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*The Effect of Sociodrama on a
Population of Men in Transitional Housing*

by Rich Swingle

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of the requirements for the degree of
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INTRODUCTION

The formerly homeless population is an important study in the field of sociodrama because they have so much to gain from the technique as they make efforts to live independent lives. Many of these men are dealing with issues of acceptance and qualification in a world they have largely rejected and that has, on many fronts, rejected them. These issues weigh heavily on their lives and lead to various pathologies. They have also learned to approach conflicts in ways which are inappropriate for co-existing peacefully with those around them.

The results of this study come from fifteen weeks of sociodrama sessions in a class titled “Problem Solving through Drama” for clients of the transitional housing program Project Renewal, a subset of Manhattan Bowery Corporation. Observations and results from questionnaires distributed before and after the class indicate that the sessions had a positive impact on the test population.

This thesis analyzes the results of the 33 sessions conducted with these men. Because of the nature of the program, attendance varied tremendously from person to person. The greatest number of classes attended by any one man was 22; the least was three. Also, a number of men left Project Renewal before a closing questionnaire was distributed. Because of the wide variance in attendance and the significant drop-out rate, results from the entry and exit questionnaires are difficult to judge. Nonetheless, results indicate that those who took the class were able to relearn positive conflict resolution skills. They showed significant positive change, over those in a control group, in several of the areas tested by the questionnaires. In addition, less-verifiable results were exhibited in the sessions themselves and on outings to see plays as a group. These outings served as a basis for several sociodrama sessions. The men who have consistently attended the classes and excursions—though they are only

beginning to reach their potential—have exhibited evidence of real positive change in their attitudes and behaviors.

In varying degrees, sociodrama has positively impacted the lives of the clients who attended these sessions in the areas of self-esteem, relationships, work ethic, drug use, criminal behavior, and spousal relations. These are six factors which have been linked to vagrancy by various articles (Fischer , Fischer and Breakey, Spinner and Leaf), and by the experience of leaders in organizations which work with this population, such as Project Renewal, Bowery Mission at Avenue D, and The Lamb's.

METHODS

Initial Setting: Bowery Mission at Avenue D

This program began at the Bowery Mission's Avenue D facility. Clients were out working or looking for jobs during the days and their evenings were their free time. Director Bob Polido approved the program to be run during free evenings. After a drama presentation of "The Legend of Billy Branch" (Swingle) clients were invited to join the class. Though several clients seemed skeptical about the sketch and the class, most seemed genuinely interested. Several were imitating some of the characters portrayed during the sketch. It is interesting to note that some of the most intimidating clients were among those that, at the end of the evening, seemed most appreciative.

When the group gathered next, the play *Big Fish Little Worm* (Swingle) was performed to increase their interest. Afterward, about ten clients filled out the questionnaire. The following night at dinner another nine filled it out.

A coin was flipped to divide the group, but only three joined the class for the first session. The others "fronted." One of the class members said they talked good up "front", but when it came down to business they had better things to do.

The small group who gathered seemed to enjoy the process. They quickly went deep in terms of life stories, but it was obvious that the class would never compete with weight-lifting, shooting the breeze, and watching movies (in the adjoining room). One of the three even went out to “use the rest room.” Much later he snuck back through the class room (which was a hallway) to go to his bunk.

Mr. Polido was unwilling to make the class a requirement for those who signed up. He said there were already so many requirements placed on them that he couldn't put one more on top of the others. When asked why the sociodrama class could not count for a third of one of the other required classes, he replied that the other classes were important. The next day the search began for another location for the program. That process took exactly one month.

Final Setting: Manhattan Bowery Corporation Project Renewal

Rudolph Dudley, Recreation Specialist, at Project Renewal, which is an outreach of Manhattan Bowery Corporation, was willing to make the class a requirement for his clients. The program has 200 beds for men in transition. It is more than a chemical dependency program, though that is a major function. It is a six to nine month program which provides meals, a personal cot and locker, job training, and job and apartment placement.

The program provides its clients with many advantages. In many of the tested results, clients who didn't take the questionnaire still improved in their attitudes and behaviors.

Project Renewal works in association with other branches of Manhattan Bowery Corporation such as the Kenton Program, an Outpatient Department program focused on alcohol addictions, and Camp LaGuardia. Kenton is for people who graduate from Project Renewal. They work and look for apartments

outside the building during the days and come back to the facility for programs, meals and housing each evening. Camp LaGuardia is a similar program located outside the city.

Cooperation with the Host Program

Because of Project Renewal's design, Mr. Dudley was able to make the sociodrama class a requirement. He explained that as they were given work responsibilities those would take precedence over the sessions. The program was begun with the idea that as the clients became interested in the process of sociodrama they would be willing to continue it in their free time after their jobs began. As explained later, this worked for the most part.

Attendance was taken at each session, and then the attendance sheet was delivered to Mr. Dudley, who was to trace down where people were if not in the class.

Group Room A was designated for the class. It was a spacious, well lighted room with plenty of movable chairs. It was ideal for the class except for the poor acoustics. Also, on Tuesdays they held "clan" in that room.

A clan is a sharing group made up of about a quarter of the facility population. They help build community on a smaller level than the main house. On days that a clan met in Group Room A, the class would meet in Group Room B, a much smaller room with no windows. Though it lacked the flexibility of the larger room, its dynamics contributed to intimate sharing and intensified enactments.

Sample and Measures

Clients who volunteered were divided into a test and a control group. Members of both groups took the same questionnaire before and after the class,

which consisted of 33 sessions. Because no video or audio recording was allowed, due to guaranteed anonymity for clients, extensive notes were taken after each session.

Mr. Dudley had asked clients to sign up for the class and received no response. To draw attention to the program, the sketch “Billy Branch” (Swingle) was again presented to good reception. When the sketch was finished, one of the staff members had everyone stand up who was interested in participating. This was good to have them take a stand for the commitment. Then they gathered in an adjoining room, where 27 clients signed up to take the questionnaire. All of them were enthusiastic, and many of them asked good questions about the class. A few clients talked about their own work.

There were two men who expressed their disappointment at not being able to join the class: one because he was working, the other because he was on contract, which is a loss of privileges for a certain period of time because of misbehavior. From start to finish, clients have expressed a wish to be in the class.

Everyone filled out the same questionnaire. The questions and their results are listed in Appendices A and B. As the appendices show, demographic questions dealt with age, race, relationships, education, history of work, crime, homelessness, and substance use.

Opinion questions dealing with attitudes and behaviors were divided into six categories: self-esteem, relationships, work ethic, drug use, criminal behavior, and spousal relations. Class sessions were designed to address each of these issues in the client’s journey to recovery and wholeness.

Each questionnaire had a removable cover page for the clients’ name and bed number. The cover page and questionnaires had a linking letter, either “A” or “B”, to distinguish between the test and sample populations.

On the afternoon the first questionnaire was distributed only ten of the 28 who had signed up attended. Over the course of the first 11 of the 33 sessions clients who had committed to the course were tracked down and men were accepted if they insisted on joining. As it turned out, the third highest attender did not start until the 10th session.

Before explaining the class in detail and distributing the questionnaire, the play *Big Fish Little Worm* (Swingle), the story of Jonah, was performed for them. The plan for the session was to socialize casually after the questionnaire, but the clients seemed very curious about the nature of the class. They entered the work with an enactment based on the play.

The play was the story of a man who knew what he should do, but went in exactly the opposite direction. When asked if any of them could relate, one of the clients pointed out that this was the very reason they were all there.

Sociodrama sessions at The Lamb's, which had programs for clients who were mostly homeless at the time, only rarely dealt directly with drugs. The first session here, like Avenue D, dealt with the temptation of drugs. It appears that The Lamb's dealt with clients who were there for a free meal without a greater commitment. Clients at Project Renewal enter when they are ready to make serious changes. The clients were ready to deal with the issue of drugs, whereas the clients at The Lamb's were not.

In the first project renewal session, the character Joseph had pay day money in his pocket, and after paying rent he had only \$75 left to last him and his family of three for two weeks. He ran into Jay, who was still using. Joseph was strong, but Jay made a deal and asked Joseph to "carry" for him. Since he wasn't using, Jay wouldn't have to worry about Joseph smoking it up. During the debrief the clients said Joseph was lost as soon as he put the drugs in his pocket. A future projection was done to a point in time when Joseph had the

pipe out, ready to light up. A multiple double spread voices equally between positive and negative thoughts, but Joseph gave in to the temptation. When asked why he gave in he said that, though the positive voices were the stronger ones, the temptation was just too strong. Someone else said, “Even though you know all the reasons you shouldn’t do it, there’s something inside that just says, ‘f_ _ _ it.’”

Closing sessions with locked arms or the holding of hands was not put into session plans until the group had bonded. The clients have a tough exterior which it seemed would be intimidated by that kind of intimacy, however, at the close of that first session a client insisted the group close with the Serenity prayer. The men naturally, and without anyone suggesting it, locked arms and prayed, “God, grant me the serenity to accept the things I cannot change, the courage to change the things that I can, and the wisdom to know the difference.” Then they added a chant, said as they swung from side to side: “It works if you work it, so work it. You’re worth it, and live it, and stay.”

A coin was flipped to determine which group would be in the class and which the control group. Because it was an early session, and because it was a Friday, a “play” session was planned. A game was played in which a word was called out, and they had to sing a song which contained that word. The game was very popular and developed early group unity.

Another game that was utilized was charades, which was also quite popular. Some of the clients didn’t know how to do it, and others didn’t even know what a syllable was, so they were coached through the process. No one was pressured to participate (especially since it was such an early session), but almost all of them got up.

The next segment was enacting scenes from favorite movies. Two clients were asked to speak the words and two others act out the movements, which

corresponded to the speaking. By letting them choose specific movies (*Scarface* and *Batman*) they spent most of the time trying to choose the best scene. Then they argued about how the scene should be played. If there is just a genre given they will be forced to come up with all of the plot, dialogue, and action.

They were asked to talk about themes in *Scarface*. Without hesitation they threw out: “It shows how drugs can f_ _ _ up your life.” “Tony lost everything, man: his money, his girl, his life.” Without being prompted for the “right” answers, they genuinely saw the film as a teaching tool, which could get them back on track. Most of them seem quite intent on doing that.

As the session closed, sharing favorite movies, it was noted that almost all of them were quite violent: *The Godfather*, *The Crying Game*, *Natural Born Killers*, etc.

Closing Questionnaire

After the whole course was completed, the clients from the control group were called in to join those in the class on an outing to a concert. Only two were able to attend the concert, but several others filled out the closing questionnaire afterward. Most were very supportive of the project and very agreeable when filling out the questionnaire. Two of the clients from the control group were cold and only reluctantly filled out the questionnaire.

Instead of marking the questionnaires with “A” or “B” according to group, they were distinguished by the number of times they attended the class. Those in the control group attended none, and those in the class attended between three and 21 sessions. They were told the accurate number of sessions to write in the blank. After class members answered all questions, they were asked to link their work to their original questionnaire. Five links were possible.

The data was analyzed using the software package Statistical Package for Social Sciences for Windows, version 6.13.

Population Demographics

The group represented a wide age range. The oldest member of the class was in his fifties and the youngest was 18. The older man evidently selected “Prefer not to answer” for Question 12, which determined age. For both groups, the largest age category was 30 to 45. Fifty percent of the control group and 62.5% of the test group represented this age range on the final questionnaires.

Blacks represented the largest race for both groups, and the second largest was Hispanic. The control group, at the second questionnaire, had 80% Black and 20% Hispanic populations. The test group closed with 50% representing each the Black and Hispanic peoples. There was only one man who was not Black or Hispanic in the whole study. He was Jewish. This divergence from the rest of the population may have been an influencing factor in his premature departure.

None of the respondents in either group had a college degree. The two men with college credits did not finish the course. Sixty percent of the control and 50% of the test population did not receive their high school diploma. They certainly seemed to respect and yearn for higher education. One of the men was accepted into a two-year program. He received warm congratulations from the group. When the men went off-site to see *Tartuffe* (Molière) at Brooklyn College, as soon as the group entered the security gate one of the men threw up his arms and declared, “Hey! I’m on campus.” These people have not discounted the standards our society holds. They have found themselves in situations that have not made those standards easy to achieve.

Most of the clients are from one of the boroughs of New York City. Those who grew up in this area made up 69.8% of all respondents. Those who were born in another country represented 20.9% of all responses.

Respondents listed 66 separate occupations. They were each given four blanks in which to record those occupations. The top three responses were each listed by five clients: no response, messenger, and maintenance. Because none of the control group questionnaires are linked, it is impossible to distinguish which of the repeated occupations are from a single client. Wages averaged \$371.66 per week. The two high wages were \$1250 and \$2000. The first was linked to hotel work and computers. The man was from Costa Rica, so the amount most likely does not represent U.S. dollars. The second man was a physical therapist, so it is conceivable that he could have made what he claimed. Throwing out the two high earnings and the three respondents who didn't list an income, the average is \$334.05 per week.

Creating a Safe Environment

In *Sociodrama: Who's in Your Shoes?* Patricia Sternberg and Antonina Garcia, when describing the warm-up section of a sociodrama, said, "Most important, you as the leader must convey in your manner and presence that this will be a 'safe environment' in which to work." (Sternberg and Garcia, 26)

In structuring the class, this researcher was very careful to make it one in which the clients were free to express themselves without fear of being criticized for any form of expression they may have opportunity to give.

On the fourth session, October 8, clients told their life stories in five chapters of an autobiography. The session went exceptionally well. They called other men up and sculpted them into a tableau of each chapter of their lives. There was some very good work. Toward the end of the session each man did an

empty chair with a publisher. They sat down and pitched the idea of their autobiography to the person who wasn't there, telling the corporate head why the company should invest in their book. Clients expressed their ideas well, but several of the clients discredited some of the other ideas that were pitched. It was all done in good fun, but there was no need to promote themselves by tearing others down. The technique of talking about someone in the room to someone else as if the victim of the discussion is not there is called a "cam shot". It is one of the few things that is not allowed in encounter groups, which provide a forum to confront other clients. Before the session closed they were told as a group that they were never to be allowed to use "cam shots" or in any other way speak about other members or their ideas in distasteful ways. Though there were another handful of times they needed to be pulled back from criticizing each other, for the most part, that one talk was all that was needed. It seems they really wanted to have that kind of an environment and were willing to do their part to make it so.

Change in Programming

As Mr. Dudley warned, the workloads for the men began gradually to increase. Attendance, which had been 100% for one man and 70% for the whole group through the 10th session, dropped to 25% for the 11th through 22nd sessions. Three of the men, by this time, had either dropped out of Project Renewal or had moved on the Kenton Program. Eventually, no one was showing up, so something obviously had to be done. When asked if the clients would be willing to meet during their free time in the evenings, they were quite negative about that option. Earlier the group had attended *The Jeweler's Shop* (Wotyła).

At least 71.5% had been convicted of one crime or another (one client chose "Prefer not to answer" for the relevant question), so, before leaving the

facility, they were given a serious briefing, focusing on their behavior while off-site. They were told to treat the women in the cast with the utmost respect before and after the play, which they did. They were told to respect the people of the hosting church by not using profane language while in the building. One client said f _ _ _ once, while speaking outside the church. He slapped his hands over his mouth. Another man even stopped himself on the street, walking with the group to a deli, when he realized he was using language he knew to be profane.

Upon arrival, the group circled for the Serenity Prayer. Though they usually closed sessions that way, on that day the prayer was designed to make them focus on peacefully accepting the things about the day that they couldn't change and to have the courage to change the things they could. It helped keep them stay centered for the rest of the time.

Their attention to the play was apparent by the questions they asked the cast afterward during a hot seat. They asked intelligent questions about all the relationships in the play. They even included the soloist, who does not have an acting role, in conversation. The cast dealt forthrightly with the issues that were dealt with more obliquely in the play, issues such as making relationships work during difficult circumstances.

During the debriefing clients reiterated how much they enjoyed the day, and they all insisted on going out again.

So when attendance was lagging, plays became the hook, which might lure them to sociodrama sessions. This was highly successful. In the final 13 sessions they attended six Off or Off-Off Broadway plays, one concert, and one movie. They were also involved in their own acting for the interludes to the full-length presentation of *Big Fish Little Worm* (Swingle).

During the final 13 sessions attendance rose back up from 25% to 42%, during which three more men dropped out of Project Renewal.

Client Dropout

It is interesting to note that five men who were in the class dropped out of Project Renewal. Only one from the control group dropped out of the program. One factor may have been that of the three respondents who had been convicted of more than one felony, all three of them were in the class. Two of them were among those that dropped out of Project Renewal.

It may also be that sociodrama pushed the men to face their issues in such a powerful way that they either dealt with the problems or moved on. A case in point was one man who was questioning what to do in his relationship with the woman he referred to as his wife. She was actually his fiancée and the mother of his three children. One day, during the middle of the program, when attendance was low, he was the only one to show up for the first half hour or so of the session. He spoke about how things were going with his fiancée. He said he was really torn about whether or not to trust her in the future. She had recently copulated with his brother. Because of her infidelity, he didn't know what might turn her head at another point in time.

Because he was the only participant, his situation was dealt with directly without distancing it. He was placed in a social atom. Chairs were placed around him representing different members of his family. His fiancée was to the furthest wall in front of him. His kids (their three and a fourth from her former marriage) were in front of him, touching him. Chairs were moved around in ways that reflected the different choices he could make. When asked where his fiancée would be if they reconciled her chair was placed just on the other side of the kids. Asked if it is a good relationship when they are together he rated it a nine out of ten.

Then he was asked how it would look if either of them called off the relationship. He started to put her chair behind him, but then he stopped and said

she would still be in his line of sight because of the kids. He believed she would never totally be out of his life. At his request her chair was placed against the wall to his right. When asked where the kids would be, he had them placed with her chair. He said she'd never let him have them, and he seemed resigned to that fact, even though they're the most important people in his life right now. He talked about how she's always told him if either of them breaks off their relationship, he would always be allowed to visit the kids and take them with him for reasonable periods of time. He talked about how she wants to go to New Orleans. Neither of them have family there. She seems to have an idea of it being a romantic, countrified city. He talked about how that would complicate the picture because he could not see his kids whenever he wanted.

He talked about the advantages of her leaving. He said that he would be able to "screw around" as a single man and still see her and the kids whenever he wanted to, unless she moved away. Then he listed the disadvantages of that choice. He said, even if she stayed in the same city, he could never have the intimacy he desires with his kids.

The chairs were placed back into the configuration he chose when they decided to reconcile. He was prompted to list the advantages of such a configuration. He said everything was good. He'd be back with his kids; he'd get married to his girlfriend; life would be good. He was asked the disadvantages. He said he could never totally trust her.

He talked about how placing the relationships around him physically helped him mentally and emotionally assess the choices he'll need to make during the next weeks and months.

Upon arrival at the facility two days later, it was discovered that the client had left. It appears that the sociodrama helped him crystallize his choices, and he took immediate action. Speculation would suggest that he went back to his

fiancée and reconciled. Hopefully Project Renewal and the class gave him enough tools to make decisions that would benefit himself and his family once he arrived home, if indeed that is where he went. Confidentiality prevented me from contacting the man after he left.

Another man left shortly after being confronted about the difficulty of breaking into voice-over work without the ability to read. When signatures were gathered for the class, he expressed a desire to be placed in touch with people to allow him to do a cartoon character's voice. He wanted to produce a demo tape of his work. He'd been doing the voice since he was 14 and was quite good, so it seemed within the realm of possibility, and he was encouraged in that way.

Many sessions later he arrived long before anyone else. He had just been involved with a verbal scuffle with another client. While talking about the incident, though it wasn't the major element of the scuffle, he explained that he can't deal with it when someone makes fun of him because he can't read well. He talked about how that is unjustified rage, something he definitely wants to control. He was then prompted to read something aloud. By his estimation he has less than a third grade reading level. He was challenged to improve his reading abilities if he really wanted to do voice-over work. He was urged to read something every day.

He didn't attend another session after that, and he soon left Project Renewal altogether. While walking to the deli on the outing to see *The Jeweler's Shop* (Wotyła), the client said the thing that kept him from relapsing was knowing that if he got high again he'd die. In explanation he revealed slash marks all over his wrists. He said that the last time he got high he tried to kill himself.

Another element, which may have contributed to his departure, came from the issue of habits during the same session in which he was confronted about his

need to improve his reading skills (conf. Session 21). These are the thoughts that he listed in association with the last time he had gotten high:

I'm away from my family.

My mother's not around.

My sister doesn't want me to live with her.

I'm going to be out here on my own.

I'm going to smoke some crack.

I'm going to kill myself.

A client from the class saw the man much later while out on work detail. It was approximately fifteen days after the man had left the program. He was found sitting on a filthy stoop with a dirty blanket wrapped around him. The client who found him bought him \$2 worth of food at a deli. The client said he tore the man down and then built him back up. He told him how foolish he was to return to drugs. The man was back on crack and selling it as well. Then the client told the man how much potential he had and encouraged him to come back to the program. The client saw him while he was out cleaning the sidewalks, so he found his supervisor and clarified that the man could get back in the program. The man told the client that he didn't want to go back to that stinking food. The client pointed out that his current condition reeked pretty badly.

The major problem with such a high percentage of clients in the class who dropped out of the program (35.7%) is that none of them left forwarding addresses, and their lack of response to the second questionnaire may skew the data. Where possible linked questionnaire data has been compared with general data in an attempt to track whether change in response came from those who remained or left the program. Unfortunately, not all test clients filled in an entry questionnaire, so their responses could not be linked.

RESULTS

Each of the following sections deals with the five factors in recovery that the opening and closing questionnaires and the sessions addressed. Each section begins with a discussion of the results of the questionnaires specifically focusing on points of divergence between the test and control groups. As mentioned earlier, the sporadic attendance makes the general statistics questionable. Even where significant change can be seen from the beginning to the end of the class, because such a high percentage of clients taking the class dropped out of the program, it makes it difficult to see if changes in response are due to changed attitudes or the drop in attendance. Because of this, changes in response are noted in percentage rather than number. Appendix B links responses of those men who connected their beginning and closing questionnaires. This shows where individuals actually changed their attitudes during the course of the project.

Self-esteem

Work done with homeless clients at The Lamb's revealed that few arrived with a positive self-image because of their circumstances and because they have a negative history with their close relations. The men at Project Renewal are clean and sheltered, so their self-concepts are, on the whole, healthier than the average homeless client at The Lamb's. Still, a positive self-image is critical to the recovery of these individuals, and it is one of the characteristics that sociodrama develops best. Participants were able to get up in front of their peers and express themselves. They received positive feedback for their efforts and their self-image was expanded and strengthened.

self acceptance

For question 14, "I feel good about myself," 100% of the control group responded, "Strongly agree." The test population was not quite so high, but no one disagreed with the statement as one had at the time of the first questionnaire. For the linked questionnaires, the second time all clients agreed with the statement, and all but one of them strongly agreed.

Though it appears in question 37, "I don't like myself," that those in the class that disagreed with the statement dropped from ten to seven clients, the percentage of disagreement actually increased from 71.5% to 87.3%. It appears that those who dropped out of Project Renewal did not like themselves. There was only one client who still agreed with the statement at the time of the second questionnaire. This was down 8.9% from the first questionnaire, including one client who strongly agreed with the statement.

The outings in which the clients participated seemed to significantly help their views of themselves. They watched plays in some of the best Off-Broadway theatres in the city. They talked about how good it made them feel about themselves. Perhaps the most important statement of all came from the second highest attendee. He said attending the plays was helping them rediscover how to have fun without getting high.

depression

Question 22, "I am easily depressed," had an exact reversal for the response, "Strongly agree." The control group increased in their intense sense of depression from one to three clients, and the class response decreased from three to one. For the responses "Disagree" and "Strongly disagree" the control responses remained the same in numbers but increased in percentage of response. Linked responses showed no significant change. The man who attended most

came down in his intensity of response from “Strongly Agree” to “Agree,” showing increased self-esteem.

confidence

For question 43, “I have a lot of confidence in myself,” the control group remained relatively the same, but the test group increased in the affirmative questions from 78.6% to 100%. There were no disagreements with the statement, down from 14.2% from the first questionnaire. Linked responses to the question remained identical, except for the man who attended most, who changed from disagree to agree.

Giving them the opportunity to perform in front of “real” audiences helped build their confidence. It was planned to bring four of the men up to The Lamb’s to perform during the church service there. Though all but one had excuses of varying degrees of validity, the one that did go expressed the fact that he felt very good about the experience. He received a great deal of positive feedback from members of the congregation after the service. Perhaps even more positive for his self-esteem, the parents of this writer, who happened to be in town from Oregon, treated him to lunch. Several other young adults from the church joined the group. The man discreetly remarked about how great it felt to be dressed up with good people in a nice restaurant. He said that he hadn’t had such an experience in over six years. Mrs. Swingle asked questions about his past, and he wondered if it would be all right if he told her about his prison record. Mrs. Swingle has worked with prisoners and parolees in the past, so it was clear that this would not be a problem for her. When he told her, she didn’t react at all, and it was apparent that her very lack of reaction had a positive impact on his self-esteem.

Session 16 was particularly helpful in building the self-esteem of the oldest class member. In his 50's, the man said his worst weakness came from not being able to say "no" to people because he didn't have enough confidence in himself. The group was instructed to develop a scene in which one character exercised negative power through coercion and/or manipulation over another. They created a situation in which Sam Goody, CEO of the Sam Goody music store chain, asked a member of his board to represent him at a party in which they both knew alcohol and cocaine would be freely used. Though a bit of an unrealistic scenario, they set the parameters within the issues close to their heart. Eugene, played by the older man, was the board member, who was a recovering alcoholic and cocaine addict. Neither his wife nor his sponsor could make it to the event to keep him accountable. Sam told him that all the other board members were not as far along in their recovery as Eugene was, and they would probably not be good representatives of the corporation. Mr. Goody threatened Eugene with punitive actions, possibly including the loss of his job, if he refused to go to the party. On the other hand, if Eugene did go, Sam offered him cash bonuses, a nice dress for his wife, and the free use of the company credit card for the evening.

The action was broken and the man playing Eugene say, "I am weak," for thirty seconds and then put his arm out, away from his side. Then the man playing Mr. Goody pressed down on his arm. It went down with little effort. Then Eugene said, "I am strong," for thirty seconds. He really got into it, yelling it loudly and whispering softly; he really seemed to internalize it. Then Mr. Goody pressed down on his arm. Though the arm of the 50 year old did go down, it was obviously with much more effort on the part of 25 year-old, 190-pound man playing Mr. Goody.

The meeting resumed and reached the point where Eugene had to decide whether to go to the meeting and risk his sobriety or stay away and risk losing his job. He chose not to attend the meeting.

During the debriefing, Eugene said he felt like he was turning his boss down, that he was rejecting him, and that he felt good about staying strong. He said there was a lot of himself in that. It was a good exercise for him. The group discussed how, when necessary, saying “no” can be seen as a strength.

When asked how he felt about the enactment, the man playing Mr. Goody asked to resolve the scene. He was allowed to do so. Sam put away the punitive papers, called his wife and cancelled their plans so he could attend the meeting himself, and commended Eugene for his courage to stand up for his sobriety. He revealed that he had been in recovery for 25 years and had forgotten how critical it was to keep away from “people, places, and things” that draw people back to substance abuse, especially for someone who had been clean and dry for only a little over two years. The older man was able to experience a successful decision and clearly felt good about himself.

When the men provided dramatic interludes to the presentation *Big Fish Little Worm* (Swingle) for the entire community (Session 28), it seemed to increase their self-esteem. The audience responded very well, both during and after the performance. The class seemed to increase the stature of the men in the eyes of their peers. When they were the only ones who would go out to plays night after night it was apparent that other clients looked up to them.

One of the men was very reluctant to perform in front of larger audiences. He was fine doing sociodramas for a small group, but when it came to stepping out on stage, he just didn't want to go there. He was asked to do lights for the program, *Big Fish Little Worm* (Swingle). He executed them all-but flawlessly. It was a fairly easy show to run, but there were some tricky cues, and it was his first

time. He was proud of the work he had done and seemed to feel better about himself.

The only possible drawback of positive growth in self-esteem is that its accelerated rate may lead to conceit. Evidence of this came on the final outing (Session 33). People from outside the class were invited to join the group. During the briefing session it was explained to new-comers what was expected of those who went on excursions. In the process of the discussion, it was explained that the type of music that would be played at the concert was going to be more mellow than they were used to. The fellow who attended the most classes explained that it wouldn't be as nice as the plays the class had been allowed to attend. It was explained that it was the style and not the quality that might turn them off, but the exchange made it apparent that a subtle arrogance in the man was coming from his pride in being a part of the class. If others were going to join the group, he wanted them to be sure and know that he was an original member.

The clients in the group often talk about how the staff members who are recent graduates of the program often are arrogant. Hopefully, as their self-esteem has grown, sociodrama has also given them enough tools to keep their behaviors appropriate as they interact with peers and those who are placed under their supervision.

Daniel Goleman in *Emotional Intelligence* said,

...we unconsciously imitate the emotions we see displayed by someone else, through an out-of-awareness motor mimicry of their facial expression, gestures, tone of voice, and other nonverbal markers of emotion. Through this imitation people re-create in themselves the mood of the other person—a low-key version of the Stanislavsky method, in which actors recall gestures, movements, and other

expressions of an emotion they have felt strongly in the past in order to evoke those feelings once again. (Goleman, 115)

Sociodrama allowed the clients to practise positive feelings about themselves.

Relationships

By the very nature of the word sociodrama it should not be surprising that it is in social relationships that the process has the most noticeable affect.

Goleman said, “There are hundreds of studies showing that how parents treat their children—whether with harsh discipline or empathic understanding, with indifference or warmth, and so on—has deep and lasting consequences for the child’s emotional life.” (Goleman, 190) Relations with spouses not only affect the individual’s self-image, but also that of any children, which creates a cycle of low self-esteem and dysfunctional relationships. Pamela J. Fischer and William R. Breakey found that “the new homeless population...appears to have diminished networks of social relations. (Fischer and Breakey, 1115) Though clients at Project Renewal are not, by definition, homeless, 84% of those surveyed the first time had either been homeless at one time or another or did not wish to comment on the question.

Sociodrama has the unique characteristic of teaching people how to relate better to those around them. Significant growth in their ability to relate to people in healthier ways was apparent.

parents

The ability to form relationships comes originally from the relationship a person has to parents or those in parental roles. It seems significant that of the three clients who answered “Strongly Disagree” to question 19, “I have a close

relationship with my parents,” two of them dropped out of Project Renewal. It was surprising, however, that 68% of those questioned the first time from both groups agreed with Question 19, “I have a good relationship with my parents.” Of that population 64.7% agreed strongly with the statement. It may be that their ideas of what a healthy relationship should be are in comparison to other dysfunctional relationships. During the enactment in Session 5 a boy was given \$40 to go out and buy groceries. He spent the money on drugs and came back home at midnight, after coming down off a drug trip. The father cussed out his son and threw him onto the street. When the son begged to change into some warmer clothes the father screamed, “You should have thought about that when you got high!” Then he feigned beating him with a baseball bat (a thin stick), pushing him out the door. It was so hostile and intense that some passersby believed it to be a genuine altercation and were reluctant to believe that they were just acting. When asked how many of them could relate to the relationship of father and son every man in the class raised his hand.

Through sociodrama the class was able to explore what a healthy relationship with parents could look like. They were challenged to re-enact the scenario keeping everything equal. The second time they enacted the scenario, however, the father would, at some point, need to forgive, which was the theme of the session. Before the enactment began, the father, without being asked, put down the “baseball bat.” The group was told to take note that the decision to forgive was made long before the son came home. Instead of waiting at home, pounding the bat into his hand, dreaming of ways to punish his son, letting his anger fester, this father waited up out of concern for his son. When the son returned home this father sat him down and explained that this was happening too many times. He sacrificially chose to give up work for the day to get his son

checked into a facility. He never sugar-coated the message, and he didn't enable his son, yet he approached it in a loving, forgiving manner.

The clients said that it was unrealistic and that they would very likely take advantage of a forgiving father because of the very fact that he would forgive again. But when the group—filled with 64.3% who had children—was asked which father they would rather be, they all chose the forgiving one. Somewhere inside they know how to treat people correctly. They haven't seen that modeled correctly, though. In some cases they haven't seen it modeled at all. The man who portrayed the father in the enactment was raised mostly by his grandfather. When speaking of his real father, he said, "I don't know who the h_ _ _ that b_ _ _ _ _ is." Sociodrama allowed them the possibility of modeling positive behaviors to each other.

authority figures

For Question 15, "In my opinion people who are in charge are usually right," those in the test group who agreed actually went down 23.2%. This may well be due to the fact that so many of those in charge of them are recent graduates of the program. Each person in the test group who linked their questionnaires answered this question identically on both entry and exit questionnaires.

controlling anger

Anger control is critical to keeping relationships healthy. Those in the class who agreed with Question 17, "If someone makes me angry I want to hit them," went down from 21.4% to 0%. In the control group, the first time the test was taken 27.3% agreed with the statement, but the second time, their response intensified to "strongly agree" for 20% of the whole group. It seems that sociodrama has given clients tools to deal with anger in more effective ways.

trust

Trust is the basis for building solid relationships. Unfortunately, it is difficult for a single enactment to deal directly with the true nature of trust because it is built over time. It has been said that it takes three years before a youth will open up on the deepest levels with a youth worker. For this class, there are, undoubtedly levels of these men they never revealed, yet it appears that their ability to trust has been built. While the control group decreased 7.3% in their disagreement with Question 25, "There are very few people I can trust," the class population increased their negative response 17.9%.

On another level, the nature of the class allows for sharing from the soul, which requires trust. By the seventh session one of the clients spoke about how the group was becoming a family. He said he didn't feel that way about people in the program that weren't in the class. He identified the cohesive entity the class was becoming.

friends

Along the same lines, there was a 28.6% increase in the test group who agreed with Question 33, "I have several people in my life I consider friends," and there were no clients in that group who disagreed with the statement on the second questionnaire. All but one of the linked responses for the test group agreed with the statement on both questionnaires. The one that disagreed in the first agreed in the second. In the control group, there was an 11.8% decrease in agreement with the statement.

One of the most powerful enactments came late in the course (Session 31). The scenario presented two friends at a bar: the characters Rick and Rob. Rick was drunk and making eyes at Rob's wife Sheila. The two friends got into a heated verbal argument. The action was stopped and they were made to talk in

gibberish. Rob remained just as intense and Rick got even more intense. They talked about how in that situation it made them more angry not to be able to support their ideas and anger with words. After getting back into the verbal argument they did a reversal. While playing Rick, the first man revealed that Sheila was really sleeping around. When he was back as Rob, he confronted Sheila using the empty chair. When he took her role, she said that was only Rick's impression and that rumors were going around. She said she was being friendly with Rick and he misinterpreted it. It showed that the first man really got into the other character during the reversal. Because he had actually established that Sheila was sleeping around the director took a moment to consider if that information should be kept a part of the enactment, especially since Rick was insisting that Sheila was deceiving Rob. It was decided that it would be more helpful in terms of the work to explore the relationship between the friends, so it was established that Sheila was faithful and a bit too friendly for the drunken Rick's own good. Sheila (played by the first man) confronted Rick about the rumors he was perpetuating, only to have Rick come on to her in a big way. She told him he would never be allowed back in their house again.

They did a future projection in which Rick, now sober, knocked on Rob and Sheila's door. When Rob came to the door, Rick asked if he'd like to shoot some hoops. Rob called in to Sheila, who was at first miffed at his presence. Rob quickly calmed her by telling her that Rob was sober. The two friends went off to the court. They played one-on-one for a while, shooting the breeze and not covering any of the real issues. The action was stopped, and it was pointed out that they weren't going deep for the moment, and that this was all right.

Another future projection was employed in which they did go deeper. Rick apologized for his behavior and told Rob that he had totally given up drinking. They resolved as friends and hugged. The moment was very real.

While debriefing it was pointed out that relationships take time to reach different stages and there is no need to rush them, even when it comes to forgiveness and reconciliation, especially when doing so could leave one or both parties with their adrenalin levels high.

Drug Use

Drug use was another area that showed little change for either group. Because it is primarily a drug rehabilitation program, no one who filled out the first questionnaire had taken some form of drug or alcohol for less than one year (Question 6). Because of the population, this question should have been separated into type of chemical addiction. Even though they all have experience with chemical dependency, by definition of the recovery process they had all reached the first level of the Twelve step process: “We admitted we were powerless over (our substance of choice)—that our lives had become unmanageable.” (Alcoholics Anonymous, 59) Also, the fact that the program began before cold weather developed, most of those in the program were not there just to get out of the elements.

The responses for both groups reflect an initial commitment to sobriety and, after the course of two months, a stronger resolve to keep their lives drug free. Initial responses to Question 18, “In my opinion using drugs is fine as long as you don’t become addicted,” reveal that those in the class had a particularly high resolve to get off drugs. While 36.4% of the control group either agreed or strongly agreed with the statement, only one person (7.1%) who took the class responded “agree.”

Question 31, “For me, drugs are a good escape from responsibility,” solicited the only split response for drug use questions. This may have come from the ambiguity of the question. On the closing questionnaire one of the clients

asked if this meant now or when they were on drugs. He was told that all of the questions dealt with how they felt while taking the questionnaire, but this may not have been clear to everyone. The control group actually increased in their agreement with the statement from 36.4% to 50%. The test group increased to less of a degree from 35.7% to 37.5%.

The other drug related questions showed no significant change because such high percentages of both groups gave positive responses to the questions initially.

Interestingly enough, responses from both groups to the statement, "In my opinion drugs should be legalized," were in high disagreement. In the end, 70% of the control group and 78.6% of the test group disagreed with the statement. This is interesting in light of recent movements to legalize less severe forms of drugs.

While only one session (21) was designed specifically to deal with drugs, a large percentage of the sessions dealt with drugs as a side issue, and the group members themselves brought the issue up constantly through their choices to create enactments. It was what they were dealing with most directly, so it came up often.

During a discussion in Session 3, one client pointed out that everyone had in common the fact that drugs had messed up their lives. Someone, in the middle of a discussion, called out, "Hey, we're in group," referring to the similarity between the work in the class and an Alcoholics or Narcotics Anonymous meeting.

At the close of the *Big Fish Little Worm* (Swingle) presentation for the entire community, the whole class was engaged in an enactment to demonstrate what was happening in the class. The protagonist was a recovering addict who saw his old supplier drop a packet by a phone booth. Two of the men in the

group played the voices of God and of Addiction. The protagonist, tossed and turned by the voices eventually decided to put his hat over the head of Addiction and walk away.

Because drugs have been such an integral part of these men's lives, they have to relearn how to live without drugs. Fortunately role training is one of the greatest strengths of sociodrama. During Session 13 a scene was enacted in which a very close friend forgot the protagonist's birthday. The reason chosen by the group was that he was in bed all day with a woman. The man who was forgotten sculpted other members into tableaus of how he felt. Three of them gave renditions that didn't totally please him. One gave a blank look sitting in a chair. He said that when he was feeling down his face never showed it. He becomes emotionless. The group talked about how people can shut down emotionally during the worst of circumstances. Another man gave a scene of a man walking along with his head down, scratching his head. The third gave an image of a man shrugging his shoulders, perplexed. The man playing the protagonist said that the emotion was a combination of sadness and confusion: sad to be forgotten and confused as to why it happened.

Then the protagonist sculpted one of the men into the mood the protagonist wanted to be in. The tableau was of a man with his hands raised. On his uplifted face was a big, goofy grin. The man with the sorrowfully confused tableau stood next to the happy statue. The group brainstormed ideas for going from the depressed to the happy mood. They were reminded that drugs were the way they used to do that, and they were encouraged to think of ways they could make the emotional journey without the aid of narcotics. One man said drugs have been the way he's lifted his moods for so long that he really doesn't have any other ways to do it. During the brainstorm a number of ideas were thrown

out: spending time with women, going bowling, spending time with family, going to an arcade, etc.

For the enactment the protagonist was placed in a bowling alley. He was next to a person that was already happy. The protagonist, in the course of the conversation, mentioned that it was his birthday. When the happy bowler discovered the protagonist was spending his birthday alone, he invited him to join his party. After closing the scene, the protagonist reported that his feelings were up: maybe not to the level of the joyful tableau, but they were certainly higher than the confused, depressed one.

While sharing things learned that day the youngest man in the group (18) said that he learned there were ways besides drugs to get happy.

Work Ethic

This is one area that remained, for the most part, unaffected by sociodrama. This appears to be mostly because the entire population already had a relatively positive response to the relevant questions. One hundred percent of the initial questionnaires for both groups showed agreeable responses to Question 40, "I respect people who work hard." There was also a 96% agreeable response from both groups initially to Question 32, "I want to have a fulfilling job."

Also, only 12% of both groups did not list any occupations for Question 8, so most of the group had done work of some kind. Also, it is a basic principle of Project Renewal that they will be given job descriptions. For these reasons, only Session 5 was designed specifically to explore the work ethic. An attempt was made, however, to foster good work standards for the class by expecting them to be present if not called away to a more pressing requirement, to be on time to class, and to stay on task during the sessions.

There was significant change in response for one of the questions in this section: Question 28, "I think I could be happy if I could live without working." It was actually one of the most drastic changes of the whole questionnaire for those in the test group. They increased from 42.8% to 100% disagreement, answered only as "strongly disagree." They were unanimous in their belief that they could not be happy without working. The control group decreased slightly (1.9%) in their disagreement with the statement.

The other questions for work ethic showed no significant change for either population. Even Question 24, "If someone is hurt, I'll stop to help them," showed little change. The question does not immediately appear to be linked to the work ethic, but it is listed here because it deals with integrity.

The lack of change for this section actually reinforces the validity of the test and emphasizes the effectiveness of sociodrama for the issues it addresses best.

Criminal Behavior

On several occasions clients in the class noted that the facility is decidedly not a prison. Though there are strict rules of behavior, participants have the freedom to leave at any time they wish. It seems the facility is so clear about this distinction because a number of the clients have spent time in prison. In fact, 72.7% of the control group and 78.6% of the test group had either been convicted of a crime at some level or chose "Prefer not to answer."

Men in the class told stories from prison. One of them talked about hiding a razor blade in his mouth and popping it out when he needed to "rumble." This man was the most consistent attender of the class.

Because so many of the men in the group had criminal tendencies, a significant amount of time was spent working on these issues. Eight of the 33

sessions were devoted to criminal behavior, but in many of the sessions with other themes, criminal behavior became some part of the work.

Unfortunately, there was little change in response from either group on Question 21, “When someone mistreats me, I usually respond in a violent manner.” Linked responses were also not indicative of great change. Since the entire class, in Session 5, identified with the father beating his son with a baseball bat it is not hard to see how violence has been a learned reaction from a young age. The man who left the facility shortly after being told that he would need to significantly improve his reading before having any kind of a chance at doing voice-over work, was having real problems with controlling his violent reactions. He never hit anyone in the facility, but he described how he had been verbally abusive on many occasions. He sought out ways to control his anger.

For Question 26, “In my opinion breaking the law is fine if you can get away with it,” both groups changed significantly for the positive in their attitudes. The control group dropped in agreement from 27.3% to 10% (all responses were “Strongly Agree”), and the test group dropped from 21.4% to 0%.

There was little change in response to Question 35, “In my opinion stealing from people who are rich is okay.” Most of the men in both groups (63.7% of the control group and 85.8% of the test group) already disagreed with the statement on the initial questionnaire.

It was quite interesting to note that, though the control group changed very little in their responses to Question 41, “If I found a wallet with ID and an address, I’d return it,” the test population dropped in their disagreement of the statement 16.1%. Honesty and integrity are values which have been encouraged in the class. Though it may not be on the level of returning a wallet (Question 41), the fellow who was the most consistent attender surprised displayed an

unsolicited act of basic integrity. On the closing night this researcher went to pick up a bag of trash, which was a compilation of food containers from the clients on the way home. The man stopped the clean-up, saying that the clan which had the floor was responsible for clearing the trash. It should be left alone he said. On the way out, the man ran back and grabbed the trash. It was a relatively small gesture, but this client was going beyond his responsibility to keep the community a good place.

The same was true to a larger extent for Question 42, “In my opinion using drugs while on the job is fine if you don’t get caught.” There were 90.9% in the control group and 92.8% of the test group that already disagreed. This statement was included in this section rather than that of drug use since using drugs on the job can jeopardize the safety of others.

One of the most intense enactments in the class dealt with criminal behavior. Before seeing *The Cocoanuts*, which dealt with stealing and dishonesty, a sociodrama was enacted which dealt with themes in the play. One man withdrew cash from an ATM. The other followed him when he left, then, in a lightning bolt move he pinned the man to the wall with a “gun” at his neck. The victim talked about the fear and helplessness he actually felt. It was an intense moment. They all talked about how they used to hold people up and demonstrated various techniques. The man who had attended the most classes demonstrated how, if he had no weapon, would come running up behind someone, put his knee in their back with full force, throw his elbow around the “vic’s” (victim’s) neck, and bring them to the ground, totally vulnerable. Another man, the only one with a felony to stay for the duration of the program, described how he would come up behind someone with a gun and hit them in the temple with the gun as he fired it. He said they would always drop to their knees with their hands around their head. Then they would be totally at his mercy.

Both of the men have done these things in broad daylight in Midtown Manhattan.

The class discussed how they objectified their victims in order to violently rob them. They talked about how their term “vic” itself was dehumanizing. When asked if they would do those things to friends, they said yes, but then clarified that they would do them to acquaintances. When asked them if they would do it to their mothers, they all said they had stolen from their mothers, but they would never rob them violently.

They enacted a scene in which a man stole money out of his mother’s purse, which was played by another man. They discussed ways in which they were similar situations. Both the victim at the ATM machine and the inanimate purse felt totally helpless in their situations. One man realized that both had become objects. A good discussion followed.

During *The Cocoanuts* one of the female leads was convincing a man to join her on a plot to steal a woman’s \$100,000 necklace. The same man who “got it” in class leaned over and whispered in this researcher’s ear, “She’s treating him like an object.” He had made the leap from the victim of the crime being an object to the accomplice of a crime being an object.

Spousal Relations

Another critical issue is the relationships these men have to their spouses and the attitudes the single men have about women. The family is such a strong socializing force that children can be deeply impacted if parents cannot work through their differences. Because spousal and parental attitudes and behaviors affect the next generation, perhaps this issue more than any of the others, has a direct impact on the future.

Attitudes about women seem as difficult to impact as violent tendencies. This researcher was sitting in a restaurant around the corner from the facility. A group of fellows from the program came in. One bought a lottery ticket. They were all talking about how winning the lottery could change their lives, how they could “get their own sh__.” The man said, “This b____ I’m f____ing now’s got six kids.” He talked about how he’d need to win the lottery to provide for them all. He went on to pick his numbers by her measurements and the diameter to which he would expand her “p____.” This kind of an attitude seems deeply ingrained in their personalities.

sexual fidelity

The questionnaires showed a significant difference in change between the groups on Question 16: “In my opinion limiting oneself to one spouse or partner is unfair.” The control group dropped from 72.8% disagreement to 20% disagreement. The test group, contrariwise, decreased their agreement with the statement from 42.8% to 12.5%.

Question 29, “In my opinion staying sexually faithful to a spouse or partner is important,” received much less change in response. There was only one man in each group that disagreed with the statement on the first questionnaire. Interestingly enough, in the test group it was not the man who wanted to do voice-overs.

Question 36, “In my opinion kissing someone other than my wife or partner is all right as long as my spouse or partner never finds out,” received similar change from both groups. The control group decreased its agreement from 54.6% to 20% while the test group decreased its agreement from 21.4% to 12.5%.

divorce

For question 39, “In my opinion divorce is the last option if a couple is having a rough time,” the control group increased in their agreement from 36.4% to 80% while the test group dropped from 64.3% to 50%.

quality of relationships

Question 23, “I have a good relationship with my spouse or partner,” is another question which indicated oppositional change between the groups. The control group dropped from 54.6% agreement to 40% while the test group increased their agreement from 50% to 62.5%. Unfortunately, a certain portion of the change in both groups may stem from the ambiguity of the question for those not in a committed relationship. At the time of the initial questionnaire 54.5% of the control group and 42.9% of the test group was not in a committed relationship.

Interestingly, the men in the control group—who live with 200 other men, are limited in their time away from the facility, and are only allowed five minute phone calls each day—increased in the number who reported girlfriends from 18.2% to 40%. Their honesty is not in question. They solicit phone numbers from almost any woman they find attractive. Those in the class who reported girlfriends decreased from 28.6% to 12.5%. The class dealt extensively with the concept of treating women as individuals and not as objects.

One of the most powerful enactments dealing with the objectification of women was Session 15 in which they dealt with personal centers or “new addictions.” The enactment showed a man talking about his sexual experiences with a girl he had known for a week and a half. When it was suggested that the relationship be more in-depth than that, he said that after about a week and a half it’s on it’s way down. In the enactment he talked openly and graphically. When he was told that the woman was sitting behind them in the restaurant everyone in

the class reacted strongly. When he was asked to take the girlfriend's place in an empty chair she berated him, asking him why he would take their private life out into a public place. Though he later said he really didn't connect with her feelings, he said a lot that really showed he realized how wrong it was to talk about women that way. The class talked about how, when sex becomes a personal center, it can destroy relationships and women by objectifying them, making them less than human. They came to the conclusion they didn't want to be treated that way so they shouldn't treat women that way.

During the debriefing period, all of their final statements showed that they gleaned a great deal from the session. The protagonist of the enactment said he realized desires can get out of control. The group talked about how these desires will always be with us: it is how we deal with them that matters.

CLOSURE

On the final evening, besides distributing the questionnaires, each participant in the class received a certificate celebrating their participation and completion of the course. Each certificate said, "May it be known that on the 7th day of December in the Year of Our Lord 1996 (name) completed the course Problem Solving through Drama taught by Rich Swingle and earned the award of ..."

The awards distributed were as follows: Most Dedicated Player, Most Laughter Received (for a funny line in a sketch for the whole facility), Most Convincing Performance (talking his way into the class), Most Parts Played in a Performance (the man introduced the play *A Clear Leading* (Swingle), performed the only additional speaking role, and did a superb job of running lights), Best Portrayal of a Father (based on the re-enactment of Session 5), Most Improved Actor, Best Memory. The last recipient heard our desires compared to a big dog which will always be with us. If we teach it to heel, it will be our friend; if we don't, it will

pull us along, wrecking our arm and dragging us through the dirt. The analogy was used on October 23. He mentioned it in a conversation on December 5. He had obviously thought of the analogy a number of times in the intervening weeks.

The only one for whom an award was difficult was a man who had hardly been to any classes (5). When he was there he barely contributed. The only memorable role he had played was that of a purse. The award “Best Portrayal of an Inanimate Object” was considered, but it seemed that it would highlight the fact that he had been uninvolved. Instead “Best Fronting (‘Yeah, Rich, I’ll be right there.’)” was awarded. This also highlighted his lack of involvement but in a way which was real and which left room for discussion. He was asked to consider how fronting was a type of acting: good acting for bad reasons. Fronting is when someone talks big up “front” but then doesn’t follow through. They hadn’t used the word in class, but the clients at the first facility did. It caught them off guard, so they laughed.

During and between the final sessions all of the men expressed their gratitude for the class in some way. Two of them expressed how grateful they were that the class taught them to have fun without getting high.

OBSTACLES

Though an excellent program, Project Renewal does have some flaws, and it seems they are relevant here because they counter many of the objectives of the class.

Many of the counselors are former clients which brings blessings and curses. They know the lifestyle from which current clients have come, but, too often, they have a chip on their shoulder. They exert the power they have gained, often putting down clients and allowing personal issues to cloud their

reasoning. One of the class participants was out on a pass. The snow prevented him from returning on time. Though he called to tell operations (the center where all client-based activities are cleared and logged) a staff member put him on contract. Contract is a loss of privileges for a certain period of time because of misbehavior. During that time the client is given heavier, often demeaning job descriptions. It seemed a personal issue which brought the staff member to make the call he did. In general, the concept of contract has problems by making unpleasant jobs punishment. Instead of being praised for doing others a service, such as scrubbing floors and toilets, clients are demeaned by doing them. It also tends to give the “string master”, the client with authority over those on contract, a false sense of superiority. A couple of the class members were given this job, and none of them seemed to care for it. One of them was chastised because he wasn’t giving them cruel enough work to do.

Another form of discipline comes from the “encounter groups.” An offended client may request the presence of the offending client at an upcoming encounter. On Monday nights the community is broken up into several sections. Each person in the encounter has the opportunity to express how they feel about anyone in the group. While it is good to provide a controlled environment in which to express one’s self, it seems the process is barely under control. They are allowed to shout as loud as they please. They can call others names and curse them out. The only stipulations are that they stay seated and do not touch the offender. This is completely contradictory to concepts of conflict resolution in which two people, alone or with a mediator, meet after quelling their emotions to rationally discuss their differences.

Because the main focus of the program is recovery from drugs and alcohol, often other life issues, issues the sociodrama program sought to address, are left by the wayside. Relations to women is an obvious example. Most of the staff do

not speak about women in a respectful manner. One of the main leaders talked about objectifying women. He even called it another form of addiction. Unfortunately, within a minute of saying that, he spoke about his wife as oppressive. He asked the community if they could identify. Most expressed the fact that they could. Perhaps the most blatant corporate approval of the objectification of women came from a flyer passed out by one of the class members. It advertised a Narcotics Anonymous sponsored party where there would be male and female strippers. It is very difficult to convince men that they should be faithful to their significant other when the organization is promoting an event aimed at stimulating their sexual desires for someone other than their spouse or significant other. Granted, 48% of the initial combined groups were not in committed relationships, but such an event objectifies the dancers.

Another obstacle was the infringement upon class time. There were a number of elements which disrupted the natural flow of the class. Many times clients would walk in late or be called out for a job function or other responsibility. Another time the class was moved to Group Room B, the smaller room with no windows, while a group of clients mopped the floor of Group Room A. They were unwilling to re-schedule. Not only was the group in a smaller room, the workers who were cleaning crammed all the chairs and desks from the much larger room into the cubicle in which the class was trying to work.

There were a number of times that there was no time for an enactment because some of these various elements consumed class time. There were a few situations in which the clients just wanted to chat. One of the times this happened it turned out for the best. It was a free day, on which they had no requirements placed on them. Friday, October 11, and Monday, October 14, were free days because of the Columbus Day Weekend. This instructor, not made aware of this, arrived, ready to teach class. An effective enactment followed

about an hour of casual dialogue in which several of the clients went quite deep with their stories. The sessions in Appendix C reflect changes in the scheduling in situations such as this.

FOLLOW UP

After the conclusion of the class, this researcher has attempted to keep track of various class members. Two of them acted in a film which one of their sessions inspired. This process perpetuated the relationships that had been built. Many in the class and in the facility in general made requests that the class continue in some way. Periodic follow-up work is planned, but a repeat class would be impossible since almost all of the clients in the initial class have moved out of Project Renewal. Some have dropped out, while others have moved to advanced facilities such as the Kenton program. One was incarcerated for possession of narcotics, an offense committed before enrolling in Project Renewal. Another (the second highest attender) dropped out of the Kenton program. One of his friends said that he went back on drugs after involving himself with several women who were using narcotics. The man who attended the class the most times currently has housing, is working in a deli, and attending an outpatient program.

DISCUSSION AND CONCLUSIONS

Analyzing the data presented indicates the sociodrama sessions had an impact on clients who took the course to a greater extent than those that did not. As has been mentioned previously, there are a number of factors that impact the validity of those results. A more detailed analysis of those factors follows:

The factor with the most potential to jeopardize the conclusions drawn from the data is that five clients (35.7%) from the test population dropped out of

Project Renewal before the closing questionnaire was distributed. Positive changes in response that appear to come from altered attitudes may actually stem from the absence of responses from clients who left the program early. Because they left the program early it may be assumed that these clients left because they had dysfunctional attitudes. In light of this hypothesis, it should be noted that the number of clients in the test group who had never been convicted of a crime dropped from three (21.4%) to one (12.5%), indicating that two of the clients (40%) from the test group who dropped out of Project Renewal had never been convicted. This does not necessarily reflect the frequency or severity of crimes in which they have been involved, but it should be considered that they may have had fewer pathologies affecting their responses for each question as compared to the average client, since there was only one other person (7.1%) of the test group that did not have a criminal record.

There were three clients in the first group who noted on Question 4, “I have been convicted of...,” that they had been convicted of more than one felony. All three of them were in the test population. For the second questionnaire there were no clients who noted that they had committed more than one felony. Two of them dropped out of the class and the third marked “a misdemeanor” on his second questionnaire. It does not appear that the client linked his second questionnaire to the wrong initial questionnaire, and the question seems difficult to misunderstand. It may be that, knowing his proctor better at the end of the course, he was afraid it would be noticed that the questionnaire and that particular response belonged to him. This may indicate that other answers were skewed to impress the instructor even though the tests were anonymous.

In analyzing these men and the changes in their behavior, it is acknowledged that the “best” answer to the questions tends to be those that

would be correct for middle-class Anglo-Saxons, a population that is not represented at all in either population. The sessions were designed to alter attitudes and behaviors that hinder them from merging with main stream society without changing who they are. For example, their language was never edited except where it would offend the guests who invited them to performances (ie. churches).

Statistics from the questionnaires indicate that the sociodrama course affected the men involved. Though work ethic did not seem to be significantly affected, issues of self-esteem, relationships, criminal behavior, and spousal relationships were affected to varying degrees. In almost every circumstance those who took the class moved toward more socially acceptable attitudes and behaviors at an accelerated pace as compared to those in the control group.

Transitional housing programs would do well to seek out ways of incorporating sociodrama in the recovery process for their clients. Role training, specifically in relationship-based areas of their lives, can accelerate the learning and re-learning process.

This thesis is made available for a suggested donation of \$7. If you have not yet made a donation, please consider doing so at RichDrama.com/Donate.

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APPENDICES

Appendix A *Results*

The questions from the beginning questionnaire and closing questionnaire, including two of the new questions (1c. and 44.) are listed below. The opinion questions (14-43) are listed by the issues they addressed.

Groupings are designated as follows:

A1= Control Group Initial Questionnaire, October 3, 1996

A2= Control Group Closing Questionnaire, December 8, 1996

B1= Test Group Initial Questionnaire, October 3, 1996

B2= Test Group Closing Questionnaire, December 8, 1996

The first thirteen questions, which are demographic in nature, are charted with groupings in the columns. Opinion charts are listed with groupings by row.

Q1 by DATEGRP DATE/GRP
 1b. What level of the Project Renewal have you reached?

		DATEGRP				Row Total
		A1	A2	B1	B2	
Q1	First	6		2	1	9 20.9
	Second	2	7	4	5	18 41.9
	Third		1		2	3 7.0
	Orientation	3		8		11 25.6
	Kenton		2			2 4.7
Column		11	10	14	8	43
	Total	25.6	23.3	32.6	18.6	100.0

Number of Missing Observations: 0

Q1C by DATEGRP DATE/GRP

1c. How many levels have you moved since October 3, 1996?

Q1C	Count	DATEGRP				Row Total
		A1	A2	B1	B2	
0					1	1 2.3
1	11	4	14	2	31	72.1
2		6		4	10	23.3
3				1	1	2.3
Column Total	11	10	14	8	43	100.0
	25.6	23.3	32.6	18.6		

Number of Missing Observations: 0

Q2 by DATEGRP DATE/GRP

2. I have...

Q2	Count	DATEGRP				Row Total
		A1	A2	B1	B2	
a wife	1	2	3	2	8	18.6
a lover	1		1	1	3	7.0
a girl-friend	2	4	4	1	11	25.6
no relationship	6	3	6	4	19	44.2
a wife & a lover	1	1			2	4.7
Column Total	11	10	14	8	43	100.0
	25.6	23.3	32.6	18.6		

Number of Missing Observations: 0

Q3 by DATEGRP DATE/GRP

3. Before entering this program the family I lived with included...

Q3	Count	DATEGRP				Row Total
		A1	A2	B1	B2	
one child	1	1	3	3	8	
2-4 children	4	1	5	1	11	
5> children	1	2	1	1	5	
no children	5	6	5	3	19	
Column Total		11	10	14	8	43
		25.6	23.3	32.6	18.6	100.0

Number of Missing Observations: 0

Q4 by DATEGRP DATE/GRP
 4. I have been convicted of...

Q4	Count	DATEGRP				Row Total
		A1	A2	B1	B2	
a misdemeanor	3	1	1	1	6	14.0
>1 misdemeanor	1	2	2		5	11.6
a felony	2	3	4	4	13	30.2
>1 felony			3		3	7.0
I have never been convicted	3	3	3	1	10	23.3
prefer not to answer	2	1	1	2	6	14.0
Column Total	11	10	14	8	43	
	25.6	23.3	32.6	18.6	100.0	

Number of Missing Observations: 0

Q5 by DATEGRP DATE/GRP
 5. I was homeless for...

Q5	Count	DATEGRP				Row Total
		A1	A2	B1	B2	
<1 week	5	1	2	1	9	20.9
2-4 weeks	1		1		2	4.7
2-6 months		1			1	2.3
7 months to a year		1	2	1	4	9.3
1-4 years	1				1	2.3
>5 years	1	2	4	2	9	20.9
prefer not to answer	1	1	2	1	5	11.6
I have never been homeless	2	4	3	3	12	27.9
Column Total		11	10	14	8	43
		25.6	23.3	32.6	18.6	100.0

Number of Missing Observations: 0

Q6 by DATEGRP DATE/GRP

6. I have used at least one form of drug or alcohol for...

Q6	Count	DATEGRP				Row Total
		A1	A2	B1	B2	
1-5 years	3	2	4		9	
					20.9	
6-10 years	2		3	2	7	
					16.3	
>10 years	6	7	7	6	26	
					60.5	
prefer not to answer		1			1	
					2.3	
Column Total	11	10	14	8	43	
	25.6	23.3	32.6	18.6	100.0	

Number of Missing Observations: 0

Q7 by DATEGRP DATE/GRP

7. How many years of education have you completed?

Q7	Count	DATEGRP				Row Total
		A1	A2	B1	B2	
Kindergarten - 8th	2	2	1	1	6	
					14.0	
9th - 12th	5	4	8	3	20	
					46.5	
high school diploma	2	3	3	4	12	
					27.9	
13-16	2	1	2		5	
					11.6	
Column Total	11	10	14	8	43	
	25.6	23.3	32.6	18.6	100.0	

Number of Missing Observations: 0

Q8.

8. What previous occupations have you held?

(Four blanks were provided. Both the test and control groups and both initial and closing questionnaires are included.)

(5) no response.

(5) messenger, (5) maintenance, (4) sales, (4) stock clerk, (3) carpenter, (3) construction, (3) security, (2) cashier, (2) Child Care Worker, (2) custodial supervisor, (2) glazier, (2) mail clerk, (2) painter, (2) prep cook, (2) Ride operator, (2) customer service rep., (2) telemarketer, bricklayer, Burger King, businessman, cabin steward, clerk, computers, contractor, cook, copier technician, copy operator, data processor, dietician in Hospital, Disc Jockey, dishwasher, dispatcher, Emcee, file clerk, filing, florist, Food Manager, Food Prep., forklift, grillman, Hotel work, Housekeeping, Industrial Assistant, inventory, Kitchen, Legal Support Clerk, life guard, loan counselor, mailing & shipping room, maintenance technician, Martial Arts Teacher, moving & storage, Outreach, physical therapist, Plumbing, Postal Clerk, purchasing/inventory, Recording Artist, shipping clerk, shipping/receiving, Sony Theatre, Stock Room Manager, Street Sweeping, tailor, telecommunication, toll collector

Q9

9. How much do you make each week at your job or at the last job you worked?

\$80, \$100, \$200, \$220, \$235, \$250, \$255, \$280, \$340, \$375, \$385, \$425, \$475, \$500, \$600, \$700, \$1250, \$2000, (2) \$195, (2) \$275, (2) \$325, (3) \$0, (3) \$350, (5) \$300, (7) \$400

Q10

10. What is the name of the town and state where you were born?

(Both the test and control groups and both initial and closing questionnaires are included.)

(2) Miami, FL; (2) Port Liston, Costa Rica; (2) San Juan, Puerto Rico; (2) Staten Island, NY; (2) Summerton, SC; (3) Brooklyn, NY; (3) Manhattan, NY; (4) Brooklyn, NY; (7) Bronx, NY; (8) New York, NY; Charleston, NC; Haiti; Jamaica, WI; Jawi, Nyack, NY; Pensacola, FL; Queens, NY; Santo Domingo, Dominican Republic; Tmahtah; Yorktown Heights, NY

Q11

11. What was the approximate population of the town in which you were born?

Time did not allow for data to be compiled.

Q12 by DATEGRP DATE/GRP
 12. My age is...

Q12	Count	DATEGRP				Row Total
		A1	A2	B1	B2	
younger than 20			1	2	1	4 9.3
20-24		2	1	1	1	5 11.6
25-29		2	3	4	1	10 23.3
30-45		6	5	6	5	22 51.2
prefer not to answer		1		1		2 4.7
Column Total		11	10	14	8	43 100.0
		25.6	23.3	32.6	18.6	

Number of Missing Observations: 0

Q13 by DATEGRP DATE/GRP
 13. My race is...

Q13	Count	DATEGRP				Row Total
		A1	A2	B1	B2	
Hispanic		2	2	4	4	12 27.9
Black		9	8	8	4	29 67.4
Caucasian				1		1 2.3
Other				1		1 (Black 2.3 Hispanic)
Column Total		11	10	14	8	43 100.0
		25.6	23.3	32.6	18.6	

Number of Missing Observations: 0

SELF-ESTEEM

DATEGRP DATE/GRP by Q14SE
 14. I feel good about myself.

DATEGRP	Count	Q14SE				Row Total
		strongly agree	agree	no opin.	dis-agree	
A1	8 72.7	2 18.2		1 9.1	11 25.6	
A2	10 100.0				10 23.3	
B1	8 57.1	3 21.4	2 14.3	1 7.1	14 32.6	
B2	6 75.0	2 25.0			8 18.6	
Column Total		32 74.4	7 16.3	2 4.7	2 4.7	43 100.0

DATEGRP DATE/GRP by Q22SE
 22. I am easily depressed.

DATEGRP	Count	Q22SE					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1	1 9.1	1 9.1	2 18.2	5 45.5	2 18.2	11 25.6	
A2	3 30.0			4 40.0	3 30.0	10 23.3	
B1	3 21.4	2 14.3	1 7.1	4 28.6	4 28.6	14 32.6	
B2	1 12.5	3 37.5	1 12.5	2 25.0	1 12.5	8 18.6	
Column Total		8 18.6	6 14.0	4 9.3	15 34.9	10 23.3	43 100.0

DATEGRP DATE/GRP by Q30SE

30. I would like to change something about myself.

DATEGRP	Count	Q30SE				Row Total
		strong agree	agree	no opin.	strong dis-agree	
A1	6 54.5	3 27.3	2 18.2		11 25.6	
A2	5 50.0	4 40.0		1 10.0	10 23.3	
B1	6 42.9	8 57.1			14 32.6	
B2	4 50.0	1 12.5	2 25.0	1 12.5	8 18.6	
Column Total		21 48.8	16 37.2	4 9.3	2 4.7	43 100.0

DATEGRP DATE/GRP by Q37SE

37. I don't like myself.

DATEGRP	Count	Q37SE					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1				1 9.1	2 18.2	8 72.7	11 25.6
A2				1 10.0	1 10.0	8 80.0	10 23.3
B1	1 7.1	2 14.3	1 7.1	4 28.6	6 42.9	14 32.6	
B2		1 12.5		2 25.0	5 62.5	8 18.6	
Column Total		1 2.3	3 7.0	3 7.0	9 20.9	27 62.8	43 100.0

DATEGRP DATE/GRP by Q43SE

43. I have a lot of confidence in myself.

DATEGRP	Count	Q43SE					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1	8 72.7	3 27.3				11 25.6	
A2	8 80.0	2 20.0				10 23.3	
B1	9 64.3	2 14.3	1 7.1	1 7.1	1 7.1	14 32.6	
B2	5 62.5	3 37.5				8 18.6	
Column Total	30 69.8	10 23.3	1 2.3	1 2.3	1 2.3	43 100.0	

RELATIONSHIPS

DATEGRP DATE/GRP by Q15R

15. In my opinion people who are in charge are usually right.

DATEGRP	Count	Q15R					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1	2 18.2	4 36.4	2 18.2	1 9.1	2 18.2	11 25.6	
A2	3 30.0	2 20.0	3 30.0	2 20.0		10 23.3	
B1		5 35.7	1 7.1	6 42.9	2 14.3	14 32.6	
B2		1 12.5	3 37.5	3 37.5	1 12.5	8 18.6	
Column Total	5 11.6	12 27.9	9 20.9	12 27.9	5 11.6	43 100.0	

DATEGRP DATE/GRP by Q17R

17. If someone makes me angry I want to hit them.

DATEGRP	Count	Q17R					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1			3 27.3	4 36.4	3 27.3	1 9.1	11 25.6
A2		2 20.0		3 30.0	4 40.0	1 10.0	10 23.3
B1		1 7.1	2 14.3	1 7.1	7 50.0	3 21.4	14 32.6
B2				1 12.5	3 37.5	4 50.0	8 18.6
Column Total		3 7.0	5 11.6	9 20.9	17 39.5	9 20.9	43 100.0

DATEGRP DATE/GRP by Q19R

19. I have a good relationship with my parents.

DATEGRP	Count	Q19R					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1		6 54.5	2 18.2	3 27.3			11 25.6
A2		6 60.0	2 20.0	1 10.0	1 10.0		10 23.3
B1		5 35.7	4 28.6	1 7.1	1 7.1	3 21.4	14 32.6
B2		3 37.5	3 37.5		1 12.5	1 12.5	8 18.6
Column Total		20 46.5	11 25.6	5 11.6	3 7.0	4 9.3	43 100.0

DATEGRP DATE/GRP by Q25R

25. There are very few people I can trust.

DATEGRP	Count	Q25R					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1	4 36.4	4 36.4			3 27.3		11 25.6
A2	5 50.0	3 30.0			2 20.0		10 23.3
B1	3 21.4	8 57.1	2 14.3			1 7.1	14 32.6
B2	3 37.5	2 25.0	1 12.5	1 12.5		1 12.5	8 18.6
Column Total	15 34.9	17 39.5	3 7.0	6 14.0	2 4.7		43 100.0

DATEGRP DATE/GRP by Q33R

33. I have several people in my life I consider friends.

DATEGRP	Count	Q33R					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1	7 63.6	2 18.2	1 9.1	1 9.1			11 25.6
A2	5 50.0	2 20.0	2 20.0			1 10.0	10 23.3
B1	1 7.1	9 64.3			3 21.4	1 7.1	14 32.6
B2	2 25.0	6 75.0					8 18.6
Column Total	15 34.9	19 44.2	3 7.0	4 9.3	2 4.7		43 100.0

WORK ETHIC

DATEGRP DATE/GRP by Q20WE

20. In my opinion hard work will pay off.

DATEGRP	Count	Q20WE				Row Total
		strong agree	agree	no opin.	dis-agree	
A1	8	2		1		11
	72.7	18.2		9.1		25.6
A2	9	1				10
	90.0	10.0				23.3
B1	10	3	1			14
	71.4	21.4	7.1			32.6
B2	6		1		1	8
	75.0		12.5		12.5	18.6
Column Total	33	6	2	1	1	43
	76.7	14.0	4.7	2.3	2.3	100.0

DATEGRP DATE/GRP by Q24WE

24. If someone is hurt I'll stop to help them.

DATEGRP	Count	Q24WE				Row Total
		strong agree	agree	no opin.	strong dis-agree	
A1	4	5	1	1	11	
	36.4	45.5	9.1	9.1	25.6	
A2	4	4	1	1	10	
	40.0	40.0	10.0	10.0	23.3	
B1	5	7	2		14	
	35.7	50.0	14.3		32.6	
B2	4	4			8	
	50.0	50.0			18.6	
Column Total	17	20	4	2	43	
	39.5	46.5	9.3	4.7	100.0	

DATEGRP DATE/GRP by Q28WE

28. I think I could be happy if I could live without working.

DATEGRP	Count	Q28WE					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1	1 9.1			1 9.1	4 36.4	5 45.5	11 25.6
A2			2 20.0		1 10.0	7 70.0	10 23.3
B1	5 35.7	2 14.3		1 7.1	3 21.4	3 21.4	14 32.6
B2						8 100.0	8 18.6
Column Total		6 14.0	4 9.3	2 4.7	8 18.6	23 53.5	43 100.0

DATEGRP DATE/GRP by Q32WE

32. I want to have a fulfilling job.

DATEGRP	Count	Q32WE			Row Total
		strong agree	agree	no opin.	
A1	10 90.9			1 9.1	11 25.6
A2	10 100.0				10 23.3
B1	11 78.6	3 21.4			14 32.6
B2	5 62.5	2 25.0	1 12.5		8 18.6
Column Total		36 83.7	5 11.6	2 4.7	43 100.0

DATEGRP DATE/GRP by Q40WE
 40. I respect people who work hard.

DATEGRP	Count	Q40WE			Row Total
		strong agree	agree	dis-agree	
A1	5 45.5	6 54.5		11 25.6	
A2	8 80.0	2 20.0		10 23.3	
B1	9 64.3	5 35.7		14 32.6	
B2	5 62.5	2 25.0	1 12.5	8 18.6	
Column Total	27 62.8	15 34.9	1 2.3	43 100.0	

DRUG USE

DATEGRP DATE/GRP by Q18DU
 18. In my opinion using drugs is fine as long as you don't become addicted.

DATEGRP	Count	Q18DU				Row Total
		strong agree	agree	no opin.	dis-agree	
A1	3 27.3	1 9.1	1 9.1	3 27.3	3 27.3	11 25.6
A2	2 20.0	1 10.0	1 10.0		6 60.0	10 23.3
B1		1 7.1	1 7.1	2 14.3	10 71.4	14 32.6
B2				1 12.5	7 87.5	8 18.6
Column Total	5 11.6	3 7.0	3 7.0	6 14.0	26 60.5	43 100.0

DATEGRP DATE/GRP by Q27DU
 27. Drugs can mess up your life.

DATEGRP	Count	Q27DU					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1	10 90.9			1 9.1			11 25.6
A2	9 90.0		1 10.0				10 23.3
B1	10 71.4		1 7.1	1 7.1	1 7.1	1 7.1	14 32.6
B2	8 100.0						8 18.6
Column Total		37 86.0	2 4.7	2 4.7	1 2.3	1 2.3	43 100.0

DATEGRP DATE/GRP by Q31DU
 31. For me, drugs are a good escape from responsibility.

DATEGRP	Count	Q31DU					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1	3 27.3		1 9.1	1 9.1	3 27.3	3 27.3	11 25.6
A2	4 40.0		1 10.0	1 10.0	2 20.0	2 20.0	10 23.3
B1	3 21.4		2 14.3		3 21.4	6 42.9	14 32.6
B2	2 25.0		1 12.5		2 25.0	3 37.5	8 18.6
Column Total		12 27.9	5 11.6	2 4.7	10 23.3	14 32.6	43 100.0

DATEGRP DATE/GRP by Q34DU

34. I don't like being controlled by drugs.

DATEGRP	Count	Q34DU				Row Total
		strong agree	agree	dis-agree	strong dis-agree	
A1	9 81.8	1 9.1			1 9.1	11 25.6
A2	9 90.0	1 10.0				10 23.3
B1	11 78.6	2 14.3	1 7.1			14 32.6
B2	7 87.5	1 12.5				8 18.6
Column Total	36 83.7	5 11.6	1 2.3	1 2.3		43 100.0

DATEGRP DATE/GRP by Q38DU

38. In my opinion drugs should be legalized.

DATEGRP	Count	Q38DU				Row Total	
		strong agree	agree	no opin.	dis-agree		strong dis-agree
A1			1 9.1	4 36.4	3 27.3	3 27.3	11 25.6
A2	1 10.0		2 20.0	1 10.0	6 60.0		10 23.3
B1	1 7.1		2 14.3	4 28.6	7 50.0		14 32.6
B2			2 25.0	1 12.5	5 62.5		8 18.6
Column Total	2 4.7	1 2.3	10 23.3	9 20.9	21 48.8		43 100.0

CRIMINAL BEHAVIOR

DATEGRP DATE/GRP by Q21CB

21. When someone mistreats me I usually respond in a violent manner.

DATEGRP	Count	Q21CB				Row Total	
		strong agree	agree	no opin.	dis-agree		strong dis-agree
A1	1 9.1			3 27.3	4 36.4	3 27.3	11 25.6
A2	2 20.0			1 10.0	4 40.0	3 30.0	10 23.3
B1	1 7.1		3 21.4	2 14.3	7 50.0	1 7.1	14 32.6
B2	1 12.5		1 12.5	1 12.5	4 50.0	1 12.5	8 18.6
Column Total		5 11.6	4 9.3	7 16.3	19 44.2	8 18.6	43 100.0

DATEGRP DATE/GRP by Q26CB

26. In my opinion breaking the law is fine if you can get away with it.

DATEGRP	Count	Q26CB				Row Total	
		strong agree	agree	no opin.	dis-agree		strong dis-agree
A1	3 27.3			1 9.1	5 45.5	2 18.2	11 25.6
A2	1 10.0			3 30.0	2 20.0	4 40.0	10 23.3
B1			3 21.4	4 28.6	1 7.1	6 42.9	14 32.6
B2				1 12.5	2 25.0	5 62.5	8 18.6
Column Total		4 9.3	3 7.0	9 20.9	10 23.3	17 39.5	43 100.0

DATEGRP DATE/GRP by Q35CB

35. In my opinion stealing from people who are rich is okay.

DATEGRP	Count	Q35CB				Row Total	
		strong agree	agree	no opin.	dis-agree		
A1			1 9.1	3 27.3	5 45.5	2 18.2	11 25.6
A2		1 10.0		2 20.0	1 10.0	6 60.0	10 23.3
B1		1 7.1	1 7.1		6 42.9	6 42.9	14 32.6
B2		1 12.5			3 37.5	4 50.0	8 18.6
Column Total		3 7.0	2 4.7	5 11.6	15 34.9	18 41.9	43 100.0

DATEGRP DATE/GRP by Q41CB

41. If I found a wallet with ID and an address I'd return it.

DATEGRP	Count	Q41CB				Row Total
		strong agree	agree	dis-agree	strong dis-agree	
A1		4 36.4	5 45.5	2 18.2		11 25.6
A2		5 50.0	4 40.0	1 10.0		10 23.3
B1		3 21.4	6 42.9	4 28.6	1 7.1	14 32.6
B2		1 12.5	6 75.0	1 12.5		8 18.6
Column Total		13 30.2	21 48.8	8 18.6	1 2.3	43 100.0

DATEGRP DATE/GRP by Q42CB

42. In my opinion using drugs while on the job is fine if you don't get caught.

DATEGRP	Count	Q42CB			Row Total
		strong agree	dis-agree	strong dis-agree	
A1	1 9.1	4 36.4	6 54.5	11 25.6	
A2	1 10.0	2 20.0	7 70.0	10 23.3	
B1	1 7.1	5 35.7	8 57.1	14 32.6	
B2		1 12.5	7 87.5	8 18.6	
Column Total		3 7.0	12 27.9	28 65.1	43 100.0

SPOUSAL RELATIONS

DATEGRP DATE/GRP by Q16SR

16. In my opinion limiting oneself to one spouse or partner is unfair.

DATEGRP	Count	Q16SR				Row Total	
		strong agree	agree	no opin.	strong dis-agree		
A1	2 18.2		1 9.1	5 45.5	3 27.3	11 25.6	
A2	3 30.0	1 10.0	4 40.0	1 10.0	1 10.0	10 23.3	
B1	3 21.4	3 21.4	1 7.1	4 28.6	3 21.4	14 32.6	
B2		1 12.5	2 25.0	1 12.5	4 50.0	8 18.6	
Column Total		8 18.6	5 11.6	8 18.6	11 25.6	11 25.6	43 100.0

DATEGRP DATE/GRP by Q23SR

23. I have a good relationship with my spouse or partner.

DATEGRP	Count	Q23SR					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1	1 9.1	5 45.5	4 36.4		1 9.1	11 25.6	
A2	3 30.0	1 10.0	5 50.0	1 10.0		10 23.3	
B1	3 21.4	4 28.6	2 14.3	3 21.4	2 14.3	14 32.6	
B2	1 12.5	4 50.0	2 25.0	1 12.5		8 18.6	
Column Total		8 18.6	14 32.6	13 30.2	5 11.6	3 7.0	43 100.0

DATEGRP DATE/GRP by Q29SR

29. In my opinion staying sexually faithful to a spouse or partner is important.

DATEGRP	Count	Q29SR				Row Total
		strong agree	agree	no opin.	dis-agree	
A1	8 72.7	2 18.2		1 9.1	11 25.6	
A2	6 60.0	3 30.0	1 10.0		10 23.3	
B1	7 50.0	6 42.9		1 7.1	14 32.6	
B2	6 75.0	1 12.5	1 12.5		8 18.6	
Column Total		27 62.8	12 27.9	2 4.7	2 4.7	43 100.0

DATEGRP DATE/GRP by Q36SR

36. In my opinion kissing someone other than my wife or partner is all right as long as my spouse or partner never finds out.

DATEGRP	Count	Q36SR					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1	2 18.2	4 36.4		3 27.3	2 18.2	11 25.6	
A2	1 10.0	1 10.0	2 20.0	2 20.0	4 40.0	10 23.3	
B1	1 7.1	2 14.3	1 7.1	7 50.0	3 21.4	14 32.6	
B2	1 12.5		2 25.0	3 37.5	2 25.0	8 18.6	
Column Total		5 11.6	7 16.3	5 11.6	15 34.9	11 25.6	43 100.0

DATEGRP DATE/GRP by Q39SR

39. In my opinion divorce is the last option if a couple is having a rough time.

DATEGRP	Count	Q39SR					Row Total
		strong agree	agree	no opin.	dis-agree	strong dis-agree	
A1	2 18.2	2 18.2	3 27.3	1 9.1	3 27.3	11 25.6	
A2	5 50.0	3 30.0		1 10.0	1 10.0	10 23.3	
B1	2 14.3	7 50.0	3 21.4		2 14.3	14 32.6	
B2	1 12.5	3 37.5	2 25.0	1 12.5	1 12.5	8 18.6	
Column Total		10 23.3	15 34.9	8 18.6	3 7.0	7 16.3	43 100.0

DATEGRP DATE/GRP by Q44

44. This course helped me make positive changes in my life.

DATEGRP	Count	Q44		Row Total
		strong agree	agree	
B2	5	3	8	
	62.5	37.5	100.0	
Column Total	5	3	8	
	62.5	37.5	100.0	

Appendix B *Linked Client Responses*

The following results show the initial and closing responses, in the second and third columns respectively, of the clients who took the class. They are listed according to the number of classes they attended (Question 1a) as noted in the far left column. Not all of the clients who finished the class linked their second questionnaire to their first.

1b. What level of the Project Renewal have you reached?

7	Orientation	Second
9	Second	Third
15	First	Second
19	Orientation	Second
21	Orientation	Third

1c. How many levels have you moved since October 3, 1996?

7	2
9	1
15	1
19	2
21	3

SELF-ESTEEM

14. I feel good about myself.

7	Strongly Agree	Strongly Agree
9	Strongly Agree	Strongly Agree
15	Agree	Strongly Agree
19	Strongly Agree	Strongly Agree
21	Disagree	Agree

22. I am easily depressed.

7	Disagree	Disagree
9	Strongly Disagree	Strongly Disagree
15	Disagree	No Opinion
19	Disagree	Disagree
21	Strongly Agree	Agree

30. I would like to change something about myself.

7	Agree	Agree
9	Agree	No Opinion
15	Strongly Agree	Agree
19	Agree	No Opinion
21	Strongly Agree	Strongly Agree

37. I don't like myself.

7	Disagree	Disagree
9	Strongly Disagree	Strongly Disagree
15	Strongly Disagree	Strongly Disagree
19	Disagree	Strongly Disagree
21	Strongly Agree	Disagree

43. I have a lot of confidence in myself.

7	Strongly Agree	Strongly Agree
9	Strongly Agree	Strongly Agree
15	Strongly Agree	Strongly Agree
19	Strongly Agree	Strongly Agree
21	Disagree	Agree

RELATIONSHIPS

15. In my opinion people who are in charge are usually right.

7	Agree	Agree
9	Disagree	Disagree
15	Disagree	Disagree
19	No Opinion	No Opinion
21	Strongly Disagree	Strongly Disagree

17. If someone makes me angry I want to hit them.
- | | | |
|----|-------------------|-------------------|
| 7 | Disagree | Disagree |
| 9 | Disagree | Strongly Disagree |
| 15 | Strongly Disagree | Strongly Disagree |
| 19 | Disagree | Disagree |
| 21 | Disagree | Strongly Disagree |

19. I have a good relationship with my parents.
- | | | |
|----|-------------------|-------------------|
| 7 | Strongly Agree | Strongly Agree |
| 9 | Agree | Strongly Agree |
| 15 | Strongly Disagree | Strongly Disagree |
| 19 | Strongly Agree | Agree |
| 21 | Agree | Agree |

25. There are very few people I can trust.
- | | | |
|----|----------------|----------------|
| 7 | Agree | Agree |
| 9 | Agree | No Opinion |
| 15 | Agree | Strongly Agree |
| 19 | No Opinion | Disagree |
| 21 | Strongly Agree | Agree |

33. I have several people in my life I consider friends.
- | | | |
|----|----------|-------|
| 7 | Agree | Agree |
| 9 | Agree | Agree |
| 15 | Disagree | Agree |
| 19 | Agree | Agree |
| 21 | Agree | Agree |

WORK ETHIC

20. In my opinion hard work will pay off.
- | | | |
|----|----------------|----------------|
| 7 | Strongly Agree | Strongly Agree |
| 9 | Strongly Agree | Strongly Agree |
| 15 | No Opinion | Strongly Agree |
| 19 | Strongly Agree | Strongly Agree |
| 21 | Strongly Agree | Strongly Agree |

24. If someone is hurt I'll stop to help them.
- | | | |
|----|----------------|----------------|
| 7 | Strongly Agree | Strongly Agree |
| 9 | Strongly Agree | Strongly Agree |
| 15 | No Opinion | Agree |
| 19 | Agree | Agree |
| 21 | Strongly Agree | Agree |

28. I think I could be happy if I could live without working.

7	Strongly Disagree	Strongly Disagree
9	Strongly Agree	Strongly Disagree
15	Strongly Agree	Strongly Disagree
19	Disagree	Strongly Disagree
21	Strongly Agree	Strongly Disagree

32. I want to have a fulfilling job.

7	Strongly Agree	Strongly Agree
9	Strongly Agree	Strongly Agree
15	Strongly Agree	No Opinion
19	Strongly Agree	Strongly Agree
21	Strongly Agree	Agree

40. I respect people who work hard.

7	Strongly Agree	Strongly Agree
9	Strongly Agree	Strongly Agree
15	Strongly Agree	Disagree
19	Strongly Agree	Strongly Agree
21	Agree	Agree

DRUG USE

18. In my opinion using drugs is fine as long as you don't become addicted.

7	Strongly Disagree	Strongly Disagree
9	Strongly Disagree	Strongly Disagree
15	Strongly Disagree	Strongly Disagree
19	Disagree	Strongly Disagree
21	Strongly Disagree	Disagree

27. Drugs can mess up your life.

7	Strongly Agree	Strongly Agree
9	Strongly Agree	Strongly Agree
15	Strongly Agree	Strongly Agree
19	Strongly Disagree	Strongly Agree
21	No Opinion	Strongly Agree

31. For me, drugs are a good escape from responsibility.

7	Agree	Agree
9	Strongly Disagree	Strongly Disagree
15	Disagree	Disagree
19	Disagree	Strongly Disagree
21	Strongly Disagree	Strongly Disagree

34. I don't like being controlled by drugs.

7	Strongly Agree	Strongly Agree
9	Strongly Agree	Strongly Agree
15	Strongly Agree	Strongly Agree
19	Strongly Agree	Strongly Agree
21	Agree	Strongly Agree

38. In my opinion drugs should be legalized.

7	Strongly Disagree	Strongly Disagree
9	Strongly Disagree	No Opinion
15	No Opinion	No Opinion
19	Disagree	Strongly Disagree
21	Strongly Agree	Disagree

CRIMINAL BEHAVIOR

21. When someone mistreats me I usually respond in a violent manner.

7	Agree	Agree
9	Strongly Disagree	Disagree
15	No Opinion	Disagree
19	Disagree	Disagree
21	Disagree	Strongly Disagree

26. In my opinion breaking the law is fine if you can get away with it.

7	Strongly Disagree	Strongly Disagree
9	Strongly Disagree	Strongly Disagree
15	No Opinion	Disagree
19	Disagree	Disagree
21	Strongly Disagree	Strongly Disagree

35. In my opinion stealing from people who are rich is okay.

7	Strongly Disagree	Strongly Disagree
9	Strongly Disagree	Strongly Agree
15	Strongly Disagree	Strongly Disagree
19	Disagree	Disagree
21	Disagree	Strongly Disagree

41. If I found a wallet with ID and an address I'd return it.

7	Agree	Agree
9	Strongly Agree	Agree
15	No Opinion	Agree
19	Agree	Agree
21	Agree	Agree

42. In my opinion using drugs while on the job is fine if you don't get caught.

7	Disagree	Disagree
9	Strongly Disagree	Strongly Disagree
15	Disagree	Strongly Disagree
19	Disagree	Strongly Disagree
21	Strongly Disagree	Strongly Disagree

SPOUSAL RELATIONS

16. In my opinion limiting oneself to one spouse or partner is unfair.

7	Strongly Agree	Strongly Agree
9	Strongly Agree	Strongly Disagree
15	Strongly Agree	Agree
19	Disagree	Disagree
21	Disagree	Strongly Disagree

23. I have a good relationship with my spouse or partner.

7	Strongly Agree	Strongly Agree
9	Agree	Agree
15	Strongly Agree	No Opinion
19	Agree	No Opinion
21	Strongly Disagree	Agree

29. In my opinion staying sexually faithful to a spouse or partner is important.

7	Strongly Agree	Strongly Agree
9	Strongly Agree	Strongly Agree
15	Agree	No Opinion
19	Agree	Agree
21	Strongly Agree	Strongly Agree

36. In my opinion kissing someone other than my wife or partner is all right as long as my spouse or partner never finds out.

7	Strongly Disagree	Strongly Disagree
9	Disagree	Strongly Agree
15	Agree	No Opinion
19	Disagree	Disagree
21	Disagree	Disagree

39. In my opinion divorce is the last option if a couple is having a rough time.

7	Agree	Agree
9	Strongly Disagree	Agree
15	No Opinion	No Opinion
19	Agree	Agree
21	Strongly Agree	Agree

44. This course helped me make positive changes in my life.
- | | |
|----|----------------|
| 7 | Strongly Agree |
| 9 | Agree |
| 15 | Agree |
| 19 | Strongly Agree |
| 21 | Strongly Agree |

The following responses include those from linked entry and exit questionnaires. Spellings, except where noted, are their own.

45. What I most liked about this course?

Why?

- 5 “I get peace. I feel like I’m free. Not like this place locks you down, but I never went to places like this before.” (This participant could not write and asked me to write down his response. *Tartuffe* in Session 22 was the first play he’d ever seen.)
- 9 “Going to the shows and acting out situations. Get to see other people’s likes and dislikes. Educational.”
- 9 “I relate this cause (course) with my addicion bicause I whos (was) a good actor to get my brugs My stage whos (was) the steet, I fand (found) out (here he asked me to write for him) that I was a good actor for a negative purpose and that I could use the same energy for a positive purpose. You’ve got a good project. I hope we’ll be able to think the way you think and give back to society.”
- 10 “Is that I was able to learn how to go about socializing. Because I could do it drug free from observing Rich Swingle He seemed to have a kind of peace about that I longed for. And I figured as long as I stayed around positive people I could achive this.”

15 “The role plays of life’s situations. Because It allows allows me to see up front how people ract in different situations, and circumstances.”

20 “This course taught me many things but most of all it taught me good socialization skills. Because I was scared to go out without drinking alcohol, but this course taught me that you can have a good time without getting high. And this course helped me to have more confidence in myself.”

21 “Being part of the drama course and to have such a wonderful giving person in my life. Mr. Swingle!! Also, to be part of the drama course has enable me to get in touch with myself, because today I visualze how wonderful it is to do thing without using drug and truly enjoy doing them. Going to see play’s—participating in skid’s (skits)—and just to be able to talk about thing’s of importance with-out holding back, which is a wonderful experience. But most of all! To have Mr. Swingle in my life has made a difference and for that, I am very grateful...”

46. What I liked least about this course:

Why?

5 “There’s nothing I didn’t like. I’m going to go to these plays when I get out. What’s \$35 or \$40? I used to spend that in a half an hour getting high.” (This participant could not write and asked me to write down his response.)

9 “Not enough time. I worked and missed a lot of sessions.”

9 “We didn’t have too much partnership. If there were more people involved it would make it more interesting and more important. We didn’t have the right equipment to impress people. If you have the

- right clothes you can get into it.” (This participant asked me to write down this portion of his response.)
- 10 “Sometimes was having to perform in front of other people I’m very shy being exposed to a lot of things that Rich has offered up to me really helped me.”
- 15 “Nothing. Everything was conducive for my well being.”
- 19 “Nothing.”
- 22 “When brother’s perpetrate a fraud... By being involve in a course and, not understanding the true significance By serving their own selfish need By just trying to get out of the fac(ility) and not appreciating what is being handed to them.”

Appendix C Course Outline

Session 1, Thur., Oct. 3

Goals: Introduce self and program, administer questionnaire (r)

- Big Fish Little Worm* 30min. Present one person play. (Purposes: allow group to get to know me, and get them started thinking about their lives.)
Close with hot seat. Answer questions in character. Focus on how Jonah’s life parallels theirs. He was asked to do something he didn’t want to do, ran the other direction, saw his enemies rewarded, etc.
- Present program 5 min. Describe the program to the men and petition for 20 volunteers who will still be in the program at the end of October.
- Administer Questionnaire 30 min. Read through the questionnaire so those who are illiterate will not have to reveal that. Flip a coin to determine whether those with “Group A” or “Group B” will be in the group who does the sociodrama program. Explain that those in the other group will participate by not participating, but will take the same questionnaire in seven weeks, on Wednesday, October 25.

Ask permission to video or tape sessions. This was denied.

Socialize 25 min. Spend time getting to know participants.

Session 2, Fri., Oct. 4

Goals: group forming, close first week on an up note

(r)

Warm-up 8min. Physical Warm-ups, close with band exercises: to the left 7, to the right 7, down for 7 “eeh’s”, back for 7 “ugh’s”.

2 min. Shake all hands: Everyone in the room shakes everyone else’s hand within a strict time limit of one minute.

20 min. Songs: Group divided into two teams. A word is called out. Teams must send up a representative who can sing a few bars of a song that contains that word. The teams must go back and forth. If one team cannot send up a representative within ten seconds the other team gets a point, and a new word is chosen by the winning team.

20 min. Charades: Allow them to pick their own categories, or choose from the following:
Chariots of Fire (Movie)
Towering Inferno (Movie)
The Lord of the Rings (Book)
The Ugly Duckling (Book)
Much Ado About Nothing (Play)
Giant (Movie)
Ten Little Indians (Play)
Boyz in the Hood (Movie)
Dangerous Minds (Movie)

10 min. Movie: Select one of the movies which was done in a charade and have two people act out a scene from the movie while two others provide the voices for the actors. Those doing the voices cannot see the actors.

Discussion 5 min. Discuss what it was like to have someone else provide your voice.

5 min. Discuss the themes of the movie and how we can learn from it. Throw out alternate plots to the movie.

Enactment	10 min.	Enact alternate plots to the movie.
Discussion	5 min.	Debrief the enactment. Was the enactment or the actual plot better? more interesting?
Closure	5 min.	Hold hands in a circle. Tell favorite movie, play, or book and how it affected your life.

Session 3, Mon., Oct. 7

Goals: Group forming, understanding the others (se)

Warm-up	Name Games:
	10 min. Tell your name and describe your favorite place on earth.
	30 min. Tell your name, a nick-name, and a three minute biography.
Instant Guessing (Macbeth and Fine, 35)	15 min. (10 min.) Each participant finds a partner. The facilitator asks a question: 'Does your partner take sugar in their tea or coffee?' Both partners guess and give their answer to each other. They tell each other whether they were right or wrong. At this stage they can tell each other briefly why they thought what they did. Partners now change. Another question is asked. This process is repeated several times, each time with a new partner. The questions can be made more personal in nature. For example: What party does your partner vote for? Is your partner married? ... How old is your partner? ...What music or literature do they like? ...What are their hobbies or interests? Feedback and discussion (5 min.) Participants can reflect on how many times they were right or wrong. How did they come to the conclusions they came to? On the basis of what outward clues did they make their assumptions? Did those clues lead them to correct or incorrect assumptions? These questions can then be related to how we make assumptions about people on first meeting. If we base those assumptions on things like appearance, age, sex, race, fashion, and so forth, how far does prejudice lie at the root of what we assume?

Enactment	15 min.	Role play some scenarios in which assumptions are made about other individuals. Use some of the funniest wrong guesses from the above exercise, using sociodrama techniques to help them escalate and de-escalate offensive situations.
Discussion	10 min.	How did it feel for each of the participants to grapple with misunderstandings?
Closure	10 min.	Tell one interesting fact discovered about someone in the group. Serenity Prayer.

Session 4, Tue., Oct. 8

Goals: Group forming, understanding the others' journeys (se)

Name Games	5 min.	Tell your name, an animal that describes you, and why.
	5 min.	Have a couple of people introduce everyone in the group.
Personal Histories (Macbeth and Fine, 37)	40 min.	(5 min.) Participants identify the five most important chapters of their lives so far, as if they were planning the structure of an autobiography, and write these down as headings. Under each heading participants write just the first few words that come to mind about that period of their lives. (5 min.) Each participant will now try to communicate each stage by creating a frozen image. This could be done solo; or it could be done in small groups, with the 'author' sculpting the others under the five chapter headings. (10 min.) Every participant is now asked to think of a title for their autobiography—something that would encapsulate their life so far. These could be shared with the whole group, each participant offering a short statement (one sentence) on why they have chosen their specific title. As an extension of this phase, participants could be invited to consider whether the title would be different if it were chosen by one of their parents,

or a teacher, or a brother or sister. What title might these people choose, and why?

(10 min.) Participants should think of the five details that they consider would be most crucial to an understanding of any of their fellow group members, such as family, education, class, place of birth, employment. They decide on one question under each heading that would gain the information needed. Participants get into pairs, and each asks their partner the specific questions. They should try not to write the answers down but attempt to remember through careful listening. They repeat back afterwards a brief version of what has been heard. Partners confirm that they have it right.

Feedback and discussion (10 min.) How does all this knowledge we have gathered help us to gain an understanding of others? How does the knowledge gained about ourselves help us? Do we see any common elements in our past or background and that of others?

- | | | |
|-------------|---------|--|
| Enactment | 15 min. | Take some common chapters that seemed to be filled with the most conflict and act out some scenes, using sociodrama techniques to move the action and find resolution. |
| Empty Chair | 10 min. | Invite a few of the participants to sit in an empty chair with a publisher and explain why their "title" is worthy of being distributed. |
| Discussion | 5 min. | How did it feel for each of the participants to grapple with misunderstandings? |
| Closure | 10 min. | Hold hands in a circle. Tell one interesting fact discovered through the work. |

Serenity Prayer

Session 5, Wed., Oct. 9

Goals: Focus on budgeting and forgiveness

(we)

Physical Warm-ups	10 min.	Body and vocal. End with Band exercises.
	5 min.	Have them pair up and say only "I'm going to do it." or "No you're not." After a couple of minutes switch roles.
Song	5 min.	Prodigal Son. Perform.
Debrief Song	15 min.	Hot seat. Challenge them to ask questions of the character who wants his own way. Tell story of the prodigal son.
Discussion	5 min.	What is the problem with prodigal living? Can our higher power really forgive us the way the prodigal's father did? What does that mean in our lives? How important is keeping a strict budget?
Enactment	30 min.	A man is frugal and lives outside his means. Brainstorm alternate solutions and act some of them out.
Debrief	10 min.	How did it feel to be penniless? What does it feel like to have all your needs met? What were some of the best alternate solutions? Can we expect people to forgive us for our failures? Who will forgive us? Challenge them to set specific budgeting goals now and in the future.
Closure	5 min.	One thing I learned. Serenity Prayer.

Session 6, Thur., Oct. 10

Goals: Attitude and Mood

(se)

Warm-up	10 min.	Laugh line. Ask participants how they feel on a scale of 1 to 10. Seat the five lowest numbers in a row. Blank faces. Begin a smile and pass it on. Go back and forth, increasing the smile as it goes until it becomes high level laughter. Ask participants to rate how they feel now.
Physical Warm-ups	5 min.	Warm up body with stretches. Warm up vocally, by sliding from one section of the range to another.

Warm up the face, making funny faces and sliding from one to the other.

Concentration 2 min. Participants in a circle. Each in turn says ‘O Henry!’ in a different way. (There are meant to be at least a hundred ways of saying it.) (Macbeth and Fine, 64)

Slanted Storytelling 28 min. (2 min.) Participants in pairs. One partner tells the other...about a recent incident which involved them personally in some kind of conflict.
(Macbeth and Fine, 64)

(2 min.) When the story is over, the listener retells the story in the second person (‘You...’). When the re-telling is complete, the teller confirms or corrects the facts and comments on omissions. The listener can also comment on the teller’s style, and whether this helped or hindered their absorption and recollection of detail.

(10 min.) Now give everyone an attitude or a mood or a situation written down on a card. Ask them not to disclose what is on their card. They now have to work out how to retell the story using that interpretation. Examples of these cards could be:

- It is the funniest story you have ever told or heard.
- You are a department head in the secret service and are telling the story of a suspect’s movements.
- You are dying to go to the toilet, but must first finish telling the story.
- You detest the person you are talking about.
- You are lying about your movements.
- You are stirring things up with some gossip.
- It is the saddest story you have ever told or heard.

Coin in the Bowl
(Butler)

During the remainder of the exercises all participants are given plastic cups. If there is something about a couple’s interaction that stirs a person in some way, they are to drop a coin in their cup. Appoint a scribe to mark down incidents that received several coins.

(9 min.) Individuals try to guess what was on the card. Once the tellers have revealed what the statement was, the listeners [give alternate solutions].

Feedback and discussion (5 min.) In what ways was information changed and reshaped according to the presenter’s bias? Is this a process that is easy to detect in real life? Do we always change the information we pass on? In what ways and in what

situations have we done this?

Use the coins dropped to find points of discussion.

Powder	2 min.	Briefly describe the movie <i>Powder</i> in which a boy could feel what someone else was feeling, know what they were thinking, see memories in their heads. Explain to them that at a significant moments in the following enactment you will stop the action and ask them to touch the other partner. At that point the person touched should say exactly what they are feeling and what memories are contributing to that feeling. They can be recent memories leading up to the emotion, or they can be from childhood, but they need to be distanced. They can be fictional or real memories, but the other participants shouldn't know which.
Enactment	13 min.	Use the script below and assign players. Have them each draw an attitude, mood or situation. Have them act out the scenes according to the card they drew, using sociodrama techniques to escalate and de-escalate the action.
Sculpture	15 min.	Invite each of the players to choose someone from the group to represent them. Each player should take turns sculpting their representative into the mood represented by the card. Then re-sculpt them into a mood that would have been more effective in the scene. Re-enact the scene using the moods that resulted from re-sculpting.
Discussion	10 min.	How did the moods help or hinder the communication process? How easy is it to change moods? What are some techniques for changing moods when we know it needs to be done? Use the coins dropped to find points of discussion.
Closure	5 min.	Hold hands in a circle. Tell what number represents their feelings, and how it's changed since the beginning of the session.
Script (Sternberg and Garcia, 188)		ONE: It's your fault. TWO: No, it isn't! ONE: Then, who's fault is it? TWO: I don't know. ONE: You're lying.

TWO: No, I swear.
ONE: Tell the truth.

Session 7, Fri., Oct. 11

Goals: Attitude and Mood (Cont.) and building relationships (cb)

Physical Warm-ups	2:30	Stretch out physically.
Discussion	2:40	Small group due to a Free Day associated with the Columbus Day Weekend. Discussion focused on how they feel and how to control that.
Enactment	3:30	Personify Anger. One person enters a situation in which he is faced with an obstacle. Another person personifies Anger. Discussion: brainstorm ideas for controlling anger. Re-enact alternate solutions.
Closure	3:55	What are we learning about the group? Serenity Prayer.

Session 8, Sat., Oct. 12 Outing: *The Jeweler's Shop* (Wotyla)

Goals: Understanding Opposite Sex Relations (sr)

Briefing	2:00	Staff of MBC will instruct the clients about the day and what will be expected of them.
Depart	3:00	Leave for venue.
Arrival & briefing	4:00	Explain the nature of <i>The Jeweler's Shop</i> . Clarify expectations, and answer questions.
Warm up	4:15	The cast requested that they be allowed to have private space for this part of the preparation. I'll have the clients help the set construction crew.
Singing	4:30	They will watch the group go through songs.
Dressing Makeup	5:00	Another private time for the cast.

Exercise	5:50	The group has specific group exercises they go through, which the clients have been invited to watch.
Circle	6:10	Group prayer time designed to draw the cast closer. At this point I'll have the clients find seats up front.
Performance	6:15	<i>The Jeweler's Shop</i>
Hot Seat	7:35	Cast members have agreed to go into a separate room immediately after the performance, where they will stay in costume and character and answer questions the clients have.
Debrief	7:45	Debrief the whole day's experience. Focus on what they learned about relationships, especially those between the sexes.
Return to MBC	8:00	

Session 9, Tue., Oct. 15
Goals: Relationships
(r)

Warm up	2:30	Tell your name and where you'd most like to visit. Discuss.
Discussion	2:45	Talk about relationships in your life.
Enactment	3:30	Empty Chair. Speak to the person who is most important to you at this point in time.
Closure	3:55	Debrief situation, and Serenity Prayer.

Session 10, Wed., Oct. 16
Relationships
(sr)

Debrief Play	2:30	Tell those that couldn't make it about the day and the play. Share attitude quote.
Physical Warm-ups	2:40	Stretch out physically and vocally. Talk about warm-ups the cast of <i>The Jeweler's Shop</i> used.
Spectrogram	2:45	How do you like: women, drugs, sobriety, the forest, reading, the beach, dogs, cats, talking about your feelings, boxing, holidays with your families?

When you have a conflict with someone how often do you insult, run away, help, talk, ignore, understand, joke, make other person apologize, apologize, find out the real problem, listen, tell them to leave you alone, cuss them out, get colleagues to gang up?

Discuss. What are some of the best ways to resolve conflict?

Getting to Yes 3:00
(Macbeth and Fine, 151)

Bring up four participants, and divide them into pairs: one protagonist and one helper. Give each pair a card representing the two sides of the dispute:

Your room mate is a slob. He never picks up after himself. He is too laid back.

Your room mate is a neat freak. He never gives you any peace about the way you keep your room. He's too uptight.

Protagonists enter the 'ring' and the dispute begins. The helpers remain outside the ring in their respective 'corners' and closely observe the performance of their partners. Call the end of the round when you think a good exchange has taken place.

In the break, the helper has a few moments to give their partner feedback and some quick advice as to the way forward in the next round. The protagonist just listens.

Go as many rounds as are necessary to achieve a satisfying conclusion: a good working agreement, a stalemate, or a victory (that is, getting the other side to agree while conceding nothing themselves).

Enactment 3:40 Use script.

Debrief 3:50 Wrap it up. Serenity prayer.

Session 11, Thur., Oct. 17
Conflict
(cb)

Brief	2:30	Describe the day's objectives and challenge them to respect me and each other.
Serenity Prayer	2:55	Pray the Serenity Prayer focusing on applying to the day in terms of staying focused on what we could change and letting everything else go.
Warm-up	3:00	Walk to Washington Square Park and observe three conflicts.
Discuss	3:45	Discuss conflicts.
Enactment	4:00	Enact some of the conflicts observed.
Debrief	4:15	Debrief the day and return to facility.

Session 12, Fri., Oct. 18**Group forming, understanding the others' journeys
(se)**

There were three of the new clients and none of the original members, so as in Session 4, they sculpted tableaux of the five most significant chapters of their lives.

Session 13, Mon., Oct. 21**Self-esteem and moods
(se)**

Physical Warm-ups	2:30	Stretch out physically.
Leap Year	2:35	How do you feel (1-10)? Call out three months of the year. Those with birthdays in those months leave their chairs and find an empty one. There is one fewer chair than there are people. Leap year sends everyone up. The one who can't find a chair calls. How do you feel (1-10)?
Age Line up	2:45	Line up by age without speaking. Line up by birthday without speaking. Discuss what it was like to line up with visuals and without. How did it feel not to have visuals?
Favorite B-Day	2:55	Tell of your favorite birthday.
Enactment	3:10	Enact a scene in which a birthday is forgotten.

Sculpture	3:30	Invite each of the players to choose someone from the group to represent them. Each player should take turns sculpting their representative into the mood they had during the scene. Then re-sculpt them into a mood that would have been more effective in the scene. Re-enact the scene using the moods that resulted from re-sculpting.
Debrief	3:45	Brainstorm ideas for changing our moods in healthy ways.
Conclusion	3:55	One thing you learned. Serenity Prayer.

Session 14, Tue., Oct. 22
Vocabulary
(r)

Warm up	2:30	Scrabble: How does each word we create affect our recovery?
Enactment	3:00	Enact a conflict which focuses on language. Freeze and use gibberish. Discuss how language is affected by physical and vocal elements.
Discuss	3:15	Identify words which were barriers to resolving conflict. Point out pessimism, profanity, you statements, trigger words, springboard words, and label words.
Re-enactment	3:30	Act out the scenario without using the words which were barriers.
Discuss	3:45	What words replaced the barrier words? How were they more or less effective?
Closure	3:55	Say one word you want to use regularly in conversations. Serenity Prayer.

Session 15, Wed., Oct. 23
Personal Centers
(cb)

Warm up	2:30	Physical warm-ups
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Heroes	2:35	Become your hero and interact.
Discussion	2:45	What are the qualities you look for in a hero? What are the most important things in your hero's life? What are the "bennies" associated with being your hero?
Personal Centers	2:50	Rate the following from 1 (most important) to 10 (least important) in your life. Drugs Sex Money Fame Friends God Food Family Religion Popularity
Discussion	2:55	Discuss personal centers and the danger of allowing the wrong personal center to become a new addiction. Focus on sexual addiction. What are the results of sexual promiscuity?
Enactment	3:10	Enact a scenario in which a woman is objectified. Two friends are talking about a sexual encounter with a woman.
Discussion	3:20	What does this do to a woman? What does it do to women? Does it destroy a relationship to make sex the central element?
Empty Chair	3:30	Establish that the woman overheard the conversation between the two men. Allow each enactor to apologize to the woman about whom they spoke.

Closure 3:45 What did you learn today? What is the only personal center that will not become a new addiction? Serenity Prayer.

**Session 16, Thur., Oct. 24
Power
(cb)**

Warm-up 5 min. Physical warm-ups and stretches.
5 min. 1-1-eeh-ugh. Participants place hands on hips. Twist to the right and count to seven. Twist to the left and count to seven. Bend over and say “eeh” seven times. Lean back and say “ugh” seven times. Begin the cycle again but only to six. Continue and increase speed as numbers drop until the count is 1-1-eeh-ugh.
Concentration 5 min. 21. Count to 21 randomly. If two or more people say a number at the same time, start over.

Sharing Power 45 min. (36 min.) Arrange the seating so that there are two concentric circles of chairs, one circle facing outwards, the other around them and facing inwards. There are an equal number of chairs in the inner and the outer ring. Participants can now arrange themselves on the chairs. Everyone should be facing a partner. Introduce the exercise as a creative listening exercise.
Give participants three minutes each to talk to their partner on a given theme, then three minutes to listen to their partner talking on the same theme. The theme will be one of the six situations listed at the end of the exercise. Begin with the first. When the three minutes are up, ask the partners to swap roles.
All those in the inner circle now move round one chair to their right. Tell the group the second situation. Repeat the timed talking and listening process. When both the pair have spoken, the outer circle should move one chair to their right, and greet their new partner.
The process continues: after each round the circles take it in turns to move to their right, and the situation changes.

Feedback and discussion (9 min.) Participants might consider the following questions: How did it

feel to be listened to with attention? How often do you give that attention to others? What does power mean to you? What *negative* power have you experienced or exerted? What is *positive* power, and how have you experienced or exerted it?

Situations	<p><i>a</i> A time when someone had power over you and you felt unable to do anything about it.</p> <p><i>b</i> A time when you had power over someone else and used it badly.</p> <p><i>c</i> A time when you had power and used it well.</p> <p><i>d</i> A time when you felt scared but acted despite your fear.</p> <p><i>e</i> A time when someone had power over you and you stood up to it.</p> <p><i>f</i> A time when you felt helpless, then suddenly knew what to do and did it.</p>
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Enactment 10 min. Enact a scene in which a negative power is exerted over someone who is helpless. Do the Inner Strength exercise below. Re-enact the same scene. This time be certain the victim has the positive power indicated by the exercise: personal strength which enables us to choose and control the direction of our lives.

Inner Strength 5 min. Have people get in pairs. A puts their arm straight out from their body, thinking negative thoughts about themselves. B presses down on their arm. Then have A put the arm out and think positive, self-affirming thoughts. B presses down with the same intensity as before. Chances are high the arm will not go down. Switch.

Discussion 5 min. How did it feel differently to have positive power in the situation? How do we build positive power in ourselves and keep it from becoming negative power?

Closure 10 min. Hold hands in a circle. Stand in silence, thinking about what you learned through the session. Close with a blessing.

Session 17, Fri., Oct. 25
Going Deeper
(r)

Warm-up	2:40	Fred was the only one to show up, so he talked about how things are going with his wife.
Social Atom	3:00	We placed chairs representing different members of one client's family around him. We moved chairs around in ways which reflected the different choices he could make.
Discussion	3:15	We talked about how visually identifying where significant people were in his life and where they could be helped him make some decisions.
Warm-up	3:20	Charles entered, so we dropped one client's issues and discussed what was going on for Charles.
Autobiography	3:30	Charles told us his Autobiography. He placed Fred and me in tableaux of four chapters of his life.
Closure	3:55	Serenity Prayer.

Session 18, Sun., Oct. 27
Relationships
(r)

Open Forum	Those interested will attend an Open Forum at Redeemer Presbyterian Church. Opera singers from various operas, including the Met, will present arias. Tim Keller, Pastor, delivers a lecture based upon applications which can be drawn from the arias.
Discussion	Did Mr. Keller's applications make sense? How can we draw from other performance art forms?

Session 19, Mon., Nov. 4

**Relationships
(r)**

Warm-up	2:30	Physical and vocal warm-ups.
Concentration (Copeland, 27)	2:35	<p>Eighty-Five. This is a rhythmic, clapping, quick-wit game that can eliminate many players quickly. To get underway, have the group sit in a circle so everyone can see each other.... Choose a person to begin the game. The game is recited as follows:</p> <p>Hands up (clap, clap) To eighty-five (clap, clap) Gonna get (clap, clap) Names of (clap, clap) [Any subject or category; for example, dogs] (clap, clap) Three piece (clap, clap) And no release (clap, clap) No hesitation (clap, clap) No relation (clap, clap) Starting with (clap, clap) [Name someone] (clap, clap)</p> <p>The rhythmic pattern continues as the person named calls out three kinds of dogs without losing beat. For example, pit bull (clap, clap), German Shepherd (clap, clap), Labrador (clap, clap). If the beat is broken, the person is out. If a (participant) successfully names three kinds of dogs, he or she continues the song from the top. [They can choose a new topic or keep with the old.]</p>
Indian Poker	2:45	Participants draw cards and place them on their foreheads without seeing what they are. They interact, treating others according to their card. Line up according to where you feel you belong. You can only move yourself.
Discussion	3:00	How is our behavior dictated by how others treat us? How is our self-esteem affected?
Enactment	3:10	Enact a few scenes in which a person in a power position is interacting with someone without external power.
		Reversal, tableau.
Right way-Wrong Way	3:35	Give several participants opportunities to replay scenes the wrong and right ways.

Discussion	3:45	What is a correct way to handle power? How should we treat those in power over us? Is there a correct way to achieve our own goals with those in power?
Closure	3:55	Close in silence. Have people share as they wish out of the silence.

Session 20, Wed., Nov. 6
Patience
(r)

Warm-up	2:30	Rehearse Town, a sketch in which two cowboys bump into each other and make the town big enough for the both of them.
Focus	2:40	Lighthouse: Players become rocks. One is a boat, facing away from the lighthouse on the opposite side of the room. The lighthouse calls out directions to steer the boat between the rocks. Allow several to take each role. Make it gradually more difficult (use chairs as well as players, blindfold the boat, allow the rocks to yell).
Discussion	2:50	How did it feel as Lighthouse? Ship? As a rock how did it feel to keep people from going where they should be going? How did patience come into play? How was it more difficult when the rocks were crying out? Discussion of Patience. How can it keep us from reacting rather than thinking and acting?
Enactment	3:10	Enact a scene in which a person must exhibit patience. Reversal. Sculpture. Alternate solutions.
Discussion	3:40	What are ways to develop patience?
Closure	3:50	What is one thing for which you need patience? Serenity prayer—focus on it's applicability to patience.

Session 21, Thur., Nov. 7
Drug Use

(du)

Self Science Roll Call 2:30 Each participant says their name, a number from one (Goleman, 261, 267) to ten that indicates how they feel; one means low spirits, ten, high energy. When they are low—the ones, twos, or threes that indicate feeling terrible—it opens the way for someone to ask, “Do you want to talk about why you feel that way?” And, if the student wants (no one is pressured to talk about things they don’t want to), it allows the airing of whatever is so troubling—and the chance to consider creative options for handling it.

Warm-up 2:45 Physical and vocal warm-ups

Spectrogram 2:50 Have participants line up on a continuum from easy to impossible on the following choices:

- Finishing an ice-cream cone
- Keeping track of a sport team’s record
- Winning at basketball
- Staying off drugs
- Winning at football
- Keeping in touch with family
- Finishing a book
- Winning at baseball
- Paying bills
- Maintaining a healthy diet
- Keeping in touch with friends in town
- Keeping in touch with friends in other cities
- Maintaining a romantic relationship
- Breaking a habit

Discuss some of the topics that were particularly difficult for a majority of the group. What makes them difficult? How does it feel not to achieve success in those areas? What does it feel like after accomplishing something that seems impossible?

Describing a Habit 3:00 (3 min.) Participants [divide into] pairs. Ask them all to (Macbeth and Fine, 117) identify a personal habit that they find extremely difficult to change.

(10 min.) Ask participants to...describe to their partners an experience involving their habit—perhaps some occasion when the strength of the habit led them to behave anti-socially or to break some rule. They should describe all the feelings they had, as well as what they said and what they did.

Ask them to list all their thoughts at the time, in the order in which they occurred, and number them

1 to 10. Do they see a natural progression in these thoughts? Were they simply trying to rationalize...whatever action they were about to take? How did they go about this?

(5 min.) Are there any alternative thoughts they could have had? Ask participants to imagine what they might be. It is important to recognize how our behavior is supported by thought processes. If we can find ways of changing the thought process underlying a habit, then the behavior might possibly change with it.

(5 min.) Participants can share some of their descriptions of their habits and the things they do to support them.

Feedback and discussion (7 min.) Does targeting the habit in this way help us to understand our behavior a little better? How can this understanding make it easier to work out possible strategies for change? Who is in control, the habit or you?

Enactment	3:30	Enact a scene in which someone is faced with their habit.
Multiple Double	3:40	Allow several in the group to come up and simultaneously yell out arguments on one side or the other regarding giving in to the habit.
Discussion	3:45	What voices rang true?
Poem	3:50	Autobiography in Five Short Chapters by Portia Nelson

I

I walk, down the street.

There is a deep hole in the sidewalk.

I fall in.

I am lost ... I am helpless.

It isn't my fault.

It takes me forever to find a way out.

II

I walk down the same street

There is a deep hole in the sidewalk.

I pretend I don't see it.

I fall in again.

I can't believe I'm in the same place.

but, it isn't my fault.

It takes a long time to get out.

III

I walk down the same street

There is a deep hole in the sidewalk.

I see it is there.

I still fall in ... it's a habit.

my eyes are open.

I know where I am.

It is my fault.

I get out immediately.

IV

I walk down the same street.

There is a deep hole in the sidewalk.

I walk around it.

V

I walk down another street.

Closure	3:55	Hold hands in a circle. Those who feel ready should pledge to the group to break a habit.
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Session 22, Fri., Nov. 8

***Tartuffe* (Molière)**

Hypocrisy

Gather	6:45	Sign out procedures.
Briefing	7:00	Begin with the Serenity Prayer and Depart
Show	8:00	Act I
Intermission	9:15	Touch base with everyone to make sure they're tracking. Act II
Discussion	10:15	On subway home talk about themes of the play and how it applies to life. Discuss hypocrisy to self: denial.
Enactment	10:25	Act out a scene in which someone is a hypocrite. One person plays the facade, another plays the interior voice. They battle for personhood.

Closure 10:45 Debrief the enactment.

Session 23, Wed., Nov. 14

***Matty* (Frierson)**

Everything I Needed to Know in Life I Learned from Baseball

(se)

Gather	6:45	Sign out procedures.
Briefing	7:00	Begin with the Serenity Prayer and Depart
Show	8:00	Act I
Intermission	9:15	Touch base with everyone to make sure they're tracking. Act II
Discussion	10:15	Talk about themes of the play and how it applies to life.
Signing	10:20	Sign autographs with actor, Eddy Frierson
Enactment	10:30	Act out a scene in which someone goes beyond doing what is acceptable to doing something extraordinary.
Closure	10:45	Debrief the enactment and the evening and travel home.

Session 24, Mon. Nov. 25

Rehearse Drama program

Relationships

(r)

Warm-up	6:30	Gather everyone. Sculpt your week, using as many people as you'd like.
	6:40	Physical Warm-ups.
Rehearsal	6:45	Assign everyone at least one responsibility, and rehearse:

Lights: _____

Intro: Rich

(George Fox College Players) Town: _____ & _____
(Swingle) Jonah Part I: Rich
(George Fox College Players) Sneeze: _____ & _____
(Swingle) Sheepish: Rich
(trumpet holder): _____
(Boyd) Draw: _____ & _____
(Swingle) The Potter: Rich
(Vincent) Songs: Rich Vincent
Jonah Part II: Rich
Enactment: All

Mirror: tell self you want to accomplish a major goal. Identify barriers.

Enact encountering the first barrier.

Discuss in cluster groups.

Enact encountering subsequent barriers.

Discuss in cluster groups.

Enact accomplishment of goal.

Sculpt a tableau representing what it feels like to accomplish a major goal.

Discussion	8:30	Talk about the process of choosing people for roles and rehearsing, working together. Point out that shows usually take four weeks to put together. Short sketches take much less time. A microcosm of real process.
Closure	8:45	One sentence about process of working together. Serenity prayer.

Session 25, Wed., Nov. 27
The Cocoanuts (The Marx Brothers)

**Crime Doesn't Pay
(cb)**

Warm-up	6:30	Discuss themes of the play: Judging people by exterior rather than interior Lying Crime Doesn't Pay
Enactment	6:35	Someone is drawn to commit a crime. Sculpting (objectify the victim of the crime). Mirror.
Discussion	6:40	Why didn't crime pay? What should be done to rectify it?
	6:45	Serenity Prayer. Sign out procedures.
Depart	7:00	Leave for theatre. Introduce them to folks at theatre
Show	8:00	Act I
Intermission	9:15	Touch base with everyone to make sure they're tracking. Act II
Hot Seat	10:20	If willing, cast stays for hot seat, answering questions in character.
Discussion	10:30	Subway to facility and discuss themes and how they paralleled the enactment earlier in the evening.

**Session 26, Fri., Nov. 29, Thanksgiving
Final Rehearsal
(r)**

Warm-up	2:30	Physical warm-ups.
Rehearsal	3:10	Run through sketches and enactment. Make certain everything is in place.
Discussion	3:50	What did you learn from doing the enactment the second time around?
Closure	3:58	Serenity Prayer

Thanksgiving meal 4:30 Eat with the group. Share one thing each person is thankful for. What thanksgiving tradition would you like to have for your family.

Session 27, Thur., Nov. 29, Drama Presentation
Relationships
(r)

Final prep	5:30	Prop check.
Warm-up	5:45	Physical Warm-up
Program	6:00	See Session 24
Discussion	7:45	Discuss the evening as a group. What did you glean from doing an enactment the third time through? How does repetition (rehearsal) apply to recovery? How do you feel?
Closure	8:00	Serenity Prayer.

Session 28, Sun. Dec. 1
***A Clear Leading* (Swingle)**
Turning away from wrong company
(cb)

Lighting Rehearsal	2:30	Set up props, etc. and run a lighting rehearsal with same person (preferably) who did lights for Thanksgiving show.
Intro	6:00	A client introduces show and explains that there will be racist language for the sake of representing that period in history.
Show	6:05	<i>A Clear Leading</i>
Hot Seat	7:15	Answer questions in character, and, as John Woolman, challenge them to turn away from friends that keep them from what is right.
Discuss	7:30	Talk about how the play applied to their lives.
Enactment	7:40	Enact situation in which someone must leave bad company in order to make progress. Reversal. Social Atom. Sculpture.

Discussion 8:00 What can we take from the play and from the enactment?
Serenity Prayer.

Session 29, Wed. Dec. 4

Andrew Carnegie Presents A Jew from Malta (Irondale Ensemble Project)

Violence

(cb)

Warm-up 6:00 Discuss themes of the play:
violence based in economics

Enactment 6:15 Someone is in need financially and violently attacks someone.
List and sculpt thoughts.
Discuss and enact alternate solutions.

Discussion 6:35 How did it feel to solve something without violence?
Challenge them: a weak resolve will intensify temptation. A Strong resolve reduces temptation.
List one thing you would like to have as a strong resolve.

6:45 Serenity Prayer. Sign out procedures.

Depart 7:00 Leave for theatre.

Show 8:00 Act I

Intermission 9:00 Touch base with everyone to make sure they're tracking.
Act II

Discussion 9:40 Subway to facility and discuss themes and how they paralleled the enactment earlier in the evening.

Session 30, Thur., Dec. 5

Magic on Broadway (Gabriel)

Deception

(cb)

Discussion	6:30	Discuss magic. How is it like magic to deceive people for our benefit?
Enactment	6:35	Someone deceives another for their own benefit. Victim is given X-ray eyes and is able to see through the deception.
Discussion	6:50	How did it feel to be found out? How true is the statement: "Truth is always the best choice?"
Closure	7:00	One statement of truth. Serenity Prayer.
Depart	7:20	Leave for theatre.
Show	8:00	Act I
Intermission	8:45	Discuss the show. Act II
Return	9:30	Discuss how magic performance highlighted the pre-show discussion.

Session 31, Fri., Dec. 6
Movie: *Happy Gilmore* (Dugan)
Peace
(r)

Warm-up	6:30	Movie for whole community: <i>Happy Gilmore</i> .
Discussion	8:00	How did the movie relate to recovery? How does internal peace relate to peace around you?
Focus	8:10	Storm. Have participants make the noises of a storm, gradually building from wind to rain to thunder. Stop when they hear, "Peace." Do it a couple of times. The last time let them sit a moment in true silence. Urge them to focus on truly giving everything up to God, allowing God to bring serenity. Close silence with Serenity Prayer.
Enactment	8:20	Two have an argument. A peacemaker comes onto the scene.

Techniques: Gibberish, reversal, walk and talk, isolate action--peacemaker to each party, future projection.

Discussion	8:40	Discussion. What techniques were particularly helpful to the peacemaker?
Closure	8:50	How can you be a peacemaker? Bless each in the circle: "Peace to you." Have them pass it around. Serenity prayer.

Session 32, Sat., Dec. 7
Changed Lives: *Love Stories* (Nichols)
(r)

Gather and Go	1:00	Check out and leave for The Lamb's and <i>Love Stories</i> .
Play	2:00	Act I
	3:00	Intermission. Enjoy carolers. How are they identifying with the stories?
	3:15	Act II
Return	4:15	Bring the clients back for dinner.

Session 33, Sun., Dec. 8
Support and Closure
(r)

Administer Questionnaire	6:30	The ten men that did not participate in the sociodrama are invited in to take the questionnaire as well.
Discussion	7:00	Talk about themes of change in the play, focusing on how the characters helped each other change.
Running Blindfold (Macbeth and Fine, 23)	7:05	Stand all the participants at one end of the room. One person volunteers to be blindfold and stands at the other end of the room. They run to the end where the group members are standing. The group

must be prepared to catch the running person gently. They should stand in a half-moon shape, and shout stop before the runner reaches them. Initially people anticipate reaching the end of the room, and begin to slow down. Encourage people to run as fast as they can until the group shouts stop, and to trust that the group will really make sure they don't hit the wall.

7:10 Discuss what it felt like to run toward oblivion, trusting only in people you can't see. What made you trust them? Can you trust them in other areas of your life?

Support Yourself 7:15
(Macbeth and Fine, 139)

(5 min.) Brainstorm all the areas of difficulty that participants are likely to face when they try to incorporate the ideas that they have been exploring into their work. Include difficulties from outside (such as structures within the work-place) and difficulties that participants might face personally (controlling their own anger, perhaps, or becoming more assertive with a particular person.)

(5 min.) Brainstorm the word 'support'. What does support mean to the participants? How can they support themselves so that they don't give up when faced with difficulties?

Divide participants into small groups to address the question of how each person can help themselves to stick to an ideal or commitment at difficult times—that is, how they can support themselves. Refer them to recent experiences such as failure to meet a deadline or difficulty in keeping a commitment to saving money....

Feedback and discussion (10 min.) Ask participants these questions. What do you usually do when you feel you have failed or made a mistake? What is the effect of taking responsibility rather than making excuses? What is difficult about it? In what ways does taking responsibility for mistakes and 'failures' give you support? How will you know that your personal support structures are intact and working? What will you do to mend them when they are not? What value do they have? What is the difference between taking responsibility and shouldering the blame?

Closure

7:50 Spider's Web

The group forms a circle. A ball of yarn is tossed from one person to anyone else. The tosser tells what they appreciate most about the other person. The cycle continues until everyone has received the yarn.

Discuss the visible bonds that have been created in the group. Will the bonds disappear now that the program is done? How can they keep in touch?

Reverse the process, throwing the yarn back and appreciating the person who threw it in the first round.

Hand out awards and certificates.

Serenity Prayer.