

# Enough's Enough!

## Grandma Shares Heartbreaking Stories That Will Rock Your Life

### TABLE OF CONTENTS

Sad to Say, It's Too Late for Apologies .....	3
ARISE Foundation: An Overview .....	4
Using Enough's Enough! to Create Memorable Learning Experiences .....	5
How to Effectively Use the ARISE Motivational Posters in this Manual .....	6

### **PART ONE: GRANDMA'S HEARTBREAKING STORIES**

Help Yourself .....	8
A Father's Love .....	10
Nico .....	12
Tell Someone .....	14
The Paper Hat .....	16
The Aston Martin DBS .....	18
The Palm Reader .....	20
Trapped .....	22
Night Shifts .....	24
Retirement .....	26
The Second Time Around .....	28
The Ticket Out .....	30
True Friends .....	32
What It Takes .....	34
The First One .....	36
The Dad Test .....	38
The New Dad .....	40
Long Division .....	42
Detention .....	44
Lila and Maria .....	46
The Construction Business .....	48
The Bully .....	50
Mr. Wong and the One-Way Mirror .....	52
A Reprieve from a Death Sentence .....	54
Raquel's First Boyfriend .....	56

The Poison Salute .....	58
One of Those Guys .....	60
Adventures .....	62
Alfonso’s Vegetable Trick .....	64
The Letter .....	66
Using Time .....	67
The Free T-Shirt .....	69
If at First You Don’t Succeed .....	71
The Squeaky Wheel .....	73
Who You Know .....	75
26 Bones .....	77
Dance .....	79
Needles .....	81
Smile .....	83
Armed with Knowledge .....	85
Jade .....	87
Life without Parole .....	89
Troy .....	91
See Ya Later, Sleep .....	93
Someone To Talk To .....	95
Full-Time Job .....	97
History Repeating .....	99
Life Sentence .....	101
His Credit Score .....	103
Steel Wool .....	105
This Is No Way To Live .....	107
Blame .....	109

**PART TWO: ARISE MOTIVATIONAL POSTERS**

Posters .....	112
ARISE Training and Curricula .....	169

**[ariselife-skills.org](http://ariselife-skills.org)**

# USING GRANDMA'S HEARTBREAKING STORIES TO CREATE MEMORABLE LEARNING EXPERIENCES

*Please Note.* If a learner is unable to read or has difficulty reading, make every effort not to embarrass that person. We created these stories specifically for people that have trouble with reading and writing.

*Do Not Force someone to read who is uncomfortable doing so.*

## TECHNIQUES FOR READING THE TALES

1. The instructor can read the story out loud.
2. The instructor can call on a volunteer to read the story.
3. "Jump read" the story: Have one person begin the story and stop at the end of a thought. Another person jumps in and reads the next thought. This is done until you complete the story.
4. Have all the learners silently read the story.
5. Read one paragraph or thought at a time and then ask questions about that thought.

## ACTIVITIES TO DO AFTER THE TALES HAVE BEEN READ

1. Group discussion
  - a. Ask basic questions relating to who, what, when, where, how, why.
  - b. Ask more in-depth questions: What is the difference (between being positive and negative, between staying in school and dropping out)? Use the story: Can you think of a way to handle the situation differently? Explore possibilities: What would have happened if?
2. Create a mind map. A mind map is a diagram used to represent words, ideas and tasks. It is arranged around a central keyword or idea.
3. Write the following statement on the board and have learners answer it: "This story tells me \_\_\_\_\_. I can use it in my life to \_\_\_\_\_."
4. Have the group write a letter to the main character in the story. Tell the character why their story was interesting and decide what the group would have done if they were in the same situation.
5. Create a comic based on the events of the story.
6. Stop in the middle of the story. Make a prediction as to what you think is going to happen.
7. Have learners create their own story to present/act out at their next ARISE group session.
8. Act it out. Create a skit based on the story. First, decide how many characters there are in the story. Assign parts. Skits should not contain violence or inappropriate language or actions. Provide a time limit for preparation and presentation of the skit. Be sure to put quiet people with outgoing people. When performing the skit, learners should use clear voices and the audience should be POLITE.

## GREAT OPPORTUNITIES TO USE GRANDMA'S HEARTBREAKING STORIES

1. Before the ARISE lesson as a way to grab the learners' attention.
2. In the middle of a lesson as a way to take a small, fun break.
3. As a way to reward people for participation in the ARISE group.
4. As another alternative to engage a quiet group and get people talking.
5. As a way to end a lesson.
6. As a way to give learners experience speaking in front of a group (great for interviewing skills).

# 10 REASONS WHY ARISE STORIES WORK

1. Step by step directions enable you to help disadvantaged youth sort things out in their own minds.
2. Every story is a learning experience .Youth feel secure in expressing their thoughts in the framework of a story.
3. These stories were written specifically for the population you work with.
4. A major benefit of the ARISE stories for at-risk youth is that they develop feelings of empathy for other people.
5. Breakthrough discussion opportunities
6. Everyone will have an opinion.
7. You will be amazed at the participation.
8. Storytelling can be a powerful aid to clinical therapists.
9. Stories also help deter delinquent behavior in the lives of today's youth.
10. The long-recognized benefits of storytelling are just as strong today as in the past. This includes motivating youth to read more stories on their own, so they improve their reading skills and build their vocabulary.

**ARISE**

**PART ONE:**

**ENOUGH'S ENOUGH!**  
**Grandma Shares Heartbreaking**  
**Stories That Will Rock Your Life**



**PLEASE, DON'T CAUSE GRANDMA**  
**ANYMORE GRIEF!**

# HELP YOURSELF

“5-5 Bravo, please respond to a domestic dispute, 124 Elm Street. Repeat, 5-5 Bravo, please respond, domestic at 124 Elm.”

Sergeant Emilio Suarez and his partner, Officer Martino, both sighed.

“It’s the Murrays again,” Officer Martino said. He picked up the radio and told the dispatcher they were on their way.

“We’ve been out there four times this month already,” Sergeant Suarez said.

“Well, here we go on number five,” Martino said, turning the squad car around and heading south. Every cop in their precinct could get to Elm Street with their eyes closed. “Sarge, why do you think we keep ending up out there?”

“I don’t know,” the Sergeant said. “I know that the wife, I think her name is Alma, she just doesn’t think leaving is possible. The husband beats them. The kids skip school and vandalize things.”

“Why isn’t that guy in jail?” Martino asked.

“Every time we go out there, even though she’s bruised and bleeding, Alma says she doesn’t want to put him in jail,” Suarez said. “We can’t help her if she doesn’t want to help herself.”

“I don’t get it,” Martino said, shaking his head. “Why doesn’t she just leave?”

“Well, we’re here, so you can ask her that yourself,” Suarez said.

The patrol car pulled into the driveway. Empty beer bottles littered the porch. The officers knocked on the door. They could hear screaming and crying coming from inside.

“Police! Open the door!” Suarez shouted.

The door opened a crack and Alma appeared. She had a black eye and her lip was cut.

“Mrs. Murray, we got a call about shouting and fighting over here.”

“We’re fine,” she said. Suarez and Martino heard a child crying softly just inside the door.

“Step outside with us, please, Mrs. Murray.”

Alma slipped out the door with her two sons, Nick and Alex. Both had bruises on their arms.

“Why do you stay with him, Mrs. Murray?” Martino asked her.

“What am I going to do? I got two kids. I’m not a young woman anymore. Where I am supposed to go? He pays the bills,” she said, a tear rolling slowly down her bruised cheek.

“Have you ever heard of Pam’s Place, Mrs. Murray?” Suarez whispered.

“No. What’s that?”

“It’s a battered women’s shelter. They will take you and your kids in and make sure you have food and a place to sleep. They’ll help you find a job to support yourself,” Suarez said.

“But...he’ll find me!” she cried.

“Pam’s Place is in a secret location, Mrs. Murray. He won’t find you,” Suarez said.

“He’ll find us,” Alex said. “We tried to leave before and he found us.”

“How about this,” Martino said. “Let us arrest him today. We’ll take him to jail for the night. You pack up your stuff. When you’re finished, you call us. We’ll take you and the kids to the shelter.”

Alma looked scared and worried, but hopeful.

“OK. If you guys can protect us, I’ll let you take him away. He’s hiding in the back bedroom.”

The two officers went into the house. They arrested Mr. Murray and put him in the back of the car. He threatened all of them and screamed at Alma and the kids. For once, she did not back down.

“We’re through being bullied, Kenny,” she said. “It ends right now.”

A few days later, the same two officers helped Alma and the boys move into the shelter.

“Thank you,” she said. “I just needed someone to help me.”

“We were always there, Mrs. Murray,” Suarez said. “You just needed to help yourself.”

If you are in an abusive relationship and need help, call the National Domestic Abuse Hotline: 1 (800) 799-SAFE (7233).



# A FATHER'S LOVE

My daughter's boyfriend smacks her around.

She hasn't told me, but I can tell.

She comes home and runs right up to her room. She wears long sleeves and sweaters even when it's hot, trying to hide the bruises. Her friends call and she doesn't want to speak to them. She's secretive and she gets angry over little things. She hardly talks to us anymore.

When I met her boyfriend, Mike, he seemed nice enough. Then one night, she thought I was sleeping. I heard them out on the porch. I looked out the window and he was grabbing her by both arms. She was trying to get away.

"Just listen to me! You never listen! Stop it!" He slapped her face. I jerked, about to run out the door and pound him into the ground. Before I could move, she squirmed away from him and ran into the house.

I didn't know what to do. I couldn't keep her from seeing him.

I decided that the only thing I could do was try to talk to her. I went up to her room. It was locked, of course. It always is. I knocked until she opened the door.

"What?" she said, her eyes red and puffy. Her cheek was bruised where he hit her. I felt like the worst dad on earth for not keeping Mike away from her.

"I need to talk to you," I told her.

"I don't want to talk," she said.

"Too bad. I have some things to say to you."

I walked past her and sat on the bed. She was not happy that I wouldn't leave her alone. But I knew that alone was the last thing she needed to be right then.





“Mike has no right to hurt you,” I told her. She stared at me. She didn’t know that I knew. She pulled the sleeves down on her sweater. I was sure she had red welts where he grabbed her arms.

“He doesn’t...”

“Just listen,” I interrupted her. “You are a smart, funny girl with a lot to offer someone. A guy that hits you is not worth your time. You deserve someone who loves you and treats you with respect. Someone that would never, ever hurt you. Mike doesn’t really love you if he hurts you.”

“He only does it when I do something wrong...”

“He is not your father! He has no right to discipline you! Who does he think he is? I am your father, and I don’t hit you. What makes you think it’s OK for him to do it?”

“Daddy,” she said, crying, “he said if I tell anyone, he would kill me.”

I could feel red-hot rage boiling up inside me. I hugged my daughter close as she cried. I told her that I loved her and that I would protect her. I always thought I had raised her to be confident and believe in herself. I refused to let Mike or anyone else hurt her. No way. I reached for the phone.

“Hello, police? I want to report an assault.”

