

**CHESTER COUNTY THRESHOLDS**  
**VOLUNTEER MACRO TEACHER HANDBOOK - ADDENDUM**

The addendum is for use by Macro Teachers as a supplement to the Macro Teacher Training Handbook. It offers alternate material to incorporate into the Chester County Thresholds programs taught at the Prison, Correctional Center, and Youth Center.

Addendum Overview

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The list of Addendum material with hyperlinked tables is sorted three ways for ease of finding a file:

- Alphabetic listing by file name
- Objective order – see list of Thresholds Program objectives below
- Step order – of the 6-Step decision process

The key objectives of the Thresholds program:

- A. To teach Decision concepts [6-step Decision making model].
- B. To create community.
- C. To help clients develop self awareness and a more positive self image.
- D. To improve communication skills.
- E. To have clients learn from different teachers and their peers.

Following is a table that reflects a summary schedule of core content in each of these areas as defined in the Thresholds Volunteer Macro Teacher Handbook:

Step	<b>A</b> Dec'n Step [Wkly focus]	<b>C</b> Self Image / Self Awareness	<b>D</b> Communication	<b>B</b> Community	<b>B; E</b> Artform	<b>B; E</b> Open	<b>C</b> Affirm. [close]
.	<b>[Interviews]</b>						
1.	<b>DEFINE SITUATION</b>	<ul style="list-style-type: none"> <li>• Objective Self Awareness</li> </ul>		<ul style="list-style-type: none"> <li>• Commonality</li> <li>• Ground Rules</li> </ul>	<u>Video</u> - <i>Prison Thinking/</i>		
2.	<b>SET THE GOAL</b>	<ul style="list-style-type: none"> <li>• <b>Perception</b> exercise</li> </ul>			<u>Picture</u> - <i>'Between holes of memory'</i>		
3.	<b>DEVELOP THE POSSIBILITIES</b>	<ul style="list-style-type: none"> <li>• I've Changed</li> <li>• Dot game: Think 'outside the box'</li> </ul>			<u>Song</u> :- "Strength, Courage & Wisdom"		
4.	<b>EVALUATE THE POSSIBILITIES</b>	<ul style="list-style-type: none"> <li>• <b>Victimage</b></li> </ul>	<u>Communication</u> <ul style="list-style-type: none"> <li>• Filters</li> <li>• Words / Body Lang./ Voice</li> <li>• Pos. &amp; Neg. Lang.</li> </ul>		<u>Song</u> – Autbio. in 5 Short Chapters		
5.	<b>MAKE DECISION</b>	<ul style="list-style-type: none"> <li>• <b>Reactive Behavior</b></li> <li>• <b>Operating Image</b></li> </ul>			<u>Artform Q's</u> : 'Testify re. friend'		
6.	<b>IMPLEMENT THE DECISION</b>			<ul style="list-style-type: none"> <li>• Gift Cards</li> </ul>	<u>Artform Q's</u> : 'On Being in Prison'		
	<b>[Graduation]</b>	<ul style="list-style-type: none"> <li>• <b>Life in Transition</b></li> </ul>		<ul style="list-style-type: none"> <li>• Group Symbol</li> <li>• Thoughts on Class</li> <li>• Gift cards/Cert.</li> </ul>	<u>Video</u> – "Leo Buerman" or "It's a Wonderful Life"		

[FYI - a more detailed schedule is posted later in this document (pg. 3), as is a sample of how the addendum material could be added to a Macro (pg. 4)]

### Source

The documents in the Addendum are based on enhancements and additions made over the years to the Core content within each of the Men's, Women's, & Youth classes – primarily to support the Self Awareness, Communication, and Community objectives.

While the Decision Steps are sequential, we have found that the Self Awareness (SA) and Communication (CTN) topics have been presented and/or reinforced during different weeks than when noted in the core content schedule above. The following table offers some suggestions of when these concepts can be presented and may provide ideas for using the Addendum or modifying the sequence of the SA &/or CTN components of your class and thereby serve the presentations you are doing for your clients.

Concept	Macro Teacher Handbook – step scheduled	Alternate step
Perception	2	1,2,3,4,5,6
Communication	4	
Victimage	4	
Reactive Behavior Cycle	5	2,3,4,5,6 Refresher of React versus decide
Operating Image	5	
Life in Transition	Graduation	6
Quick Decision	6	5

### Maintenance

Please make sure that any supplemental information or artforms that you use come from the Handbook, or the Addendum and if you have things to add please give a digital copy [word doc/slide/PDF] to the Program Committee [Dona Lerew, Alison Murphy, Gerry Stein] so that the database can be updated.

### Reminder

As a Macro Teacher remember not to use any artforms or supplemental information from:

- Client's *Guide to Decision Making & Problem Solving* [the workbook given to each client/student]
- Volunteer Teacher's Manual

as these are intended for the 1-1 teacher to review/discuss with their client.

**Program Committee**

<b>Macros – Summary</b> [Chstr Cnty*]	*Objectives Macro sessions:	<b>A</b> To teach concepts [6-step <u>Decision making model</u> ]. <b>B</b> To create a <u>community</u> . <b>C</b> To help clients develop <u>self awareness</u> & a more <u>positive self image</u> .	<b>D</b> To improve <u>communication skills</u> . <b>E</b> To have clients <u>learn from different teachers and their peers</u> .
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Objective →	A	C	D	B	B; E	B; E	C
Wk	Dec'n Step [Wkly focus]	Self Image / Self Awareness			Artform	Opening	Affirmation [close]
0.	<b>[Interviews]</b>						
1.	<b>DEFINE SITUATION</b> <ul style="list-style-type: none"> <li>Symmetry Game [structure can be helpful]</li> </ul>	<ul style="list-style-type: none"> <li>Thresholds Program Explanation</li> <li><b>Objective Self Awareness</b></li> </ul>		<ul style="list-style-type: none"> <li><u>Commonality Exercise - 22</u> Q's / self report</li> <li><u>Ground Rules</u></li> </ul>	<u>Video - Prison Thinking/</u>	<ul style="list-style-type: none"> <li>I see myself as someone who ...</li> <li>I am here tonight because...</li> </ul>	<ul style="list-style-type: none"> <li>I am unique</li> <li>I am important</li> <li>I am irreplaceable</li> </ul>
2.	<b>SET THE GOAL</b> <ul style="list-style-type: none"> <li>S.A.M. goal component exercise &amp; goal cards</li> <li>Review Step 1</li> <li>Teach - Situations Chart [Step 1 tool]</li> </ul>	<ul style="list-style-type: none"> <li>Situation <b>Perception</b> exercise</li> <li>Old/young lady picture</li> </ul>			<u>Picture - 'Between holes of memory'</u>	<ul style="list-style-type: none"> <li>Something I want to do is ...</li> <li>Something I need to do is ...</li> </ul>	<ul style="list-style-type: none"> <li>I am the story I tell myself I am</li> <li>I'll do the things I tell myself I can</li> </ul>
3.	<b>DEVELOP THE POSSIBILITIES</b> <ul style="list-style-type: none"> <li>Brick game/poss. exercise</li> <li>'Being Released' dec'n practice [steps 1,2,3]</li> <li>Review Step 1/2</li> </ul>	<ul style="list-style-type: none"> <li><b>Self Analysis / How I've Changed</b> : ages 8, 15, 21 &amp; now</li> <li>Dot game/exercise: <b>Think</b> 'outside the box' [<b>creatively</b>]</li> </ul>			<u>Song:-</u> "Strength, Courage & Wisdom" by India.Arie	<ul style="list-style-type: none"> <li>Something new I 'd like to try is ...</li> <li>I get frustrated when ...</li> </ul>	<ul style="list-style-type: none"> <li>If I can see it, I can do it</li> <li>If I believe it, there's nothing to it</li> </ul>
4.	<b>EVALUATE THE POSSIBILITIES</b> <ul style="list-style-type: none"> <li>'Being Released' <u>dec'n practice</u> [step 4]</li> <li>Review Step 1/2/3: 'Pass the Chalk' – clients write @ white board</li> </ul>	<ul style="list-style-type: none"> <li><b>Victimage</b> role-play &amp; teach: [True , Consenting, Perceived]</li> </ul>	<u>Communication</u> <ul style="list-style-type: none"> <li>Filters</li> <li>Words / Body Lang./ Voice Tone</li> <li>Positive and Negative statements</li> </ul>		<u>Song -</u> Autobiography in 5 Short Chapters	<ul style="list-style-type: none"> <li>A risk I'd be willing to take is ...</li> <li>A risk I will not take is ...</li> </ul>	<ul style="list-style-type: none"> <li>I wasn't born to lose</li> <li>I was born to choose</li> </ul>
5.	<b>MAKE DECISION</b> <ul style="list-style-type: none"> <li>Review Step 1/2/3/4 'Client matches Concepts-Steps' @ white board</li> </ul>	<ul style="list-style-type: none"> <li>Reactive Behavior Cycle</li> <li><b>Operating Image</b></li> <li>Role-play 'operating image [Martin/Mary-'laid off']</li> </ul>			<u>Artform Q's:</u> 'Testify re. friend'	<ul style="list-style-type: none"> <li>A decision I recently made was ...</li> <li>The result was...</li> </ul>	<ul style="list-style-type: none"> <li>I am the story I tell myself I am. I'll do the things I tell myself I can</li> </ul>
6.	<b>IMPLEMENT THE DECISION</b> <ul style="list-style-type: none"> <li>'Being Released' <u>dec'n practice</u> [step 6]</li> <li><b>QUICK DEC'S.</b> - Teach &amp; practice</li> <li>Review Step 1/2/3/4/5 Client calls out 'Step' their index cards part of</li> </ul>			Gift Cards: list <i>everything like</i> about classmates / teachers; [only positive]	<u>Artform Q's:</u> 'On Being in Prison'	<ul style="list-style-type: none"> <li>A recent meaningful experience I had was ...</li> <li>It was meaningful to me because ...</li> </ul>	<ul style="list-style-type: none"> <li>Reacting gives others control over me.</li> <li>Deciding helps me to feel and be free</li> </ul>
7.	<b>[Graduation]</b> Review Step 1/2/3/4/5/6 'review quiz questions	<ul style="list-style-type: none"> <li>Life in <b>Transition</b></li> </ul>		<ul style="list-style-type: none"> <li>Group Symbol</li> <li>Share Thoughts on Class</li> <li>Receive Gift cards / Cert.</li> <li>Cake</li> </ul>	<u>Video</u> – "Leo Buerman" or "It's a Wonderful Life"	<ul style="list-style-type: none"> <li>The most important thing I have learned in Thresholds is ...</li> </ul>	<ul style="list-style-type: none"> <li>I am unique</li> <li>I am important</li> <li>I am irreplaceable</li> </ul>

## EXAMPLE – Modified Macros – Summary Wmn’s Corr. Ctr. Class

- ↳ Elements of Program overview moved to ‘Interview’ night
- ↳ **Addendum** material added for Self Awareness & Communication objectives
- ↳ Alternate to standard **Artforms**

Wk	Analytical Inn’g – Dec’n Step	Self Awareness / Communication	Communication	Artform / Community	Opening / Community	Affirmation [close] / Self Image
0	Interviews  Program overview elements	Values survey/self report [addendum]				
1.	Define Situation	<u>Objective Self Awareness</u>  MBTI –T/F [preference criteria to make decisions] [addendum] Note Taking aid ] [addendum]		Picture - ‘Between holes of memory’	I see myself as someone who ... I am here tonight because...	I am unique I am important I am irreplaceable
2.	Set the Goal	<u>Perception</u> – insight re. ‘Situation Chart’  How brain works [addendum] Add’l optical illusion examples [addendum] Ladder of Inference [addendum]		Song - Pink Floyd ‘Time’ [addendum]	Something I want to do is ... Something I need to do is ...	I am the story I tell myself I am  I’ll do the things I tell myself I can
3.	Develop the Possibilities	How I’ve Changed / ages 8, 15, 21 and now  Think outside the box – creativity aids [addendum]		Video - Prison Thinking/ [different week from Core Schdl.]	Something new I’d like to try is ... I get frustrated when ...	If I can see it, I can do it If I believe it, there’s nothing to it
4.	Evaluate the Possibilities  Car example [addendum]	]	<u>Communication</u> Filters Words - Body Language - Voice Tone Positive and Negative Non-verbal comm.. hndout [addendum]	Song - Autobiography in 5 Short Chapters [addendum]	A risk I’d be willing to take is ... A risk I will not take is ...	I wasn’t born to lose I was born to choose
5.	Make Decision  Quick Decision- Hndout addendum -	<u>Victimage</u> (True , Consenting, Perceived) <u>Reactive Behavior Cycle</u> <u>Operating Image</u>  <u>Locus of Control Survey / self report</u> [addendum]		Testify re. friend	A decision I recently made was ... The result was...	I am the story I tell myself I am. I’ll do the things I tell myself I can
6.	Implement the Decision	Life in Transition Deny/Resist/Depressed/Accept Change [End/Transition/Begin [addendum] Independence & identity React to Change survey/self report [addendum]		Song - Lovin Spoonful / ‘Did you ever have to make up your mind’ [addendum]	A recent meaningful experience I had was ... It was meaningful to me because ...	Reacting gives others control over me. Deciding helps me to feel and be free
7.	Graduation	Feedback survey [addendum] Dec’n Quotes [addendum]		Video – Differently abled woman [addendum]  Playlist – various songs	The most important thing I have learned in Thresholds is ...	I am unique I am important I am irreplaceable