

Teacher's Guide for *Courage in Patience*

This Teacher's Guide is arranged in four sections: **Before Reading, Preparation for Reading, As Students Read,** and **After Students Read.** The last three sections have activities that are essential for understanding as well as activities that enrich the motivated or advanced student.

Basic Themes:

- Sexual abuse is devastating to the victim and has long-term effects.
- Intolerance of others' differences causes people to be isolated.
- It is difficult but not impossible to overcome early trauma in our lives. Suicide and suicide ideation are ways that people in pain sometimes use to try to cope, but there are positive alternatives.
- It is common for victims of sexual abuse to practice self-harm, but there are positive choices for coping.
- The censoring of books and ideas has far-reaching implications.

About the Book:

Courage to endure.

Courage to survive.

Courage to overcome.

Tenacious 14-year-old Ashley Asher claws her way back to normalcy after enduring six years of an unimaginable Hell. Uprooted from her negligent and selfish mother, Ashley finds solace in the safety of her father's home. Building a relationship with her stepmother, she's finally able to open up and confront the past that haunts her.

With the help of her stepmom, therapist, and a group of troubled adolescents, Ashley battles her demons, struggling to find the normal teenage life she's always wanted. Can Ashley find the strength and courage to overcome the horrors of her past while fighting for the future she so deserves?

About the Author:



In addition to writing Young Adult Contemporary Fiction, Beth Fehlbaum is a high school English-Language Arts teacher who frequently draws on her experience as an educator to write her books. She has a B.A. in English, Minor in Secondary Education, and an M.Ed. in Reading.

Beth is a featured author on the 2015-2016 Spirit of Texas Reading List- High School for the Kirkus Starred Reviewed *Big Fat Disaster* (Merit Press/F+W Media, March 2014) and *The Patience Trilogy: Courage (1), Hope (2), and Truth (3)* (Steady On Books, April 2016).

Beth is a member of the RAINN (Rape , Abuse, Incest National Network) Speakers' Bureau. She has a following in the young adult literature world and also among survivors of sexual abuse because of her work with victims' advocacy groups.

She has been the keynote speaker at the National Crime Victims' Week Commemoration Ceremony at the Hall of State in Dallas, Texas and a presenter for Greater Texas Community Partners, where she addressed a group of social workers and foster children on the subject of "Hope."

Beth is in-demand as a panelist, having presented/appeared at the Texas Library Association Annual Conference, the American Library Association's annual conference, YALSA, and N.C.T.E./ALAN, and she is also the founder/administrator of UncommonYA, a thirty-member-strong marketing group and website for authors of edgy YA fiction. Beth is a member of The Author's Guild.

She is a survivor of a traumatic childhood, like Ashley in *The Patience Trilogy*, and the day-to-day manager of an eating disorder much like Colby's in *Big Fat Disaster*. These life experiences give her a unique perspective, and she writes her characters' stories in a way meant to inspire hope.

Beth lives with her family in the woods of East Texas.

In the Author's Words: Why I Wrote *Courage in Patience*

Courage in Patience is inspired in part by my own recovery from childhood sexual abuse. Like Ashley Asher, I was a “book smart” teen, and I sought the words for what had been happening to me since the age of eight: molestation, incest, rape. I found those terms in materials outside the school counselor’s office, but nothing I found in the fiction section of our school library came close to what I was living through. I think if I had been able to read someone else’s story and know that they made it through the tough times, I might have felt less like a freak and not so alone. I grew up coated in shame and hyperaware of how different I was from other kids.

By creating Ashley Nicole Asher, I found a way to process my grief, disbelief, and rage. I came to know in my heart that what had happened to me was not my fault. People should have loved and protected me, but they didn’t. I learned that it was not reflection of *my* worth as a person. Judging by the letters I get from readers, that’s a message that a lot of teens need to hear.

Courage in Patience is unflinchingly honest about what it’s like to have Post-traumatic Stress Disorder; to experience the shock of a parent’s betrayal; to feel an ache so powerful that it seems the pain will swallow one whole. That’s what real life is like for a lot of people. It’s also full of strength, bravery, and overcoming that which we thought we never could.

As a teacher, I’m aware that my students come from a myriad of experiences. Thankfully, society is becoming more aware of the devastating effects of childhood sexual abuse. Awareness among educators is crucial in order to respond adequately to students crying out for help through their behavior, even if they don’t yet make a verbal outcry.

Courage in Patience reflects the growing pains that a lot of people go through as they struggle to find their place in the world. Patience, Texas is a tiny East Texas town, but it's your town, too. I hope you feel as at home there as I do.

Preparation for Reading *Courage in Patience*

Class discussion:

I. Read the poem that serves as a prologue to the story. Guide students to make predictions about what might happen in the story, as well as to infer what has gone on in the past.

II. Activate students' prior knowledge. Start with a KWL chart. The more a student knows about an era or a topic, the better his comprehension will be for the reading material. The K builds on what students in a class collectively know about a topic or issue, the W is what they want to know, and the L is filled in as they learn about topics. It works for literature, social studies and science.

Here's how to use it:

1. Set up a KWL chart by making columns for each of the following three categories: Know, Want, and Learn. Then refer to the list of questions that follow these numbered instructions.
2. Ask students to respond to the questions and then fill in their answers under the first two columns, skipping the third column for now.
3. Next, put students in groups and let them choose the topics their group will briefly research on the Internet and then add the information for each topic to the third and last column of the chart. The research should be in simple note form, similar to the facts in the K and W columns.

4. Use a school computer lab or a homework assignment to get that information, depending on your students' resources. Explain that all of these topics are significant in the novel.
5. When students have completed the last column, have them discuss the results of their research. Discussion may include the entire class or center in small groups, which will then report their results to the class after ten to fifteen minutes of small group discussion.
6. As the reading progresses, students may amend their responses for the last column. (The chart becomes a helpful reference when displayed throughout the teaching unit.)

Note: the underlined terms in the questions that follow are the key terms in a KWL chart.

Topics in the novel:

- What is sexual abuse? What are the long-lasting effects of it? How can victims of sexual abuse be helped to heal?
- Society has pockets of intolerance for others' ideas and ways of expressing them, and this can lead to censorship. How can people move beyond boxing in others because of a belief system?
- Teens contemplating suicide often practice suicide ideation. What are the causes of teen suicide?
- It is common for victims of sexual abuse to keep their secret out of fear that they will not be believed, or that they are unworthy of love and help. What is the thinking process that leads victims to keep their pain a secret?
- What is the process of challenging a text that one finds objectionable? Are there organizations that seek to challenge the challengers?

III. Set up a Story File

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This will serve as the student's "headquarters" for processing the novel. For each student, you'll need a legal-size manila folder, 10 library book -style pockets (such as the ones that hold the check-out card; available at most teacher supply stores); index cards or paper cut to fit the pockets (a cheap option is to recycle leftover copies—use the back of the paper), a glue stick, and whatever markers or colored pencils the student wishes to use to represent the theme of the book on the outside of the folder. The student will glue the pockets inside the folder. As the book is read, students write notes as appropriate and file them in the pockets inside the folder.

Suggestions for labeling:

1. Responses (Text to Self, Text to Text, Text to World)
2. Vocabulary (specific to text, multiple meaning words, prefixes, suffixes)
3. Characters (change in the story, traits, relationships, struggles)
4. Setting—Time and Place (relevance and impact on the story)
5. Problems and Solutions (reflect the conflicts or obstacles the characters face and how those conflicts were resolved)
6. Summary (Beginning/Middle/End) OR (Somebody Wanted/ But /So/ Then) OR (who did what and why @ where and when.how/problem solution/beginning, middle, end)
7. Author's purpose
8. Examples of author's style
9. Literary elements
10. Figurative language such as similes, metaphors, idioms, etc.

IV. A very effective way of ensuring active student participation—and to help students recognize that a new speaker starts with a new paragraph--is to read the novel as if it is a play. To do this, in advance of reading in class, scan each chapter for the characters with speaking parts, and create a grid like the one that follows. It is very effective--and fair:

you don't end up with the same outgoing students reading a part each time. Simply assign the parts by students' last names. Go down your class roll and assign the first girl (i.e., Alissa Adams) to read the first female speaking part; the first male (i.e. Daniel Adamson) the first male speaking part, and so on. Just pick up on the roll sheet where you left off when you go to the next chapter. Shy students may not want to read at first, but after they realize how easy and fun it is, they will want to participate, too. The teacher reads the part of narrator—all the words that are not dialogue, including “he said”/”she said”. Since Ashley Asher is the narrator, the teacher would be reading her thoughts and feelings as well as her dialogue. What follows is an example grid for Chapter 1. The speaking parts are in order of appearance:

Chapter 1	Character	Actor/Reader
	Ashley Asher/Narrator	<i>Teacher</i>
	Charlie	<i>Daniel Adamson</i>
	Mom/Cheryl	<i>Alissa Adams</i>
	Marvella Brown	<i>Amanda Burrows</i>
	Beverly (Bev) Asher	<i>Kristen Clay</i>
	Mr. Walden	<i>John Allman</i>
	Other students asking questions (pg. 24)	<i>Kathy Daly</i>
	David Asher	<i>Marc Bywaters</i>

V. Text interaction: students should each have a small pack of sticky notes to write text interaction questions as they read. Text interaction is the student making connections between the text and him/herself (Text to Self) ; between the text and other stories he/she has read (Text to Text); between the text and the world at large (Text to World). Students will place the sticky note on the page where the interaction occurs. Teachers can garner grades from this by having students attach their text interaction stickies to a piece of notebook paper (with extra glue applied with a glue stick) and turn it in following class

discussions. In this way, you are able to guide students to ask higher-level questions of the text and to “show their thinking” on paper.

As Students Read *Courage in Patience*

Enrichment Activity: Vocabulary

For true comprehension of text to occur, it is best if students determine the meaning of unknown words by using context clues in the text. Rote copying of dictionary definitions from teacher-assigned word lists is unlikely to aid in authentic understanding of word meanings. Effective strategies include “reading around the mystery word” in surrounding sentences and recognizing “cue words” such as but, in other words, and most important. Students should be taught to monitor their own comprehension: to know what they don’t know and try to figure it out: these are among the most effective ways of guiding students to true comprehension and a growing vocabulary. Students should be advised to use “sticky notes” on the page to mark the their “Huh?” words to indicate their confusion, and be ready to decode the words during teacher-guided discussions. Once decoded, these “Huh?” words may be written on an index card and filed in the Story File. This model of teaching assumes that classroom discussion will follow all reading assignments.

Enrichment Activity: Figurative Language

Courage in Patience is rich in similes, metaphors, and figurative language. Similes are comparisons of two unlike things, using “like” or “as”. Metaphors are comparisons of two unlike things that do not use “like” or “as”. Students can choose an example of figurative language and illustrate what it would look like if the expression used in the story was meant literally rather than figuratively. The illustrations should make clear the connection between the object/idea/person being compared.

Enrichment Activity: Characters, Social Media Connection

All of the individual characters are significant in this novel. Have students create Facebook, Instagram, Vine, Tumblr, or Twitter pages for at least five of the main characters, which must include Ashley, Z.Z., and Roxanne. Have students illustrate facts about the characters as well as portray personality traits by words or illustration. Students could “Tweet” in the voice of the character when significant plot points occur. For students without home access to the Internet, baseball cards/trading cards are another possibility. Given a hardcopy template of any of these options, all students should be able to participate. Creativity and accuracy are important.

Students can find formats for social networking sites on the Internet, and most students are familiar with baseball and other trading cards.

- Ashley Asher—narrator and sophomore in high school
- David Asher—Ashley’s biological father
- Beverly Asher—Ashley’s stepmother and English teacher
- Ben Asher—Ashley’s stepbrother
- Charlie Baker—Ashley’s stepfather
- Lisa Rayburn—Ashley’s Northside High School friend
- Diego Reyes—a classmate of Ashley and Lisa’s
- Cheryl Baker—Ashley’s biological mother
- Mr. Walden—the principal of Patience High School
- Marvella Brown—Mr. Walden’s secretary
- Gabe Brown—Marvella’s son
- Zaquoiah “Z.Z.” Freeman—Ashley’s best friend
- Frank Asher—Ashley’s uncle
- Steven Asher—Ashley’s cousin
- Hector “Junior” Alvarez—Ashley’s classmate

- Wilbur “Dub” White—Ashley’s classmate
- Roxanne Blake—Ashley’s classmate
- T.W. Griffin—Ashley’s classmate
- Kevin Cooper—Ashley’s classmate

Enrichment Activity: Social Media Connection, Continued

Create Facebook, Instagram, Vine, Tumblr, or Twitter pages for three more characters. Use at least two different formats for this enrichment activity.

Plot Development:

The poem that precedes Chapter 1 plus the fourteen chapters are divided into fourteen reading assignments of about 25 pages. Depending on the reading level of the class, each section can be a one to three day assignment. Essential assignments include understanding character and plot development as well as the underlying psychological context. The latter should be clear from the KWL chart in Preparing Students to Read, but should also be reinforced during the reading of the novel. Each reading assignment has several informal discussion ideas to be used during the reading process and as the basis for individual or group projects. The Story File should be updated following each class discussion; self-motivated students may also update it on their own. (See After Students Read)

After-Discussion Assessment:

After completing a section, students can write a brief in-class response to a discussion question to focus their reaction to the story. It is fair to allow students to use their Story File for this written response, and to limit the time for writing the response as appropriate depending on your class’s ability level.

Short-answer Evaluation:

For those teachers who wish to evaluate their students after a specific reading assignment, it is simple to construct a 1 to 5 question short-answer mini-quiz based on the following discussion guides. More complex evaluation guides are found in the **After Students Read** activities.

Discussion Questions:

Chapter 1

1. Is Lisa a selfish person or is she just unaware of what Ashley's secret life is like?
2. How might the story have been different if Ashley had told Lisa's mother what was going on?
3. What causes the "Whoosh" in Ashley's mind?
4. Do you think Charlie would hurt Ashley if she tells?
5. Do you think that Ashley's mom knew that Charlie was going into Ashley's room?
6. Why do you think Ashley began having trouble in school?
7. Why does Cheryl believe that Charlie is a good person?

Chapter 2

1. Write the dictionary definitions for: sexual abuse, molestation, and incest.
2. Research the rules for "reporters"- those who are legally obligated to report child abuse to the police or child/family protective services.
3. Do you think that Ashley's mother knew what was going to happen when she left to pick up the pizza?
4. How much of the truth do you think Charlie told Ashley's mom after Ashley ran away to Lisa's house?
5. Do you think Cheryl is justified in doubting Ashley's story, since Ashley has not told what has been happening for six years?

6. When Cheryl asked Charlie for his side of the story, do you think that Charlie told Cheryl the whole truth?

Chapter 3

1. What do you infer about David's feelings about Ashley, knowing he has not seen her since she was a baby?
2. What are the requirements for a person to be a foster parent?
3. Why do you think C.P.S. was unwilling to tell Ashley that they know Charlie is guilty of a crime?
4. Why do you think Ashley reacted to seeing David for the first time by crossing her arms over her chest?
5. Are David's reasons for not seeing Ashley an adequate explanation? Give a detailed explanation of why you believe the way you do.

Chapter 4

1. Why does Ashley allow Bev to take care of her after Loki scratches her? Why might Ashley enjoy the experience of Bev caring for her?
2. What indications do you have that David has changed from being the "monster" that Cheryl described to Ashley?

Chapter 5

1. Research the KKK and the White Power movement. How widespread is its presence now?
2. Why do you think Ashley cringes when David puts his arm over her shoulders?
3. What point-of-view is the scene written in where David is on the phone with A.J. outside the Dairy Queen?
4. Why would Cheryl attribute Ashley's injuries to relationships with several boys?
5. What are the guidelines regarding the age a child can indicate which parent she'd like to live with?

Chapter 6

1. Do you agree with Bev that learning is not about competition?
2. Is Wilbur/Dub's apology sincere?
3. What do you think Ashley's grandmother is communicating to her by threatening to take material objects from her?
4. Was Bev wrong to read the letter from Ashley's grandmother? Why or why not?
5. Research disassociation. What are three characteristics of disassociation?
6. Are Ashley's fears that David will abuse her if she trusts him reasonable or not? Explain.

Chapter 7

1. If Ashley does not want to return to her mother, why does she miss her so much?

Chapter 8

1. Why do you think Ashley is so attuned to other people's moods?
2. Why do you think Dub says inappropriate things in class?
3. Why does Ashley have an easier time taking up for others than for herself? How could her mother's lack of response to Ashley's outcry about Charlie be related to Ashley being unable to take up for herself?
4. Are the students and Bev making an unfair assumption about Dub's involvement in Z.Z.'s home?
5. Research lawn mower racing. How seriously do its participants take the sport?
6. What point of view is the scene at Billy Ray's trailer written in?
7. What does Bubba's Dream represent to Billy Ray?
8. What point-of-view is the scene written in which Bev, Ashley, Roxanne, and Z.Z. go to Z.Z.'s home?
9. Why is Ashley wrong in thinking that she blew her family apart?

Chapter 9

1. Why do you think Ashley always jumps to the conclusion that she is not wanted?
2. Do you think Cheryl is sincere when she is speaking to Ashley in David's shop?
3. What does Frank mean by "hang herself" when speaking of Cheryl?
4. Is Charlie and Cheryl's hope that the puppy will make Ashley want a fresh start with them realistic?

Chapter 10

1. Why does David say that Ashley punished all of them by running away?
2. What is Bev asking T.W. to do when she tells him to stop pandering to her? Give an example of a time that you have been your own person.
3. What is the legal procedure for conducting a search with a search warrant? What evidence did the police have to have in order to have a judge issue a search warrant?
4. What point of view is the scene written where the police search Billy Ray's property?
5. Research suicide ideation. What is it?
6. What point of view is the scene written in which Aurelia and Bev are looking for Jasper?
7. What is the definition of a hate crime? What is the punishment for hate crimes?

Chapter 11

1. Explain Dr. Matt's analogy of recovery from childhood sexual abuse being like a barefoot journey from Texas to Alaska and back.
2. Do you agree that a book can "poison a person's mind?" Explain your thinking.

Chapter 12

1. Before a book is banned, it is challenged. What is the procedure in your school for challenging a book? What books in your school have been challenged, if any? What was the outcome?
2. What's the procedure for speaking at your school board meeting? Why do people want to stand up and address the school board?

Chapter 13

1. What are boundaries? Why are they necessary to healthy relationships?

Chapter 14

1. Discuss or write an essay or script for "After the End." What do you think happened the week after the novel ended? A month after? Three months after?

After Students Read *Courage in Patience*

Two activities are available when students complete the reading:

1. Using the discussion topics that follow the reading sections, students, individually or as a group, choose a topic and a presentation process explained Activity One.
2. Students may choose a theme to use as a basis for an essay. Both possibilities are explained below in Activity Two.

Activity One: A Project:

Students will complete an individual or group project from the Plot Development topics presented above in one of the following formats. It is important that the topic and presentation format are appropriate to one another.

1. Produce a web site, simulated or actual, that records (through blog entries) Ashley's journey from the beginning of the book to the end.

2. Write a script for a radio talk show that discusses the problem of childhood sexual abuse OR that discusses how families react to the information that a member has been sexually abused. Various people call in who have different experiences and approaches.
3. Using a graphic organizer, compare and/or contrast two major characters that have some similarities and/or differences. Illustrate some of the traits so the visual part of the presentation reinforces the text.
4. Make a storyboard of at least six frames depicting an incident from the novel.
5. Draw a map as you imagine Patience and any other sites that you consider important. Label with symbols or create a key indicating the significance of each location.
6. Write a poem or song lyrics from the point of view of one of the main characters.
7. Choosing two or more characters, write a script that follows an incident from the novel, but additional appropriate dialogue will further clarify the plot. For example, what does David say to Cheryl after Ashley takes off running, leaving the puppy behind in Cheryl's car? What does David tell Beverly about Cheryl's visit?
8. Format a plot line that indicates major incidents in the story line as the action rises, note the turning point near the end of the story, and indicate any key developments in the closing or denouement of the plot.
9. Rewrite a scene from another person's point of view. For example, what does Z.Z. actually think when she hears Dub confess to being present when Jasper was

beaten? What did Aurelia and Jewel say to each other when they realized Jasper was missing?

10. Do a Google search for a celebrity who overcame sexual abuse. Produce a press release for him or her, relating background and accomplishments.
11. Create an email exchange between Ashley and the teacher she first reported the abuse to, Mrs. Chapman. Have Ashley write the first e-mail in Chapter 2, and the last e-mail in Chapter 14.
12. Create a teacher-approved project of your own choice that is appropriate to the novel.

Activity Two: An Essay:

Each of the theme sentences below contains an opinion that can be proven or disproven by events, ideas, dialogue within the novel. The comments under each sub-topic will help students with a pre-write. After a carefully planned graphic pre-write identifying the evidence, students write an essay of a length determined by the teacher that proves or disproves a theme statement.

Basic Themes:

Sexual abuse is devastating to the victim and has long-term effects.

- Discuss the process by which Ashley discovers her own strength.
- Explain why Cheryl's rejection of Ashley makes what Charlie did to Ashley even more damaging.

Intolerance of others' differences causes people to be isolated.

- Analyze the characters in the story who demonstrated intolerance for others.
- Contrast Aurelia's point of view with Z.Z.'s. Why does Aurelia's lifetime of experience make her a good guide for Z.Z.?
- Explain Dub's metamorphosis. What is the moment in the story that causes a paradigm shift in Dub's perception of who and what people are?

It is difficult but not impossible to overcome early trauma in our lives. Suicide and suicide ideation are ways that people in pain sometimes use to cope, but there are positive alternatives.

- Analyze the causes of Ashley's suicide ideation. Relate this to Ashley's ability to be brave at the end of the story. How might a feeling of helplessness have contributed to Ashley's suicidal ideation?

It is common for victims of sexual abuse to practice self-harm. There are other choices for coping.

- Evaluate the motivation for self-harm. What is the goal? Explain why it is important to find healthy ways to cope with emotional pain.

The censoring of ideas has far-reaching implications.

- If all books are required to meet all people's idea of what is "acceptable," what will the affect be on readers?

Enrichment Across the Curriculum:

Music: Create an iPod play list for Ashley to listen to on her training runs. Create a different playlist for another character of your choice. *Or* create a mix CD or iPod play list with one song on it for each chapter. The song should summarize the chapter with respect to plot development.

Language Arts: Write a short story telling what Ashley is doing six months after *Courage in Patience* ended. *Or* read *Ironman* by Chris Crutcher and write an essay comparing/contrasting it to *Courage in Patience*. *Or* write a poem patterned after the poem that begins the book. Imagine you have been told that your home was vandalized with graffiti that targets you for your race, ethnicity, gender, sexual orientation, or religion. How would you realistically respond?

Art: Create an “abstract” art project using abstract drawings or images of everyday, recognizable objects connected in such a way that they tell Ashley’s story. *Or* design a CD cover for the soundtrack of *Courage in Patience*. *Or* create a movie poster for the book.

History: Research the history of race relations in your community. What laws were implemented to guarantee equal treatment for all? Write an account from the point-of-view of a person who is hated because of his or her race, ethnicity, gender, sexual orientation, economic status, or religion. The account should encompass one day in the life of that child. Is there a real person or group in your community that was persecuted for any of these reasons? How was it resolved, or has it been?

Drama: With a partner, choose a scene in the book and write a skit based on it. Act it out. *Or* make a video movie trailer for *Courage in Patience*.

Social Studies: If there is a Gay-Straight Alliance at your school, learn how it was started. Attend a meeting. Find out what kind of activities they sponsor and what they have and hope to accomplish. If your school does not have a Gay-Straight Alliance, find schools that do and find out how they started. *Or*, volunteer at a school or community program for mentally and physically handicapped. Keep a journal (written or photo/video) of your experience.

Family & Consumer Sciences: Write your definition of what a family is across the top of a piece of paper, and beneath it create a genogram of your family. On the back of the paper, use color to express what family means to you. *Or* write a one page paper exploring your identity. What is it that makes you who you are?

Health: Research alcoholism and the toll it takes on families. How does a person sober up after drinking? Use reliable research and facts, not myths or home remedies for “curing” drunkenness. Create a visual representation including the number of people killed annually by drunk drivers and the amount of alcohol it takes to be impaired. *Or* research teen suicide. Create a visual representation of the number of teens that take their lives each year and the reasons cited for doing so. Include alternatives teens can choose to pursue that enhance their lives rather than end them.

Related Reading Resources:

Angelou, Maya, *I Know Why the Caged Bird Sings*. Random House, NY. 1970.

Atkins, Catherine, *When Jeff Comes Home*. Putnam, NY. 1999.

Block, Francesca Lia, *I Was a Teenage Fairy*. HarperCollins, NY. 1998.

Crutcher, Chris, *Chinese Handcuffs*. Harper Tempest, NY. 2004.

Crutcher, Chris, *Ironman*. Greenwillow, NY. 2004.

Crutcher, Chris, *Whale Talk*. Greenwillow, NY. (Reprint edition) 2009.

Crutcher, Chris, *Staying Fat for Sarah Byrnes*. Greenwillow, NY. 2003.

Fehlbaum, Beth, *Big Fat Disaster*. Merit Press, MA. 2014.

Fehlbaum, Beth, *Hope in Patience*, 2nd edition.

Fehlbaum, Beth, *Truth in Patience*, 1st edition.

Fisher, Antwone, *Finding Fish*. William Morrow, NY. 2001.

Frank, E.R., *Life is Funny*. DK Ink, NY. 2000.

Gonzalez, Ann, *Running for My Life*. WestSide, NJ. 2009.

Halse Anderson, Laurie, *Speak*. Speak, NY. 2006.

Gooble, Beth, *The Dream Where the Losers Go*. Orca, NY. 2006.

Kaufman, Gershen, *Shame: The Power of Caring*. Schenkman, Vermont. 1992.

Lehman, Carolyn, *Strong at the Heart*. Farrar, Strauss, and Giroux, 2005.

Lynch, Chris, *Inexcusable*. Atheneum, NY. 2005.

Lynch, Chris, *Sins of the Fathers*. Harper Tempest, NY. 2006.

Matas, Carol, *The Primrose Path*. Bain & Cox, Winnepeg. 1995.

Mather, Cynthia, *How Long Does It Hurt? A Guide to Recovering from Incest and Sexual Abuse*. Jossey-Bass, NJ. 1994.

Pledge, Deanna, *When Something Feels Wrong: A Survival Guide about Abuse for Young People*. Free Spirit, Minneapolis. 2003.

Rainfield, Cheryl, *Scars*. WestSide, NJ. 2010.

Ramsey, Martha, *Where I Stopped: Remembering an Adolescent Rape*. Harcourt Brace, NY. 1995.

Sebold, Alice, *The Lovely Bones*. Little, Brown, NY. 2002.

Shandler, Sara, *Ophelia Speaks: Adolescent Girls Write About Their Search for Self*. Harper Collins, NY. 1999.

Tarbox, Katherine, *A Girl's Life Online*. Plume, NY. 2004.

Turner, Ann, *Learning to Swim*. Scholastic, NY. 2000.

Voigt, Cynthia, *When She Hollers*. Scholastic, NY. 1996.

Woodson, Jacqueline, *I Hadn't Meant to Tell You This*. Delacorte, NY. 1994.

Related Film Resources:

Antwone Fisher. 2002. Directed by Denzel Washington. The true story of Antwone Fisher's triumph over childhood abandonment and abuse is somewhat fictionalized. Rated PG-13.

Brothers. 2009. Directed by Jim Sheridan. A young man comforts his older brother's wife and children after he goes missing in Afghanistan. The young man has bad PTSD after trauma because he hides certain facts about his guilt. Has the message that family can be helpful if you let them. Rated R for language and some disturbing violent content.

The Color Purple. 1985. Directed by Steven Spielberg. Based on the award-winning novel by

Alice Walker. Rated Pg-13.

Forever Fourteen. 2001. Directed by Kelly St. John, who explores the impact of her abduction

and rape on her family and talks to the family of murder victim Wendy Osborne. Not rated.

Insight in Mind. 2002. Directed by Daniel Saul. This short looks at mental illness using experiences and voiceovers from real sufferers. Using a raft of media to express their feelings, the film tries to get across what it's like for those who feel excluded from society for mental health reasons. Not rated.

Monsoon Wedding. 2002. Directed by Mira Nair. Three interlocking stories unfold as an Indian family prepares for a traditional wedding. When Ria sees an uncle who molested her take an interest in a younger cousin, she and the family patriarch face difficult but ultimately satisfying decisions. Rated R for language.

Precious. 2009. Directed by Lee Daniels. In Harlem, an overweight, illiterate teen who is pregnant with her father's child is invited to enroll in an alternative school in hopes that her life can head in a new direction. Rated R for child sexual abuse and pervasive language.

Speak. 2004. Directed by Jessica Sharzer. After a blurred trauma over the summer, Melinda

enters high school a selective mute. Struggling with school, friends, and family, she tells the dark tale of her experiences, and why she has chosen not to speak.

Rated PG-13.

Related Web Resources:

American Foundation for Suicide Prevention

<http://www.afsp.org/>

Cutting and Self-Harm: Self-Injury Help, Support, and Treatment

http://helpguide.org/mental/self_injury.htm

Darkness to Light: End Child Sexual Abuse

<http://www.d2l.org>

Great Gay Teen Books

http://www.alexsanchez.com/gay_teen_books.htm

It Gets Better Project

<http://www.itgetsbetterproject.com/>

RAINN: Rape Abuse Incest National Network

<http://rainn.org>