversation, the story that changes between tellings (Session 28). A peer's response follows the crisis protocol's doctrine at peer scale: say plainly what you have noticed, then ask one direct question, then hand to staff the same day. The peer never investigates, never searches rooms or phones, and never carries the secret past the day it was shared. The peer never holds or reads another person's plan. If there is immediate danger, or thoughts of harming, stay with the person, call or text 988 or call 911, and get staff the same day. The five stages are: Drift; Setup / denial; High-risk situation; Craving / decision point; Use.

- Notice out loud, early Small and early beats certain and late: 'You have missed two check-ins, and you stopped eating with us. I am asking because I am your person here.' Specific observations open doors; accusations close them.
- Ask the real question If safety is in question, ask it plainly, the way the protocol taught you: 'Are you thinking about using? Are you thinking about hurting yourself?' A direct question does not plant the idea; it opens the exit. Ask one direct question, then hand to staff the same day.
- Connect, then step back Walk them to staff, stay while they tell it if they want you there, and then go back to your own program and your own plan. Carrying the outcome home with you helps no one.
- Find your own plan (2 minutes): Each person finds their own crisis plan — Session 8 handout / Appendix A working copy — and points to the first person they would call. No one reads their plan aloud. The facilitator confirms the counselor plan is in place, without reading clinical detail.

Goals for this session

☐ I can recognize the warning-sign chain (Session 28) in someone I am helping

☐ I can use the notice–ask–connect sequence without accusing or investigating

☐ I can complete a warm handoff to staff, and state what the peer does afterward: return to my own program

Check-in

Who noticed your slide, back when? What did they say — and what do you wish they had said sooner?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. What signs would you see first in the person you help — and which sign would you be tempted to explain away?

2. Rehearse the sentence: how do you say what you noticed without it sounding like an accusation?

3. What will you do with the worry afterward — who holds it with you?

4. After you connect someone to staff, what do you do next in your own program — and who holds the worry with you?

Session 49 — Skill Practice

Notice–ask–connect rehearsal (in trios): one person notices, one asks one direct question, and one plays staff receiving the handover — hand to staff now. An observer role and a pass are available for anyone who prefers not to role-play; observers name what they saw done well. Rotate roles until each person has had a turn in a role they choose; observing and scoring counts fully. Ask one direct question, then hand to staff the same day — do not keep asking, and do not assess.

The two observations I would name, and the exact words of my ask:

The staff handoff — who, when, and what I do afterward in my own program:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Write your notice–ask–connect sentences in your workbook: the two observations you would name, the exact words of your ask, and the staff person you would hand to. Rehearse them once with a partner or aloud alone.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 50: Hard Conversations: Feedback Without Shame

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 2 — Mentoring & Leadership

Date: _____ My craving today (0–10): _____ One word for my week: _____

What we're learning

Feedback fails in two directions: silence that watches a peer walk toward the edge, and shame that pushes them closer to it. The MI-informed spirit — partnership, acceptance, compassion — scales down to a peer pattern anyone can run: a specific observation, the honest impact, one clear request. Before the conversation, the helper does their own work first: a Thought Record (Appendix B, Session 11) on the story they are telling themselves, because feedback delivered from an unexamined story is usually an accusation wearing a lanyard.

- Observation, not biography 'You have missed three mornings this week' can be discussed. 'You are getting lazy, like before' cannot — it argues about who they are instead of what happened. Stay on the film, not the review.
- Impact, owned 'When the chairs were not set, I felt alone with the room' — an I-statement (Session 21) names a real cost without assigning a motive. Impact persuades; motive-reading provokes.
- One request, actually askable End with a single, doable ask and a real question mark: 'Will you take the chairs back tomorrow, and tell me tonight if you cannot?' Then stop talking. Their answer is the conversation.

Goals for this session

☐ I can deliver one piece of feedback using the observation–impact–request pattern

☐ I can examine my own thoughts first with a Thought Record (Appendix B) when a conversation feels hot

☐ I can receive feedback in the room without defense or counter-charge for two full minutes

Check-in

What is the most useful hard thing anyone has ever said to you in recovery? Who said it, and how did they say it?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which part of the pattern is hardest for you — seeing clearly, owning impact, or asking plainly?

2. Tell about feedback you received that was true and still harmful. Which element was missing?

3. What thought about a specific person do you need to put on trial (Appendix B) before your next hard conversation?

4. What is the one request you will make in your next hard conversation, in one askable sentence?

Session 50 — Skill Practice

Feedback rounds (in pairs, then reversed): each partner delivers two minutes of real feedback on a low-stakes topic agreed in advance — a house job, a session habit — using the pattern. The receiver's assignment is harder: listen, reflect the request back word for word, and answer only the request. Each partner then rates the delivery: observation clean? impact owned? one ask?

My Thought Record on the story I am carrying about the person I need to talk with:

My feedback in the pattern — observation, impact, one askable request:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

- ☐ Complete one Thought Record (Appendix B) on the story you are carrying about a person you need to talk with. If the record clears, schedule the conversation this week; if it does not, bring the record to your accountability partner instead.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 51: Leading the Room: Facilitation Basics for Peer Leaders

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 2 — Mentoring & Leadership

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 51 handout (Leading the Room: Open, Hold, Close) — in the Handouts Packet.

What we're learning

A peer leader's authority is borrowed and brief: it belongs to the agreements, not to the leader's personality. The craft has three moves. Open: state the purpose in one sentence, name the agreements that matter tonight, start on time. Hold: one voice at a time, cross-talk redirected kindly, quieter voices invited with a door they can decline — 'James, anything from your side of the room?' — and war stories stopped at the first graphic detail, per the agreements. Close: one sentence that names what the room did, and a bridge to what comes next.

- The agreements lead; you enforce A peer leader never rules by opinion. Every intervention points at an agreement the room already made: 'Hold on — one voice at a time; that's our agreement.' The rule carries the weight so the relationship does not have to.
- Invite; never corner Draw out the quiet with doors, not spotlights: a question to the whole side of the room, a written minute before sharing, permission to pass that is actually honored. Cornered people do not open; they comply or they leave.
- End on time, land the plane A segment that runs over steals from everything after it. Watch the clock, summarize in one sentence, and name the next thing. Ending well is a form of respect the room can feel.

Goals for this session

☐ I can open a group segment using the program's pattern: purpose, agreements, check-in

☐ I can keep one voice at a time and draw out a quiet member without putting them on the spot

☐ I can close a segment on time with a one-sentence summary and a bridge

Check-in

Think of the best-led room you have ever sat in, anywhere. What did the person up front actually do — minute by minute?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which move is your natural strength — opening, holding, or closing — and which will you have to build?

2. A member starts a graphic war story. Give the exact sentence you would use to stop it without shaming them.

3. What do you do with the member who talks every time — and with your own liking for their talking?

4. What is your opening script — purpose sentence, two agreements, first check-in question?

Session 51 — Skill Practice

Facilitation practicum (full room, rotating): volunteers lead a ten-minute mock check-in segment for the group — open with purpose and agreements, run three check-ins, handle one planted disruption (the facilitator plays a cross-talker, then a war-story starter), and close on time with a summary and bridge. The room scores each leader against the three moves; the facilitator debriefs kindly and specifically.

My opening script — purpose sentence, two agreements, first check-in question:

My closing summary sentence, and the bridge to what comes next:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Write your opening script in your workbook — purpose sentence, the two agreements you would name, your first check-in question — and your closing summary sentence. Bring both to the next session; you may be called on to use them.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 52: The Helper's Own Recovery: Staying Grounded While You Help

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 2 — Mentoring & Leadership

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 52 handout (The Helper's Charter) — in the Handouts Packet.

What we're learning

Helpers relapse in a recognizable order: first the helper's own disciplines thin out — meetings skipped to cover for others, check-ins performed instead of answered, rest postponed for a season that never ends. Then comes the special chain Session 43 named: hiding inside usefulness. The guardrails are structural, not motivational: supervision you actually attend, a plan that still has your name on it, and one named person licensed by you, in advance, to say 'you are doing too much' and be obeyed.

- Your chain is still your chain Run Session 28's chain on helper triggers: praise, being needed, a mentee's crisis, a compliment from staff. The stages are identical; only the costumes are better.
- Supervision is not a report; it is a guardrail A helper meets their supervisor or mentor on schedule whether or not there is a problem to report. The meeting that only happens in crisis is not supervision; it is an ambulance.
- Someone must be able to tell you no Name the person today, out loud, in this room. Their assignment: watch your load and your light, and speak when either dims. Your assignment: obey first, argue later.

Goals for this session

☐ I can run my own warning-sign chain (Session 28) on helper-specific triggers

☐ I can state my non-negotiables as a helper: supervision, my own meetings and plan, one person who can tell me no

☐ I can write a helper's self-check I will run weekly

Check-in

Since you started helping others, what part of your own recovery has quietly gotten thinner — sleep, meetings, honesty, rest?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which of your disciplines thinned first when you began helping — and who noticed before you did?

2. What praise or usefulness has become hard for you to imagine living without?

3. Who is your named person? Say the name aloud. Have you actually given them the assignment?

4. Who is your named person, and have you actually given them the assignment? What day is your weekly self-check?

Session 52 — Skill Practice

Helper's chain and charter (solo, then pairs): using Appendix C, each person maps their warning-sign chain with helper-specific triggers and marks the earliest interruption point. Then each writes a helper's charter in the workbook: my supervision rhythm, my non-negotiable disciplines, my named person, my weekly self-check day. Partners exchange charters and witness them with a signature and the date.

My warning-sign chain with helper-specific triggers, and the earliest interruption point:

My helper's charter — supervision rhythm, non-negotiable disciplines, named person, weekly self-check day:

My charter witness — partner signature and date:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Hold the first supervision or mentor conversation under your charter this week — even if it is fifteen minutes. Report at the next check-in: the day it happened and one thing it surfaced.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Block 3 — Purpose & Vocation (Sessions 53–60)

Session 53: Purpose After Survival: What This Life Is For Now

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 3 — Purpose & Vocation

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 53 handout (My Compass Sentence) — in the Handouts Packet.

What we're learning

Purpose in this curriculum is not a mystery to be awaited; it is a direction to be walked. SAMHSA names Purpose — meaningful daily activity, work, and service — as one of the four dimensions a recovery is built on, and Sessions 25 and 32 explored calling and gifts. This block does the adult work: a purpose stated in one sentence, tested against the calendar, and expressed in vocation — the work, paid or unpaid, that a life is actually spent on.

- Purpose is a direction, not a destination A purpose statement is a compass sentence, not a five-year plan: 'I steady newer people in early recovery while I build a trade with my hands.' It can be carried into any job, town, or season — and revised as you grow.
- Purpose survives job loss; a title does not Anchor identity in the direction and you can lose a job without losing yourself. Anchor it in the title and the first layoff becomes an identity crisis with relapse risk attached (Sessions 31, 58).
- The calendar tells the truth Purpose is audited in hours, not intentions. Lay the compass sentence beside last week's actual schedule: where do they agree, and where is the sentence still only a wish?

Goals for this session

☐ I can write a working purpose statement in one sentence: who I serve, with what, toward what end

☐ I can distinguish purpose from a job title, a role, and a feeling

☐ I can name one purpose-bearing activity already in my week and one that is missing

Check-in

When you were a kid, what did you think your life would be about? Say it plainly — no laughing it off.

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Read your compass sentence aloud. What word in it costs you the most to say?

2. Where does last week's calendar agree with your sentence — and where does it argue?

3. What did addiction promise your life would be about? What is the honest difference now?

4. What word in your compass sentence costs you the most to say?

Session 53 — Skill Practice

Compass sentence workshop (solo, then trios): each person drafts a purpose sentence from three ingredients — who benefits, what I actually do, toward what end — then work in trios to cut every word that is decoration. Test each sentence against the calendar: name one hour last week that matched it, and one hour next week that will. Write the final sentence on the workbook's first page.

My compass sentence — who benefits, what I actually do, toward what end:

One hour last week that matched it, and one hour next week that will:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Live one deliberate hour this week inside your compass sentence — scheduled, not accidental. Write two lines: the hour, and what it felt like to be on-purpose on purpose.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 54: Work as Recovery: The Honest Way In

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 3 — Purpose & Vocation

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 54 handout (My First-Target Job List) — in the Handouts Packet.

What we're learning

Session 25 framed work and calling; this session gets practical about entry. Employed and purposefully occupied hours are hours the old cycle cannot easily claim, and a kept job is public evidence — to family, to courts, to yourself — that the new life is load-bearing. Entry is honest about constraints: records, gaps, transportation, and the house schedule are facts to plan around, not verdicts to hide from.

- Structure is relapse prevention A shift is an anchor the whole day can be tied to (Session 7). When you choose between two jobs, weigh the schedule's effect on meetings, sleep, and check-ins — not just the hourly wage.
- Start where you can be kept The right first job is the one you can still be doing in ninety days: within your transportation, inside your physical limits, clear of your highest-risk people and places (Session 29). A smaller job kept beats a bigger job lost loudly.
- Every workplace has a chain Payday people, after-shift rituals, the coworker who uses — map the job's warning signs before the first shift, and pre-decide your exits the way Session 29 taught: if–then, written, with a person attached.

Goals for this session

- ☐ I can state what work provides recovery besides money: structure, evidence, identity
- ☐ I can build a realistic first-target job list from my strengths (Session 32) and current limits
- ☐ I can name the recovery risks inside my likely work settings and pair each with a guardrail

Check-in

What is the best job you ever held — not the best-paying, the best for you? What made it good?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. What does work give you besides money — and which of those gifts do you need most right now?

2. Read your first-target list aloud. Which entry is fantasy, and which is this month?

3. What is the riskiest hour of your likely workday, and what is the guardrail?

4. What is the one real step toward your top target this week, and whose name will you bring back?

Session 54 — Skill Practice

First-target workshop (solo, then pairs): from the Session 32 strengths inventory, each person drafts a first-target job list — three realistic targets with the actual way in (a name, a place, an application). For the top target, write the schedule test: shifts against meetings, sleep, transportation, and the 90-day plan. Partners audit for fantasy: any target that fails the schedule test gets revised, not defended.

My first-target job list — three realistic targets, with the actual way in:

My top target's schedule test — shifts against meetings, sleep, transportation, and my 90-day plan:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Take one real step toward the top target this week — the application, the visit, the call — and write down the name of the human you dealt with. Bring the name to the next check-in.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 55: The Honest Application: Records, Gaps, and References

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 3 — Purpose & Vocation

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 55 handout (The Honest Application) — in the Handouts Packet.

What we're learning

Employers do not need your memoir; they need to know whether you will show up, do the work, and be straight with them. A record answered plainly and briefly, with evidence of change since, reads as exactly what it is: a person whose worst chapter is behind a verifiable record of kept days. The two failure modes are lying, which a background check will find, and confessing, which hands a stranger a story they never asked for and cannot use.

- Brief, factual, forward The pattern for any record answer: what it was, in one clause; when, in one date; what has changed, in evidence — this program, this many kept months, these references. Then stop. Over-explaining reads as either hiding or pleading; the pattern reads as done.
- Gaps are explained by what filled them A gap filled by treatment, this program, caregiving, or work search is an answer, not an apology: 'I was in a recovery program; I completed it on this date.' Fill in your own program type in your own words, with staff help if needed. Dates and completions are the currency.
- References are asked, never assumed Every reference is a person who said yes, knows what job you are seeking, and can speak to recent, specific evidence (Session 27). Staff, mentors, service supervisors (Session 38's confirming names) — people who watched you keep things.

Goals for this session

☐ I can draft truthful, brief answers for the three hard questions: record, gap, and why-should-we-hire-you

☐ I can assemble a reference list of people who have agreed to be asked

☐ I can state what I will never do in a job search: lie on a form, borrow a history, hide what a background check will find anyway

Check-in

What is the line on an application — or the moment in an interview — that you dread most? Name it exactly.

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Show your record answer to your partner, or read it aloud if you choose. Your partner checks only the pattern: one clause, one date, evidence, stop. You may pass and work with the facilitator instead. Where does it plead, hide, or ramble?

2. Who are your three references, and what specific evidence can each one honestly give?

3. What question do you hope they never ask — and what is your truthful one-sentence answer to it?

4. Which of the three never-do lines is hardest for you, and what will you do instead when it tempts you?

Session 55 — Skill Practice

Application lab (solo drafting, pairs polish): each person drafts ONE hard answer in the room — the dreaded one from check-in — on the sample form or in the workbook. Partners review against the pattern: one clause, one date, evidence of change, stop. Then one two-minute mock: the partner asks the dreaded question from check-in, and the answer must stay inside thirty seconds and end facing forward. The other two hard answers are written homework, with the same pattern printed at the top of the Workbook page.

My three hard answers — record, gap, why-should-we-hire-you — brief, factual, forward: Pattern: one clause, one date, evidence of change, stop.

My three references — who said yes, what job, what evidence each can give:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Write the other two hard answers, using the same pattern. Ask your three references this week — actually ask, and record the yes in your workbook with the date. If someone declines, thank them and replace the name before the next session.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 56: Keeping the Job: Habits That Protect Recovery

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 3 — Purpose & Vocation

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 56 handout (Keeping the Job) — in the Handouts Packet.

What we're learning

Session 26 handled money and stewardship; this session handles the conduct that keeps money coming. Employers fire for patterns, not incidents: lateness that becomes a climate, moods that become weather, small dishonesties that become policy. The keeping habits are boring and total: early enough that traffic cannot fire you, ready with tools and a clear head, steady in mood on bad-news days, honest about mistakes the same shift they happen, and teachable when corrected without a speech.

- Early is a decision made the night before Shoes, clothes, keys, alarm, bus money — laid out before bed. Morning chaos is where jobs and cravings both start their day; the night-before routine (Session 7) is an employment practice.
- Mistakes reported fast are small Tell the supervisor what happened, what you have already done about it, and what you need — in that order, the same shift. A mistake confessed at 10 a.m. is training; discovered at audit, it is character.
- Payday is a planned event, not a weather event The Session 26 order holds at work scale: what comes in, what must go out, decided before the money arrives, with distance between impulse and access — and a partner who knows the plan and asks about it by name.

Goals for this session

☐ I can name the five keeping habits: early, ready, steady, honest, teachable

☐ I can identify my personal job-risk pattern from past employment and write its interruption

☐ I can build a payday protocol with my accountability partner (linking Session 26)

Check-in

Think of a job you lost or quit in the old life. What was the first small sign — before the end — that it was going wrong?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which of the five habits is your historical weak one? Give the evidence.

2. What is your payday pattern from the old life, hour by hour — and what replaces the first two hours of it now?

3. Who corrects you at work if you start sliding — and if the answer is nobody, who should it be?

4. What is your payday protocol, and who holds a copy of it?

Session 56 — Skill Practice

Risk-pattern map (solo, then pairs): each person writes the story of one lost job in four beats — the first small sign, the rationalization, the point of no return, the ending — then circles the earliest beat where a keeping habit would have interrupted it. Pairs exchange maps and each partner writes one if–then for the other's earliest beat, in the Session 29 format.

My job-risk pattern in four beats — first small sign, rationalization, point of no return, ending — and the earliest beat a keeping habit would interrupt:

My payday protocol, with a copy for my accountability partner:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Set up the night-before station this week — one place for clothes, keys, and work gear — and use it every work or program day. Write your payday protocol on a card and give a copy to your accountability partner.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 57: Called and Capable: Matching Vocation to the Life You Are Building

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 3 — Purpose & Vocation

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 57 handout (Testing a Vocation) — in the Handouts Packet.

What we're learning

Session 53 wrote the compass sentence; Session 54 got you in the door. Vocation is where the two meet over time: work that uses your actual capabilities, can be sustained by your actual life, and moves in your compass direction. Capabilities are built, not found — training, certificates, licenses, and slow reputations — and every build starts with one named step small enough to take this month.

- Four tests for any opportunity Fit: does it use your real strengths (Session 32)? Sustainability: can your body, schedule, and household carry it for a year? Risk: what are its chains — people, places, paydays (Session 29)? Direction: does it move along your compass sentence, or merely pay more to stand still?
- Build the capability before the title Name the next capability — the certificate, the license, the skill, the supervised hours — and its first step. People who chase titles collect rejections; people who build capabilities collect options.
- A no can be obedience Declining the wrong good offer — the money is real and the risk is fatal — is a vocational skill. Say it clean, say it early, and write down the test it failed so the next offer is judged faster.

Goals for this session

☐ I can distinguish job (what pays), career (what builds), and vocation (what fits the compass sentence, Session 53)

☐ I can score a real opportunity against four tests: fit, sustainability, risk, and direction

☐ I can name my next capability to build and the first concrete step toward it

Check-in

If money were handled for one year, what work would you choose purely because it fits you? Say it out loud before you edit it.

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Run a real opportunity — yours or a plausible one — through the four tests aloud. Where does it fail?

2. What is your next capability, and what is embarrassingly small first step you have been avoiding?

3. Tell about a 'no' you are proud of, or one you wish you had said. What did it teach your tests?

4. What is your next capability, and what is its first step, with a date?

Session 57 — Skill Practice

Vocation board (solo grid, then pairs): draw the four tests as columns; enter one real opportunity; score each column with evidence, not feelings — a schedule, a name, a number. Below the grid, write the next capability and its first step with a date. Partners interrogate the weakest column: what would have to change for this to pass?

My vocation board — one real opportunity scored against fit, sustainability, risk, and direction:

My next capability, and its first step, with a date:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Take the capability's first step this week — the call, the catalog, the enrollment question, the conversation — and write the name of the human you dealt with and what they said.

My log for the week:

An optional Scripture handout for this session is available from your facilitator on request.

Session 58: Setbacks at Work: Losing, Leaving, and Starting Again

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 3 — Purpose & Vocation

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 58 handout (My 48-Hour Protocol Card) — in the Handouts Packet.

What we're learning

A lost job in recovery is a problem to solve with the care team within forty-eight hours; the danger is the silent spiral after it — shame doing arithmetic at 2 a.m., structure collapsing by the weekend, the old phone numbers starting to look like a plan. The protocol is deliberately boring: tell your people the same day, stabilize the week (meetings, sleep, the house routine), and write the restart — three steps, dated, starting with the references and evidence you built in Sessions 55 and 56, which a lost job does not erase.

- An event is not a verdict Put the thought on trial (Sessions 10–11): 'I lost a job' is a fact. 'No one will ever hire me' is a prediction wearing a fact's clothes. The record of kept shifts, kept commitments, and this program is evidence, and evidence outranks 2 a.m.
- Tell before you spiral The call list is pre-written: accountability partner, sponsor or mentor, Program Director or care contact, one reference who will hear it as news and not as doom. Silence is the spiral's favorite room; the calls break it up within a day.
- Restart small, restart dated Three steps inside seven days: file what must be filed, contact two names from the first-target list (Session 54), take one interim shift, post, or service day to keep the week's structure standing while the search runs.

Goals for this session

☐ I can run the 48-hour protocol for a job setback: tell, stabilize, plan

☐ I can separate the event (a job ended) from the verdict (I am finished) using Session 10's thought work

☐ I can draft a restart plan with the first three steps and my dates

Check-in

What did losing a job used to start in you — the first thought, the first call, the first day? Walk it honestly.

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Read your 2 a.m. thought aloud. What is the evidence against it, item by item?

2. Who are your four calls, by name? Which one would you most want to skip — and why is that one mandatory?

3. What interim structure — service post, house duty, day labor, training — would you take in week one? Name it now, while you do not need it.

4. Who are your four calls, in order, and which one would you most want to skip?

Session 58 — Skill Practice

The 48-hour drill (solo writing, then pairs): each person writes their personal protocol card — the four calls in order, the stabilize list (meetings, sleep, house routine), and three restart steps with blank dates to be filled the day they are needed. Partners review for realism: are the names real, the steps dated inside seven days, the interim structure named? Revise until the partner would trust the card at 2 a.m.

My 48-hour protocol card — four calls in order, stabilize list, three restart steps:

My interim structure for week one, named now:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Give a copy of your protocol card to your accountability partner this week and tell them what it is for: 'If I lose work, this is my first forty-eight hours. Ask me about step one.' File the original in your workbook.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 59: Sustaining Freedom: The Long Middle of Recovery

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 3 — Purpose & Vocation

Date: _____ My craving today (0–10): _____ One word for my week: _____

What we're learning

Early recovery runs on urgency; sustained recovery runs on rhythm. The risks change costume: drift instead of crisis, boredom instead of craving, old anniversaries arriving on schedule, and success itself — the raise, the apartment, the regained trust — quietly arguing that the disciplines can be retired. They cannot. What changes is the review rhythm: the chain (Appendix C) re-read against current life, the plan renewed on a calendar instead of in an emergency, and people who keep asking the real questions after the crisis audience has gone home.

- Drift is the chain in slow motion Stage one of the warning-sign chain (Session 28) at year scale: a skipped meeting becomes a skipped month; a postponed call becomes a lost number. The long middle is lost at stage one, exactly like the first ninety days — only slower, and quieter.
- Boredom is information, not emergency A flat season usually means a dimension is underfed — Purpose gone stale, Community thinned, Health neglected (Sessions 1–36 built all four). Feed the dimension; do not feed the craving. New service, new capability (Session 57), new people to help (Block 2) are the curriculum's standing answers.
- Success needs a plan too Write if–then plans for good news: the raise, the promotion, the restored license, the family reconciliation. Celebration was an old trigger for most of this room; the plan for winning is written in the same ink as the plan for losing.

Goals for this session

☐ I can describe the long-middle risks: drift, boredom, anniversary seasons, and success itself

☐ I can refresh my warning-sign chain (Appendix C) for year-two realities

☐ I can set a quarterly self-review rhythm and name who sits in it with me

Check-in

What part of your recovery feels most ordinary now — and what part of ordinary scares you a little?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which long-middle risk is already visible in your life: drift, boredom, an anniversary, or success?

2. Read your refreshed chain aloud: what is different from the chain you wrote in Session 28?

3. Who sits in your quarterly review — by name — and what are the three questions they must always ask?

4. What are your four quarterly review dates, and who sits in them with you?

Session 59 — Skill Practice

Chain refresh and calendar (solo, then pairs): using Appendix C, each person rewrites their warning-sign chain for their current life — today's actual triggers, people, and seasons — and marks stage one in red. Below it, they write the quarterly review: four dates a year, the named person, and the three standing questions. Partners check that every date is real and every name is a person who has agreed to be asked.

My refreshed warning-sign chain for my current life, stage one marked:

My quarterly review — four dates, the named person, and the three standing questions:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Put the four review dates where your life will see them — phone, plan, workbook — and tell your named person their assignment and first date this week.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Session 60: Sent Again: The Full Review and the Renewed Plan

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 3 — Purpose & Vocation

Date: _____ My craving today (0–10): _____ One word for my week: _____

What we're learning

Session 36 assembled the 90-Day Continuing Care Plan and said the truest thing in this book: ninety days is the design horizon, not the recovery horizon, and the plan schedules its own renewal. This session is that renewal, at full strength. The renewed plan carries what Phase 5 built: a service post with a season and a review date (Session 44), helping relationships with bright lines and a supervisor (Sessions 45–52), and a vocation direction with a capability in build (Sessions 53–58) — all of it audited in pairs before the session, the way Session 36 taught. This is a 60-minute session. Opening 4 minutes, check-in 7, teaching 15, discussion 8, skill practice 20, homework 4, closing 2. Standing against the criteria is stated privately, one-to-one with the Program Director, before the recognition. Nothing about standing is said aloud in the room.

- Renewal is the design, not a repair A plan that is never renewed becomes a souvenir. The renewed Appendix D keeps every working element, replaces what life has outgrown, and re-dates the reviews — quarterly now (Session 59), with named people in them.
- Carry three posts into the next season One service post, kept. One helping relationship, bounded. One capability, building. A graduate's life is not bigger than a participant's; it is clearer — fewer, named, reviewed commitments instead of a crowd of intentions.
- Sent again, not finished — again Session 36's word still stands, and this room has now lived it for a whole phase: nobody here is declared cured or completed. We are sent — equipped, accompanied, and expected back: as alumni, as peers, as the people who set up the chairs for the next room.

Goals for this session

☐ I can present a renewed 90-Day Continuing Care Plan (Appendix D) integrating service, mentoring, and vocation commitments

☐ I can state my standing against the graduation criteria (Appendix F) and any completion plan for gaps — privately, one-to-one with the Program Director, before the recognition. Nothing about standing is said aloud in the room.

☐ I can name my ongoing posts for the next season: one service post, one helping relationship, one capability in build

Check-in

Final check-in: name your craving score, and then finish this sentence — 'The session that most changed me was number ___, because ___.'

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Read your renewed plan's weakest field aloud to your partner — where is it thinnest, and what did you just strengthen?

2. Name your three posts for the next season, exactly: service, helping, capability. Who else knows each one?

3. What do you want to say to the person who sits in your chair next — the one arriving the week after this room empties?

4. What is the date of your first quarterly review, and who will sit in it with you?

Session 60 — Skill Practice

Plan renewal and recognition: renewed plans, audited in accountability pairs before the session (pre-work), are spot-checked against the Appendix D checklist, extended with the Phase 5 entries — service post and review date, helping relationships and supervisor, vocation direction and capability step. Then each graduate is recognized individually: they state their compass sentence (Session 53), name their three posts for the next season, and name the date of their first quarterly review — one sentence, three posts, and the date per graduate. The room responds as it did in Session 36: commitments heard, community named, nobody sent out alone. You may pass on speaking your statements aloud and share them with a partner instead, without explanation. No one is publicly graded, and no pending item is announced to the room. If a post is still forming, name it as forming and name the person helping you form it — including staff. 'Still forming' is a complete answer.

My Giving Back Plan and the Next 90 Days — renewed plan fields: service post and review date; helping relationships and supervisor; vocation direction and capability step:

My three posts for the next season — service, helping, capability — and who else knows each one:

My first quarterly review — date, person, and what we will check:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Live the renewed plan. First service shift on the date written, first helping conversation inside the bright lines, first quarterly review on the calendar. The plan's renewal page names the next review date — keep it the way you kept these sixty sessions: one kept day at a time.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.

Phase 5 Check-In

Phase 5 — Giving Back: Service, Leadership & Purpose

You gave back for twenty-four sessions — service, peer support, and purpose. Name what the giving built, and what it cost. Both are data.

Do not grade the fight. Report it honestly — where you held, where you got hit, and what you need for the next round. Honest is how warriors do an after-action review.

Where I was when this phase began:

Where I am now:

The fight in this phase — where I held, and where I got hit:

What I still need:

My phase progress — honest self-check

Phase completion in this program means: I attended at least 22 of this phase's 24 sessions (or made them up with my facilitator), my phase product is complete, and I can state the phase's core skill in my own words. Sessions and homework from before a participant entered do not count as outstanding. The phase count runs from the sessions you attend after entry: attend at least 8 of 9 sessions in Phases 1–4, or at least 22 of 24 in Phase 5, counting attended sessions plus facilitator-assigned makeups (attending the session in a later rotation or completing the facilitator-assigned equivalent), with any remaining gap carried in a completion plan set with the Program Director — never exclusion.

- ☐ Session 37: Service as Recovery Capital: Giving What You Have Received — attended ☐ / made up ☐
- ☐ Session 38: Finding Your Post: Matching Gifts to Real Needs — attended ☐ / made up ☐
- ☐ Session 39: Serving Without Saving: Help That Does Not Take Over — attended ☐ / made up ☐
- ☐ Session 40: Service Starts at Home: House, Family, and Neighbors — attended ☐ / made up ☐
- ☐ Session 41: Beyond Our Walls: Serving the Wider Community — attended ☐ / made up ☐
- ☐ Session 42: Service Under Strain: Showing Up When It Costs — attended ☐ / made up ☐
- ☐ Session 43: When Giving Becomes a Hiding Place — attended ☐ / made up ☐
- ☐ Session 44: A Service Commitment That Lasts: Putting It in the Plan — attended ☐ / made up ☐
- ☐ Session 45: From Participant to Peer: What Changes, What Does Not — attended ☐ / made up ☐
- ☐ Session 46: Listening Like a Leader: The Peer Support Conversation — attended ☐ / made up ☐
- ☐ Session 47: Your Story in a Helping Role: Testimony With Guardrails — attended ☐ / made up ☐
- ☐ Session 48: Boundaries in Helping Roles: Carry With, Not For — attended ☐ / made up ☐

☐ Session 49: When Someone You Help Is Slipping: Notice, Ask, Connect — attended ☐ / made up ☐

☐ Session 50: Hard Conversations: Feedback Without Shame — attended ☐ / made up ☐

☐ Session 51: Leading the Room: Facilitation Basics for Peer Leaders — attended ☐ / made up ☐

☐ Session 52: The Helper's Own Recovery: Staying Grounded While You Help — attended ☐ / made up ☐

☐ Session 53: Purpose After Survival: What This Life Is For Now — attended ☐ / made up ☐

☐ Session 54: Work as Recovery: The Honest Way In — attended ☐ / made up ☐

☐ Session 55: The Honest Application: Records, Gaps, and References — attended ☐ / made up ☐

☐ Session 56: Keeping the Job: Habits That Protect Recovery — attended ☐ / made up ☐

☐ Session 57: Called and Capable: Matching Vocation to the Life You Are Building — attended ☐ / made up ☐

☐ Session 58: Setbacks at Work: Losing, Leaving, and Starting Again — attended ☐ / made up ☐

☐ Session 59: Sustaining Freedom: The Long Middle of Recovery — attended ☐ / made up ☐

☐ Session 60: Sent Again: The Full Review and the Renewed Plan — attended ☐ / made up ☐

☐ Phase product complete: My Giving Back Plan and the Next 90 Days — service commitment (Session 44), helper's charter (Session 52), and renewed 90-Day Plan (Session 60) complete

The core skill of this phase, in my own words:

Program wording: giving back inside clear boundaries — serving where I am placed, helping peers without carrying them, and working my purpose one verifiable step at a time. Now say it your way:

One thing I am grateful for at the end of this phase:

One thing I am asking for help with in the next 90 days:

My 90-Day Continuing Care Plan

Name: _____ Plan dates: _____ to _____

Day-90 review with: _____ on (date): _____

Every field gets a name, a date, a number, or a place. A plan with names and dates is a bridge; without them it is a wish. At day 90, review this plan with your mentor, coach, or alumni contact and build the next ninety days.

HEALTH

Medical / dental / counseling appointments (name, date, place):

Medication routine & prescriber (routine as prescribed, prescriber name and phone):

Sleep and HALT anchors (wake time, meals, bedtime, my HALT plan):

Chain tools & craving plan (my ladder, my earliest signs, who I call):

HOME

Housing & house agreements (where, and the agreements I live by):

Dangerous-hours plan (my hardest hours, and what fills them):

Key house contacts (names and phones):

PURPOSE

Work / school / service (Session 32 commitment + Session 44 service commitment + start dates):

Payday plan (date, pay order, cash limit — from Session 26):

Living amend continuing (from Session 24):

Trust ledger continuing (from Session 27):

COMMUNITY

Support community (participant's choice) + contact + meeting time:

Recovery community + contact + schedule:

Mentor (name and phone):

Accountability partner + call schedule (from Session 35):

If I slip, my Return Card (Session 30) governs, and my first calls are:

Participant signature: _____ Facilitator/coach signature: _____



My 90-Day Plan — Renewal / Update (Phase 5)

Renewal is the design, not a repair. A plan that is never renewed becomes a souvenir. This page renews your 90-Day Continuing Care Plan (Appendix D) with what Phase 5 built: keep what works, replace what life has outgrown, and re-date the reviews.

Name: _____ Renewal date: _____ Day-90 / quarterly review with: _____ on (date): _____

HEALTH

Medical / dental / counseling appointments (updated — name, date, place):

Medication routine & prescriber (updated — routine as prescribed, prescriber name and phone):

Sleep and HALT anchors (updated — wake time, meals, bedtime, my HALT plan):

Chain tools & craving plan (updated — my ladder, my earliest signs, who I call):

HOME

Housing & house agreements (updated — where, and the agreements I live by):

Dangerous-hours plan (updated — my hardest hours, and what fills them):

Key house contacts (updated — names and phones):

PURPOSE

Vocation direction — my compass sentence (Session 53) and where it is pointed now:

Capability in build (Session 57) — the capability, its first step, and its date:

Work / school / service (updated — commitments and start dates):

Payday plan (updated — date, pay order, cash limit, from Session 26):

Living amend continuing (from Session 24) and trust ledger continuing (from Session 27):

COMMUNITY

Support community (participant's choice) + contact + meeting time (updated):

Recovery community + contact + schedule (updated):

Mentor (name and phone) and accountability partner + call schedule (updated):

Service post (Session 44) — post, place, day, season, confirming name, review date:

Helping relationships (Sessions 45–52) — who, bright lines, supervisor, review date:

Quarterly reviews (Session 59)

Four review dates a year, with the named person who sits in each review. Put these dates where your life will see them — phone, plan, workbook.

Quarterly review 1 — date: _____ With: _____

Quarterly review 2 — date: _____ With: _____

Quarterly review 3 — date: _____ With: _____

Quarterly review 4 — date: _____ With: _____

The three standing questions my reviewer always asks (write them here — they are yours to set with your reviewer):

If I slip, my Return Card (Session 30) governs, and my first calls are:

Participant signature: _____ Facilitator/coach signature: _____

My Personal Crisis / Safety Plan

A second copy of your plan, in the same form as Session 8. Keep all working copies current — this final-pages plan and your Session 8 plan: review after any crisis, at the end of each phase, and whenever a name, number, or step changes.

The governing copy of your plan is the plan completed with your licensed counselor before your first group. The copies in this workbook, in Appendix A, and in the Session 8 handout are working copies for review and rehearsal — keep them current, and change any step only with your counselor.

Completeness check (without reading clinical detail): cover the written content, confirm in your own words that each step is answered, and ask the facilitator to initial the cover check. The facilitator does not read your clinical detail.

Name: _____ Date the counselor plan was completed: _____ Review date: _____

Step 1 — My warning signs

Thoughts, feelings, and behaviors that tell me a crisis is building:

Step 2 — Things I can do on my own to steady myself (volume knobs, grounding, movement):

Step 3 — People and places that ground me

Social contact — no problem-solving required. Person/place + phone:

Step 4 — People I can ask for direct help

Name + phone:

Step 5 — Professionals and crisis resources

- Suicide and Crisis Lifeline (U.S.): call or text 988 — 24 hours
- Emergency: 911
- My counselor / care coordinator: _____ Phone: _____
- Program / house contact: _____ Phone: _____
- My prescriber / clinic: _____ Phone: _____

Step 6 — Making my environment safer

Substances, means of harm, access — what I will move, store, or hand to a trusted person:

My reason for living, in my own words:

Signature: _____ Staff initials (cover check only — does not read clinical detail): _____

If you may act on thoughts of harming yourself or another person: stay with a safe person, call or text 988, or call 911. Tell your facilitator, coach, or counselor the same day.

Completion and Graduation Reflection

You did not just finish a program. You fought your way here — through every session, every hard truth, every day you wanted to quit and did not. Read that again before you fill in a single line below. Warriors name what the fight cost, and what it built. That is what this page is for.

Graduation in this program means: all five phases complete — Phases 1–4 each with at least 8 of 9 sessions attended or made up and its phase product done, and Phase 5 with at least 22 of its 24 sessions attended or made up and its phase product done; at least 54 of 60 sessions overall (or made up); a completed 90-Day Continuing Care Plan with named communities, contacts, and first dates, updated with your Phase 5 commitments; and taking part in the Session 60 closing review. If something is still pending, you receive a completion plan instead — a written schedule with dates, set with the Program Director. A completion plan is a continuation schedule, never a failure notice.

Example: Maya joins at Session 7, in the second week. Sessions 1 through 6 do not count, because the count starts with the sessions she attends after she joins. She attends Sessions 7, 8, and 9, and she completes 5 makeups set by the facilitator. That gives her 8 of 9 for Phase 1. Anything still missing goes into a plan she sets with the Program Director. Joining late never shuts her out. She missed 6 sessions and made up 5; 3 attended + 5 made up = 8, which meets the 8-of-9 count, and the 1 remaining session goes in the completion plan.

What has changed in me over these 12 weeks — and what did the fight build in me:

The skill I trust most now — and a time it worked:

The people who held me, and how I will thank them:

What I will do at day 30, day 60, and day 90 to review and renew my plan:

A letter to my future self — for the day this gets hard again:

My graduation self-check

- ☐ Phase 1 complete — Crisis / Safety Plan done
- ☐ Phase 2 complete — at least three Thought Records done
- ☐ Phase 3 complete — amends list reviewed; one living amend underway
- ☐ Phase 4 complete — Warning-Sign Chain, Return Card, and 90-Day Plan done
- ☐ Phase 5 complete — My Giving Back Plan and the Next 90 Days done (Session 60)
- ☐ Attendance: at least 54 of 60 sessions attended or made up
- ☐ I took part in the Session 60 closing review and send-forward
- ☐ Anything still pending, and my completion-plan date for it: _____

Participant name (print): _____ Signature: _____ Date: _____

Program Director signature: _____ Facilitator signature: _____

You are sent, not finished. Keep returning, keep giving, keep free.

Still here. Still fighting. Still a warrior. Own that.

— End of Workbook — Still Here. Still Fighting. —

New Day Recovery · A New Day Recovery Center · Divine Holiness Outreach Ministry · Senath, Missouri

Optional Scripture handouts for individual sessions are available from your facilitator on request only. They are never required, are never a condition of participation or services, and are never required in any session. Crisis: call or text 988 (Suicide and Crisis Lifeline). Emergency: 911.