

Time to Facilitate:
5.5 hours



MODULE #6

INCORPORATING THE BODY INTO HEALING

MODULE SUMMARY

This module provides context and strategies on how our bodies impact the ability to heal in parts of our lives; reinforcing the idea that what happens in our minds, relationships, sexuality, and spirituality are interconnected with the body. During this module, facilitators should intentionally include movement and attunement (having the advocates check in with themselves) in the training.

INCORPORATING THE BODY INTO HEALING LEARNING OBJECTIVES:

- ▶ Examine how child sexual abuse impacts a survivor's relationship with their body
- ▶ Analyze the way trauma is held in adult survivors of child sexual abuse's body
- ▶ Explore the power of healing by incorporating physical activity
- ▶ Identify how coping and sexual violence disconnects survivors from their bodies

STRUCTURE OF INCORPORATING THE BODY INTO HEALING MODULE

Time to facilitate: 5.5 Hours

Lesson 6.1 Understanding Trauma and Dissociation
(1.5 Hours)

Lesson 6.2 Healing Through Mind and Body (1.5
Hours)

Lesson 6.3 Grounding (1.5 Hours)

Lesson 6.4 Bringing It All Together: Modules #5 &
#6 Recap (1 Hour)



MATERIALS NEEDED FOR INCORPORATING THE BODY INTO HEALING MODULE

Lesson	In Person	Virtual
6.1	<ul style="list-style-type: none"> ▶ Computer ▶ Projector or large TV ▶ Speakers that participants can hear ▶ Healing in Motion: Glossary of Terms Incorporating the Body Into Healing handout ▶ Video Neuroplasticity & How the Brain Heals Part 1 Saprea by Saprea ▶ Copies of, or link to, Enhancing Knowledge: Brief Introduction to Trauma and Triggers by Resource Sharing Project ▶ Survivor Support: Working Through Triggers by Resource Sharing Project 	<ul style="list-style-type: none"> ▶ Healing in Motion: Glossary of Terms Incorporating the Body Into Healing handout ▶ Video Neuroplasticity & How the Brain Heals Part 1 Saprea by Saprea ▶ Enhancing Knowledge: Brief Introduction to Trauma and Triggers by Resource Sharing Project ▶ Survivor Support: Working Through Triggers by Resource Sharing Project

Lesson	In Person	Virtual
6.2	<ul style="list-style-type: none">▶ Video Neuroplasticity & How the Brain Heals Part 2 Saprea by Saprea▶ Video Building Resilience Conversation Series Episode 6: How do Survivors Incorporate Their Body into the Healing Process?▶ Copies or, or link to, Building Resilience Coloring Page Episode 6	<ul style="list-style-type: none">▶ Video Neuroplasticity & How the Brain Heals Part 2 Saprea by Saprea▶ Video Building Resilience Conversation Series Episode 6: How do Survivors Incorporate Their Body into the Healing Process?▶ Building Resilience Coloring Page Episode 6



Lesson	In Person	Virtual
6.3	<ul style="list-style-type: none"> ▶ Computer ▶ Projector or large TV ▶ Speakers that participants can hear ▶ PowerPoint ▶ Video Building Resilience Conversation Series Episode 6: How do Survivors Incorporate Their Body into the Healing Process? ▶ Copies of, or link to, Building Resilience Coloring Page Episode 6 ▶ Copies of, or link to, Let's Get Grounded by Arizona Coalition to End Sexual and Domestic Violence ▶ Copies of, or link to, Strategic Planning worksheet 	<ul style="list-style-type: none"> ▶ Video Building Resilience Conversation Series Episode 6: How do Survivors Incorporate Their Body into the Healing Process? ▶ Building Resilience Coloring Page Episode 6 ▶ Let's Get Grounded by Arizona Coalition to End Sexual and Domestic Violence ▶ Strategic Planning worksheet

Lesson	In Person	Virtual
6.4	<ul style="list-style-type: none">▶ Computer▶ Projector or large TV▶ Materials for Jeopardy or Family Feud<ul style="list-style-type: none">» Game show buzzers, bells, etc.» List of questions» Prizes for participating	<ul style="list-style-type: none">▶ Access to a virtual platform for Family Feud or Jeopardy

NOTES FOR PREPARATION FOR

Lesson 6.1 Understanding Trauma and Dissociation

- ▶ To start the lesson, participants will do a grounding activity. Facilitators may want to have the participants assemble their own grounding toolkit that includes:
 - » one item they can see
 - » one item with a unique texture they can feel
 - » one item that makes a distinct noise
 - » one item that has a bitter taste
 - » one item with a strong smell
 - ◆ Facilitators can do a different activity for the participants to engage their physical senses, if preferred. Facilitators should adapt this activity to fit participants' needs and abilities.

- ▶ In **ACTIVITY**, the facilitators will guide the participants through an exercise in which the group will come up with shared definitions for a list of terms. While a list of terms, definitions, and explanations for those definitions are provided in *Glossary of Terms: Incorporating the Body Into Healing* on page xxxv, facilitators are highly encouraged to review and modify these definitions as they reflect the language used in their communities. Facilitators are also encouraged to add other terms to the list they feel need to be defined during this module.



Lesson 6.1 Understanding Trauma and Dissociation

Estimated time: 1.5 hours



GROUNDING Open the module by doing a grounding exercise that focuses on physical sensations. A suggested grounding activity can be found in the Notes for Preparation in Incorporating the Body Into Healing Module on page 208.



LARGE GROUP DISCUSSION Facilitate a large group discussion based on the following question:

- ▶ What are some things you learned about in the Coping from Child Sexual Abuse Into Adulthood module (Module 2) about being activated, (or “triggered”), and grounding?



DEBRIEF In wrapping up the discussion, emphasize that this module is going to expand on how grounding can help the mind and body feel reconnected as a part of healing for survivors.



ACTIVITY As a large group, lead the training participants in coming up with a list of shared definitions for the terms below. For time, facilitators may want to break the participants into small groups and have each group define multiple terms before coming back together as a larger group to agree upon the whole list.

- ▶ Body Attunement
- ▶ Trauma
- ▶ Triggers
- ▶ Dissociation
- ▶ PTSD
- ▶ Flashbacks
- ▶ Grounding



Review the created definitions as a large group and distribute the Healing in Motion: Glossary of Terms Lesson 6.1 Understanding Trauma and Dissociation for participants to take with them. The Healing in Motion: Glossary of Terms Lesson 6.1 Understanding Trauma and Dissociation can be found on page xxxv.



WATCH Play the video [Neuroplasticity & How the Brain Heals | Part 1 by Saprea](#).



HANDOUT and **REVIEW** After the video has finished, distribute the [Enhancing Knowledge: Brief Introduction to Trauma and Triggers](#) by the Resource Sharing Project and the [Survivor Support: Working through Triggers](#) by the Resource Sharing Project. Briefly review the content of handouts.



Highlight that this would be helpful information for survivors to know:

- ▶ When trying to learn about triggers for the first time
- ▶ When trying to understand their own triggers. In particular, the Survivor Support: Working through Triggers handout was created for survivors, and advocates can use this as a tool to support them in individual meetings or in groups.

Lesson 6.2 Healing Through Mind and Body

Estimated time: 1.5 hours



WATCH Play The video [Neuroplasticity & How the Brain Heals | Part 2 | Saprea by Saprea.](#)

After the video finishes, remind the participants to keep this video in mind when watching the next clip.



WATCH Play the video [Building Resilience Conversation Series Episode #6: How do Survivors Incorporate their Body into the Healing Process?](#)



Play from 00:00 (Introduction) to 13:56 (Releasing the Memories in the body)





DEBRIEF Facilitate a discussion about what people heard about healing their bodies. Make sure to cover these points:

- ▶ Healing doesn't only happen through therapy or by talking about the mental health impacts of the abuse. Healing also occurs when adult survivors of child sexual abuse get reconnected with their bodies.
- ▶ Adult survivors of child sexual abuse heal through their bodies with things like:
 - » Healing touch massage
 - » Exercise, dancing, or moving their bodies
 - » Centering their bodies
 - » Being present in nature
 - » Breathwork

- ▶ Being present in their bodies can help with flashbacks and dissociation
- ▶ This is sometimes frustrating and triggering for survivors, so we need to take care when suggesting this option. In particular, body awareness techniques shouldn't necessarily be used for adult survivors of child sexual abuse who cope through distancing and disconnecting from their body.



LARGE GROUP DISCUSSION In a large group, ask the participants how they can help survivors heal their bodies. After the participants have shared, make sure these points are brought up:

- ▶ Provide information about trauma and its impact on a person's body.
- ▶ Support a survivor's efforts to be active by finding places to knit, walk, do yoga, dance, run, hike, swim, work out, etc.



- ▶ Support a survivor's efforts to do things like singing or playing an instrument. These things require body attunement, and often achieve attunement with others as well.
- ▶ Create opportunities to explore different methods of being present in their body.



BREAK OUT GROUP DISCUSSION Have the participants get into groups and then play [Building Resilience Conversation Series Episode #6: How do Survivors Incorporate their Body into the Healing Process?](#)



Play from 14:18 (Releasing the memories in the body) to 28:55 (Pause, take a breath, take care of yourself).

In groups, have the participants share what they thought about the clip and answer the following questions:

- ▶ Why is it important for survivors to be connected to their bodies?
- ▶ What can advocates do to support survivors in doing so?



DEBRIEF Have the groups share their responses. Emphasize the following points if they are not named:

- ▶ The trauma response of dissociation is a common coping skill, but it disconnects survivors from their bodies.
- ▶ Encourages survivors to be present
- ▶ Enables survivors to make decisions about what they are doing that keeps them safe.
- ▶ Helps survivors to care for their health

NOTES FOR PREPARATION FOR Lesson 6.3 Grounding

- ▶ The points in the TEACHING can be displayed on a PowerPoint that the facilitators will need to create and modify to fit their training needs.
- ▶ Facilitators will close the module by doing a grounding exercise or the reflective journal prompt. Facilitators may want to ask the participants to demonstrate grounding exercises they already use in their advocacy for the large group so the participants can share knowledge peer-to-peer.

Lesson 6.3 Grounding

Estimated time: 1.5 hours



TEACHING The following points should be displayed on a PowerPoint that the facilitators will create and modify to fit their training needs:

- ▶ It is the role of advocates to help survivors develop safety and emotional/trigger plans.

- ▶ Some questions to help guide survivors form a plan:
 - » What are my triggers?

 - » When I am triggered, what happens in my body?

- » When I'm triggered, what do I need to feel calm?
- » When I'm triggered, what can help me regulate myself and be centered in my body?
- » When I'm triggered, what can other people around me do to help me calm down?
- » What are some things people should not do to help me calm down?
- ▶ Grounding techniques can be a part of the larger safety plan.



HANDOUT and **ACTIVITY** Distribute the [Let's Get Grounded toolkit by the Arizona Coalition to End Sexual and Domestic Violence.](#)



In pairs, have the participants read the tool and practice doing grounding exercises (one each from the physical, mental, and soothing section), in which each has the chance to pick a grounding exercise, explain it to their activity partner, and then model it for them.

In total, they should do six grounding exercises: demonstrate three and learn three.

Activity Instructions

- ▶ Have the participants get into pairs and decide who will be Person A and who will be Person B in this activity.
- ▶ Person A will start the activity by picking three grounding exercises from the [Let's Get Grounded toolkit](#), and then explaining and modeling them to Person B.
- ▶ After completing three grounding exercises, Person A will ask Person B for feedback about how they communicated and modeled the grounding exercises.
- ▶ Now switching roles, Switching Person B will then pick three different grounding exercises from the toolkit to explain and model to person A.
- ▶ After completing three grounding exercises, Person B will ask Person A for feedback about how they communicated and modeled the grounding exercises.





DEBRIEF After all the pairs have finished, facilitate a large group discussion with the participants about the activity and how they feel after the grounding exercises.

- ▶ Ask the participants if someone wants to demonstrate an exercise from the toolkit, or another grounding exercise they know for the large group.



REFLECTION Have the participants take out their Strategic Planning worksheet and think about how they can incorporate grounding throughout their workday to mitigate the impacts of vicarious trauma.



CONCLUSION Conclude this module with the following reflective journal prompts.

Reflective Journal Prompts:

- ▶ When you feel stressed, scared, tired, anxious, or angry, where do you feel it in your body? What does it feel like?
- ▶ Where do you feel it in your body when you feel relaxed, happy, excited, rested, or aroused? What does it feel like?
- ▶ What does feeling “grounded” look like to you? Taste like? Feel like? Smell like? Sound like?
- ▶ How can you incorporate grounding in your advocacy practice with survivors? How can your program incorporate policies, procedures, practices that supports staff in using grounding activities?



NOTES FOR PREPARATION FOR Lesson 6.4 Bringing It All Together: Modules #5 & #6 Recap

- ▶ The activity suggested for a review of the previous two modules is some type of game with the participants (Jeopardy, Family, etc.), as in Coping from Child Sexual Abuse into Adulthood (Lesson 2.5). The content in the game should be made up of the advocacy skills and terms identified in the modules. Facilitators might also consider adding questions specific to your area (i.e., traditional Indigenous names of geographical features, the year your coalition was founded, famous people from your area, the name of a plant or endangered species in your area, etc.). If possible, give a prize to the winners of the game.

- » To do this for an in-person event, you will need the following:
 - ◆ Game show buzzers, bells, etc.

 - ◆ List of questions and correct answers for the game

 - ◆ A way to keep score of the points

- » For virtual training, some online platforms will allow you to do this as a timed quiz, like [Kahoot!](#), or as an online game show format. Here are some free basic options to try out below:
- ◆ [Jeopardy Labs](#)
 - ◆ [Factile](#)



Lesson 6.4 Bringing It All Together: Modules #5 & #6 Recap

Estimated time: 1 hour



Do some sort of review game to assist participants in remembering the content learned in the fifth and sixth modules. Use the advocacy skills and terms reviewed in the module as the content in the game. For suggestions on a review game, please refer to Notes for Preparation for the Coping from Child Sexual Abuse into Adulthood Module, page 224.

FURTHER LEARNING OPPORTUNITIES

ABOUT INCORPORATING THE BODY INTO HEALING

- ▶ [Building Resilience Conversation Series Deeper Dive: Dissociative Identity Disorder Part 3](#) by Olga Trujillo (Resource Sharing Project)
- ▶ [The Brain, Body, and Trauma](#) by the National Sexual Violence Resource Center



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Healing in Motion: Coalitions Supporting Growth and Change in the Lives of Adult Survivors of Child Sexual Abuse

July 2023

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Graphic and Publication Design by Norio Umezu Hall, RSP.

This product was supported by cooperative agreement number 2019-V3-GX-K040, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this product are those of the contributors and do not necessarily represent the official position or policies of the U. S. Department of Justice.

