

# *Options to Anger*

*For the*

# Phoenix Program



A cognitive behavioral skill based program designed to help understand the physiology of anger, reduce incidences of anger, and increase conflict resolution skills

Thirty one lessons designed for residential treatment programs

## **Dedication**

This curriculum with Lesson Plans is dedicated to the dedicated and hardworking staff of the Phoenix Treatment Program. Their commitment to encourage and support youth and families serves as an inspiration to all who want to help troubled youth.

# DEVELOPING OPTIONS TO ANGER

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# INTRODUCTION

This manual is designed to help people implement an anger reduction program. While we work primarily with juveniles who have become involved with the Juvenile Justice System, it has easily been adapted for a variety of educational settings and age groups.

It is our basic belief that people enter the group thinking that anger is their *only* option in dealing with difficult and challenging life experiences. Our intent is to challenge participants to think differently about anger and to realize there are choices other than anger in those life experiences. We will never tell anyone to not get angry. What we will say is to see it coming - as our goal is to take the surprise out of anger.

How many times have we said or done something when we were angry that later on we wish we had not done? Somewhere along the line we heard that when someone is angry they are operating on 30% of their cognitive ability. When someone is angry it is a horrible time to make any kind of decision, let alone operate any kind of equipment, because *they are not thinking clearly*.

Because of this belief we cannot stress enough the importance of the title “Options to Anger”. Like many we have researched, in the early years this program was called “Anger Management”. At some point, however, we realized how difficult it is for us to “manage” anything when we are angry. **It is way too late.** The focus of this program is to notice what is happening as early as possible and then provide the individual options to take other than anger.

It is our experience that people express anger for a variety of reasons including the use of anger to blame and attack others. Our desired goal is to provide the individual with skills so that people will be able to hang on to their personal power and express themselves while maintaining respect for others as well. It doesn't mean that they will get their way; it means they can express themselves with dignity.

One of the things we hear from people is that they don't feel heard. When angry we tend to blow up or shut up - neither of which are conducive to being heard. We believe the youth we work with have a lot to say and contribute. One of the ways we win them over is that we give them skills they can use in order to be heard.

Research has shown that the most effective programs in juvenile corrections are skill based with the emphasis on cognitive behavioral intervention. This is not an insight-oriented program. It is designed to teach the individual the specific skills to help them enhance their self-efficacy and take responsibility for their behaviors.

Our own research on the youth who have participated in this program show a 10%-15% reduction in criminal referrals compared to traditional probation services. Additionally, the severity and frequency of crimes have shown a reduction.

This program was originally designed in Eugene, Oregon when the Lane County Department of Youth Services embraced a new strategy called the Balanced Approach in the late 1980's. The emphasis went from just protecting the community to including victim reparation and competency development. The competency development was a shift from a time-oriented concept to a skill based approach. In other words, we wanted the youth to leave our system with more pro-social skills than they had when they first entered our system. This approach is much more aligned to the educational system which has always focused on teaching skills. As a result of this alignment with the educational system, this program has proven to be very effective in the school environment as well with reports of fewer referrals, increased attendance, and improved grades for those who have successfully completed the program.

# FACILITATOR GOALS

While we didn't sit down before we started this in late the 80's and write down our goals there are several key concepts which have become cornerstones of this program. It is important to share these goals as they are woven throughout the program. In addition to the following concepts, it is important to know that we have a programmed vernacular which we maintain throughout. Some of it is by design but most of it is a result of trying something in group and finding out that it worked. We will stress these as we go through the program.

Our first goal is that we **challenge victim thinking**. We believe that angry people see themselves as victims who are merely reacting to the wrongs in their life. They believe that reaction is the only way to deal with the problem and that everyone would have done the same. Angry people see themselves as powerless and resort to anger as a method of regaining that power. Angry people assume that control over their emotions comes from elsewhere whereas we believe the individual has control over his or her emotions. An angry person would have us believe that they are a marionette being controlled by someone else and therefore not really responsible for what they do.

The most often used expressions of victim thinking can be found in language. We often hear the victim statement of "he made me", "it made me", or "she made me". All of these statements give power to others. The victim thinking is that since "he made me, I am not responsible for what I did. I really didn't have a choice". From the very first day of group we make it very clear that "he made me", or any variation thereof, is unacceptable.

More than once we have heard the statement "he had his arm around my girl friend so I had to hit him". The angry person uses this as a justification for victimizing the other person.

This leads to the next program goal of **taking responsibility for feelings and behaviors**. The value of the victim thinking "he made me" is that the individual then blames feelings and behavior on others - often the victim of their anger. This is the language of bullies who commonly blame their victims for their own actions. *This is unacceptable and must be challenged*. The feelings of the individual and the behaviors that stem from those feelings are the responsibility of the people who feel and act. Anger is not an excuse. We work hard with the youth in our group to accept emotions as their responsibility and no one else's.

Angry people often take the easy way out and excuse their behavior through their anger. We joke about having an "Anger Meter" which excuses certain behaviors depending on what the anger count is. Taking responsibility for behaviors is an expectation in our groups.

The third program goal is to **challenge the immediacy of anger**. Often anger is seen as the emotion of the present moment. It is about *now*. Angry people tend to assert that, because of their "victimization" and their (often) surprise at anger's appearance, they cannot really do anything about anger. They promise it will never happen again. One wonders, if they don't know how anger happened, then how can they make that promise?

An angry person tends to lose perspective in time. Interventions with an angry person are often doomed to failure because an angry person will not listen to consequences. Frequently those consequences are only discussed with people when they are angry. It is not surprising that angry people seem indifferent to consequences.

We suggest that anger is predictable. Once the cycle of anger is understood anger is no longer a surprise. Anger follows predictable physiological and psychological patterns. If those patterns are properly understood then anger will be less likely to surprise. Surprise is, after all, the price of ignorance.

An important goal is to ***teach multiple behavioral choices***. Many of us learned in high school biology that animals tend to revert to “fight or flight” when faced with danger. We see the same thing in humans when they are in anger situations (although the youth we work with use more colorful terms). The problem with having only these two choices is that in one the individual is not respecting himself while in the other the individual is not respecting the other person. We want to teach skills so an individual has at least three choices with the possibility of an infinity of choices. (At this time someone in group will say “you mean you want us to stop and think!!”).

We also want to ***challenge the “need” to control others***. People use anger to control other people. If everyone did exactly what we wanted them to do when we wanted it done we would have no need to be angry. Therefore, we use anger to get our way; usually by having other people change. The problem is that in using anger to confront the jerks in our lives we usually become a jerk as well. It is not our mission to teach skills so one might better control or change others but to teach skills so one does not become mired in the swamp of coercion and control.

Finally, and in some ways most importantly, we want to talk about ***courage***. An essential ingredient in our program is challenging the participant to act courageously in the face of difficult situations. Like many of our techniques this is something that we stumbled on while in group one day. We challenge our participants to be courageous in dealing with their anger. In this challenge we define courage as “rarely, if ever, the easy thing to do”; not a definition from Webster’s but certainly applicable in our groups. Anger is frequently chosen as the solution to a problem because it is the easiest thing to do. It is hard to think of alternatives, try new things, and be respectful of yourself and others. That is where courage comes in.



# TEACHING COMPETENCIES

Our goal is to have people leave our program with more pro-social skills than they came in with. The skills presented can be taught in group or individual settings. Our preference is a group setting because peers influence each other. Although we may focus our attention on one person, other participants are learning by watching each other master these skills. We are teaching indirectly to all participants. Although we may be directing comments toward one person all those present are hearing and, to a certain degree, processing the information. Also, there is increased brain power when a group of people get together.

As a skill based group this is not an insight oriented program. We want to teach skills - skills that the participants can use in every day real life experiences. We build skills upon skills much like one builds a house, learns to hit a baseball, or cook. Step five is irrelevant if you don't master step one.

The particular skills this program addresses are to help people realize when they are on the road to anger and find courageous alternatives for a satisfactory resolution.

Every session of Developing Options to Anger includes teaching, practice, and review. Frequent repetition and practice are essential to successful integration of new concepts and skills. Every time we teach a new skill we follow the basic formula of:

Introduce  
Teach  
Demonstrate  
Practice  
Review/Re-teach  
Practice with more pressure  
Feedback  
Role Plays with Real Life Scenarios  
Final Feedback

As many of the concepts we teach have unique wording the first step is to **introduce** the new concept. We have our own language for the different concepts we want the participants to begin using. These words all promote power and choice, and they are by no means accidental. This is often done by telling a story - one to pique the interest of the participants.

People have different learning styles, and it is important to address in **teaching** new skills. It is important to define the skill by breaking it down into small steps as you teach. In addition to discussing the new skill we find that making lists and putting those up on the wall help those participants who are visual learners. Those lists also serve as a reference throughout the course of the group. Additionally, homework assignments are used to supplement the learning in group.

Once defined, we **demonstrate** the new skill by showing it in relation to our experience or through various scenarios. This is the laugh and learn part. The facilitators demonstrate the

skills through a goofy role play or describe an outrageous scenario. The point is to show the concept to the participants in a very non-threatening fashion. The goal is to demonstrate the skill in a relaxed setting. The facilitators do the role plays and the participants identify skills they observed.

The next step is to have the participants *practice* the skill. Participants begin to identify examples of the skill being taught through scenarios presented by the facilitators, other participants, or themselves. It is imperative that all participants be part of this exercise.

At the beginning of the next session we always start out with a *review* of the material taught in the last session. We like to have participants teach us the skill which allows the facilitator to gauge what they know and don't know. If there is essential information lacking, we *reteach*. We then continue practicing the skill. This time the scenarios are more real life based and more difficult to attempt - let alone master.

The *feedback* on this is extremely important. It is important that we do so in a positive and supportive manner. No matter how short participants fall from being able to master the skill we need to acknowledge the effort to attempt to do the work. This is not easy work for the participants, and we need to recognize their courage in working on something new.

As participants progress in mastering the new skill it is important to present a situation that is as close to real life as we possibly can. We do this through *role plays with real life scenarios*. It is imperative that the facilitators are familiar with the challenges each participant face in order to make the scenario as realistic as possible.

The *final feedback* is important in order to allow the participant information on their effort. This is not the time from shying away from being confrontational. We want to recognize what they did well and honor their effort. We also want to be honest with areas that still need improvement particularly since they are areas that deal with their real life situations. If it is difficult to do in group it is difficult to do in the community. Whether they did well or not it is important to recognize their courage in the effort that they made. It is also a time to assure that they are doing all right with the role play that they did. We are stirring up some difficult issues, and we need to make sure that they are doing okay.

# ROLE PLAYS

It is really important to do role plays at every step of the program. It is our way of having participants demonstrate that they are learning the skill. It is not just enough to teach the skill or talk about the skill. Participants need to actively show they are able to use the skill and the best method to do this is through role plays.

Role plays are a key ingredient to this program for a variety of reasons. First, it is very difficult for people of all ages to do role plays. The program goal *courage* comes into play. As facilitators, it also offers us an opportunity to be supportive and encouraging of participants' effort as they try new skills. If facilitators and participants feel uncomfortable doing role plays, at least in the beginning, they are on the right track.

Role plays should be built into every group session. They begin as little scenarios and snippets with the participants often not realizing they are taking part in a role play. The role plays take on real life situations as they become more skilled. Our graduation requirement is to have the participant do a role play specifically tailored to their issues - issues which have oftentimes brought them to group in the first place.

Although we are told that the scenarios are often difficult we know they are nowhere near those challenges they face in their life on a daily basis.

We have several "canned" scenarios which we use throughout group. How participants do in those scenarios will change as they learn new skills. A fun activity is to film the participant doing a role play with a certain scenario at an early stage in group, and then film it several sessions later when they have acquired new skills.

When people are successful in using a skill in a role play we then know it is time to move on to the next skill.

Even those who do not successfully use the skills in a role play are sometimes our best teachers. Observers are very adept at what skills are not being used as well as those that are being used.

At the end of the role play it is very important to ask the participant what skills they were using as some will not be obvious to the observers. As is with many of our ideas - we learned this from a participant in group. After completing a role play a youth was told that he wouldn't pass because he really wasn't demonstrating many skills. He told us that he was using the skills in his head and then listed off several of them. Needless to say he passed. What he taught us is that one may be using these skills within themselves while not exhibiting them publicly.

When in doubt do more role plays. Also remember that group facilitators are fair game when choosing people to do role plays either as the jerk or the person to use the skills.

The different types of role play **styles would be:**

**Facilitator role plays:**

- a. may be used to demonstrate poor social skills and provide an example for critique.
- b. may follow a didactic sequence with a realistic demonstration of a taught skill.
- c. may involve group members who resist learning skills or get “stuck”

**Facilitator-group member role plays:**

- a. used to demonstrate how a skill can be used successfully with a difficult person known by one or more group members. In this case the group member plays the person who is known well by him or her. The facilitator plays the person with skills.
- b. in the latter half of the group facilitators may assume roles without warning.
- c. prior to group a member consents to be a “stooge” for a role play demonstration. The group debriefs afterward and makes suggestions for positive outcomes
- d. graduation role play exercise.

**Member-member role plays:**

- a. members volunteer to test skills in realistic situations with each other using minimal cues or scripts.
- b. graduation role play exercise.
- c. real group issues are played out with different actors who improvise skilled solutions.

**Important Note!!** A youth should never do a role play modeling anger or anti social skills. We always want them to model the positive behavior through the use of skills being taught.

# ESSENTIALS FOR RUNNING A SUCCESSFUL GROUP

John Aarons' rule number one: do not overlook the details. It is the little ignored items that can possibly undermine the success of the group. A few years back our agency built a brand new multi-million dollar building. In its design was a large training room. We assumed that this room was also going to be used for our groups. It was only about a month before we moved in that we found out, in a casual conversation with administration, that the room was for adults only. We literally got out the blue prints of the building and found a room that most people didn't even know about and was designated for storage. The size fit our needs and, as it was in the middle of the building and has no windows, is fondly known as "the cave". Ironically it has been great because it is for group use only, and we are able to set it up to fit our needs.

## Thoughts and group needs before even getting started

We think it is important to figure out who your **partners** are going to be. By this we mean referral sources, other staff members, community resources, administration, and family - to name a few. If the partners are not buying into the program it makes it very difficult to be successful. One recommendation is to do a brief training before the group gets started; thus giving everyone a common language and understanding of the goals.

Just as important is find out who is willing to **co-facilitate** the group with you. We believe that two are better than one. This gives the opportunity for one to be facilitating while the other is observing participants and their efforts. It takes some planning but is worth it. This also allows the group to continue if one facilitator is not available. We have had as co-facilitators - police officers, displaced workers, and school counselors to name a few. We have advocated using a janitor, bus driver, or secretary. In many schools they often know more about what is really going on than teachers do.

As much as possible figure out in advance what are the potential **barriers** to running group. Who is going to be in opposition to this group and why, staff time, scheduling, and adding something new are just a few of the common barriers. We have found there is often a curmudgeon in every setting. Consider inviting the opposition to come to group and help out. Once won over they can become your strongest supporters.

Other ideas to consider are **resources needed**. Don't overlook the details on this one. It does not do much good to have a grease board without dry erase pens. It is important to know **what to do on the first day**. Day one sets the tone and being organized with a specific agenda is imperative. We put up the agenda for each session on the board. We tell participants that when we have completed what we need to accomplish for the day we go home. It depends on their efforts as to exactly when group session is completed. From day one we are clear on what needs to be accomplished, and we share that with everybody.

One very important consideration is **what to do with a participant when they are asked to leave**. Sometimes you are going to have someone who is determined to undermine group, and it is time for them to go. If you ask them to leave - where are they going? Teachers aren't real keen on the idea of an angry kid who was just kicked out of their anger group coming into their classroom. What are you going to do with that student?

Many other strategies to running group need to be figured out prior to starting group. The more you prepare beforehand the less you will have to deal with once group gets started. We have done groups for over fifteen years and have found out that group always runs better when we do our homework, take the time to plan before group, and are prepared for contingencies.

Additionally, we have found the importance in taking a few minutes after every session to debrief what happened. We talk about what went well and where we need to focus our energy next time. Remember that this is a skill based and not a time based group. Because of our particular style we do not have a pre-arranged day one, day two syllabus. Our experience is that we never get done on day one what we want to and by day four we are all out of sequence. It is more important that we be driven by the development and demonstration of skills than a rigid time schedule. We move on once the participants have sufficiently demonstrated the skill. It varies from group to group as to when you move on. This further emphasizes the need for planning.

As we have shared this program with others we find that not everyone is able to be that flexible. Subsequently there has been a request to develop a step by step curriculum for those programs.

# PHOENIX



# PROGRAM

CURRICULUM INTRODUCTION

DEVELOPING OPTIONS TO ANGER

This curriculum is modified from the original Options to Anger curriculum offered at the Lane County Department of Youth Services since the late 80s. Several chapters were added at the request of staff. Those chapters are 3, 10, 13, 15, and 30. Becky Watts, Steve Van Dyke, and Greg Burns authored those chapters and Viriam Khalsa consulted on and edited the chapters. It was developed for a coed adolescent closed custody treatment program. The treatment program is four to six months and then, hopefully, the youth is returned to the community. This curriculum is designed to provide a cognitive behavior modality where specific skills are taught. Because there are specific skills being taught, it is referred to as a class as well as a group. The basic format is a Teach, Demonstrate, Easy Practice, Review/Re-Teach, Practice (with more pressure), Feedback, Real Life Role Plays, and Feedback.

In this particular program, the group meets daily during the week for a period of about an hour. If there were more time, we feel twice a week with time to practice the skills in between sessions would be optimum however that is not feasible for this program. Class size is normally 8 participants with one facilitator. We recommend two so maybe a community volunteer could fill in and help. We believe it is important that **the facilitator is a participant**. Whatever the exercise is, we believe it is imperative that we are involved as well.

Finally, this particular curriculum is designed with the idea that, at any time, there may be a substitute leading the class. They may not be trained in the program nor be familiar with all of the concepts. We therefore have tried to write this document so a substitute could pick up the lesson plan, spend a few minutes reading it, and go in and teach the class.

The program, and the concepts of the program, has been adapted in many environments and in many ways. This curriculum, as mentioned, is for a specific treatment program but we welcome the opportunity to adapt it to different environments.



# LESSON # 1

**Title:** Group Formation

**Purpose:** The first session is an opportunity to set the norms and structure of the group as well as have members introduce themselves.

**Explanation:** Setting the expectations of any new group is a given but even more so with this type of group. People need to feel safe. In order to create this atmosphere, structure and norms are a necessity. Before class, know what the expectations you will demand of the group are going to be. There will be some expectations that will be non-negotiable. However, it is most effective to let the group establish their own expectations. If the group establishes the norms, they will take more ownership of those norms. You can either steer them toward norms they haven't mentioned or list your own (i.e. successful completion requirements). The more group members feel they have input, the more their investment will be.

Introductions serve a multitude of purposes. The most obvious is finding out who the participants are. Additionally, we get a view of both their own assessment of their anger and an idea of how honest and courageous they are. We also get an insight of what they view as their strengths.....a concept we will build on throughout group.

**Definitions/Concepts:** Throughout the class, new concepts and definitions will be introduced. Additionally, they will be reviewed frequently. Four common terms should be introduced in the first session.

***Courage:*** Our definition, although not in the dictionary, is “rarely, if ever, the easy thing to do”. Anger is frequently chosen as the solution to a problem because it is the easiest thing to do. It is hard to think of alternatives and try new things that are both respectful to oneself and respectful to others. That’s where courage comes in.

***BS Buzzer:*** Our experience is that young people have a good sense of honesty and sincerity. We want to build in some type of sound that group members can use to say “Wrong”, thus challenging the participant to be more courageous. We have the BS Buzzer which is a nasal honk. Having a peer do the BS Buzzer is so much more impactful than having the facilitator call them on a less than honest comment. A fun way to help them understand how this works is to have the group facilitator say they never get angry. That should result in the Buzzer. If no one gives you the Buzzer, stop group and ask if they are going to let you get away with that comment.

***“I don’t know” is unacceptable:*** A wonderful mechanism to avoid work or taking responsibility. When this comment is used in group, the Buzzer should be used, hopefully by participants. If not, use silence because right after “I don’t know” is the answer. If one truly doesn’t know, they are expected to ask for help, which, for many, takes courage.

**Challenge victim thinking:** This concept is very important, particularly with angry people. Do not allow for “he made me”, “she made me”, or “it made me”. It is a statement (thinking error) about being powerless over one’s anger. Of course, if someone else made me angry, I’m not really responsible for what I do. I’m just a victim of my situation. The person who comments about “I got angry” or “I chose to...” is being courageous.

**Lesson Plan:**

1. Participants’ introductions
2. Develop group expectations
3. Introduce terminology
4. Hand out Getting Started homework assignment
5. Strengths

**Lesson Description:** The first lesson sets the tone for how this group is going to function. It transforms several separate individuals into, for the time of the class, a cohesive, goal oriented group. Start by explaining what is going to be covered during the session. Some facilitators will write the agenda on the board, thus group members will know when they walk in what the lesson task is, a practice we recommend. Welcome the participants and describe the purpose of the group. It is a group created to provide the opportunity to look at, and deal differently with, anger issues. We are all able to talk about what happens to us as a result of our anger and, oftentimes, see no other alternatives. When the participant successfully completes this program, they will have developed skills to recognize when they are on the road to anger and be able to use those skills to go a different direction. Whether they choose to use those skills will be totally their responsibility.

During this session, introductions, expectations, and definitions/concepts will be presented. Mix them up i.e. do one or two introductions, ask the group for expectations, introduce a concept, do a few more introductions, etc. The idea is to maintain participants’ attention by changing up the material.

It is important to introduce the concepts early on. Participants need to know *from the beginning* that blaming others with the “**he made me**” or playing the dumb card with the “**I don’t know**” simply will not be allowed in this group. In order to begin that, **courage** must be stressed. It is also important to acknowledge that courage. When a youth struggles and then asks for help, that is hard to do and their courage needs to be recognized.

In the introduction, demand more than a name (it is recommended you write the questions on the board so participants can refer to it). We are here to talk about anger and we are interested in what the participant’s anger looks like. Avoid implying or saying they have an anger problem as they will often deny they have a problem then you’re stuck with that debate. Instead, ask where anger has been a problem for them. They may have a tendency to talk about an isolated incident, usually the one that got them to group. In that case, follow up by asking if they have ever gotten into trouble because of their anger elsewhere i.e. school, home, or community. Ask who has their anger impacted and how.

Also, in introductions, ask participants two **strengths** they bring to group. This is very important and something they will build on in the future. For some, it might be difficult and they may need some help. “I’m a good friend” is one that almost everyone can use. It is okay to use what someone else has said. And, most importantly, make a list of the strengths. If possible, put that list on the wall. Ideas for introduction questions can be found under Teaching Tips (#11 and #3).

As mentioned earlier, the more expectations presented by participants the better. It gives them ownership in the group. And, if expectations are broken, it is the group’s expectations not the facilitator’s. The facilitator, of course, will have certain expectations that will be non negotiable. More often than not, the participants will come up with them but, if they don’t, then the facilitator can introduce them. Exactly what those expectations will be varies depending on the facility, individual needs, etc. The **BS Buzzer** can be introduced here for instance. Other ideas can be found in Teaching Tips (#10). Make a list of the expectations and post them where possible.

### **Activities:**

1. Write Lesson Plan on the board
2. Introduction to Group-let them know that through hard work they will develop some skills to use in anger situations
3. Individual Introductions-go around the room and respond to questions on the board
4. Expectations-have group members contribute to what the expectations will be for group
5. Make a list of expectations
6. Make a list of strengths

### **Recommended Materials:**

1. Flip Chart/pen
2. Grease Board and writing utensil
3. Tape
4. Homework-Getting Started

### **Homework:** Getting Started

Purpose: Gives you an opportunity to gauge where the group is at the start, understand what group members know about anger, and provide you with information by possibly can be used in future role plays.

**Two Strengths:** Before group is over, have each participant identify two strengths they bring to class.



### **TEACHING TIPS:**

1. One of the ways of formalizing the commitment to group is to have a contract signed by stakeholders, which may include participants, facilitators, parents, and/or counselors/probation officers. The contract outlines the expectations of group, the participant’s commitment, and the rewards and consequences based on that commitment.

2. The first couple of groups are always the most difficult. In the beginning it is only a bunch of individuals sharing space. When doing introductions and expectations, it is best to alternate between the two as a strategy for keeping everyone involved. Try doing two introductions followed by a brief brainstorm of expectations. Although we want to end up with the expectations we have decided on prior to group, we hope to generate the entire list through a group brainstorm exercise.
3. When covering introductions, youth may minimize or avoid altogether the facts relating to their anger. Get as much information on each participant as you can *prior* to the start of group. Often the participant will explain one isolated anger situation as being their reason for being in group. Follow up questions might be:
  - a. How honest are you being?
  - b. Who at home is concerned about your anger?
  - c. What does your anger look like at school?
  - d. What would someone close to you say?
4. It is important to strike a balance between confrontation and nurturing. Turn up the heat slowly while remembering to praise effort - however small it may be. Be careful, however, with the confrontation as it may drive them away. On the other hand, if we don't confront inappropriate behaviors the group will be lost.
5. Introduce the concept of courage which you will refer to frequently during this class. The definition of courage we use is "rarely, if ever, the easy thing to do." We are asking people to handle situations in a different manner than they are used to. It is easy to get angry. Using the skills we will be teaching is not easy, and it takes time to practice and feel comfortable with them. This takes courage for the youth we work with. Courage may mean getting to the class, speaking up in class, not speaking up to class, trying a new skill, being honest, taking responsibility or asking for help. At the beginning of the third class, we ask participants to share a courageous act they did that week. We want to know who is doing something different; certainly not an easy thing to do.
6. This is a good time to introduce the BS Buzzer. It is a buzzing sound anyone and everyone can say when they feel someone is not being honest in class. You can set this up by having one of the facilitators saying something blatantly not true like "I never get angry so I don't need to do this exercise". If the participants don't respond with the buzzer confront them for not doing it.
7. **It is vital to the program that the facilitators participate in every exercise. We need to model the behaviors we are looking for.**
8. Day one establishes how the group is going to evolve. You need to establish the structure in the beginning and stick with it. As the participants slowly become a group, more and more of that will become a group issue.
9. We recommend that you always write the agenda on a whiteboard so the participants know what is going on. If it is an independent group versus a class we tell the group that if they work hard and get done what needs to be done we will get out early. This puts the responsibility for staying on task on them.
10. Start on time.
11. Ideas for expectations:
  - a. Attendance requirements
  - b. Participation
  - c. Homework

- d. Be on time
  - e. Guests are welcome
  - f. Role plays are required for graduation
  - g. Soda and food are okay if not a distraction or a mess
  - h. If you don't know, ask for help.
  - i. Act courageously in group
  - j. Be respectful of yourself and others
  - k. Confidentiality-personal stories stay, concepts go out into the community
  - l. BS Buzzer
11. Each participant is asked to answer the following questions:
- a. Name?
  - b. How did your anger get you here?
  - c. Who does your anger impact?
  - d. What about your anger is a problem for you?
12. List two strengths you bring to group.

**Name:** \_\_\_\_\_

# OPTIONS TO ANGER

## GETTING STARTED

1. Think about a time when you got angry. What was your first clue to the fact that you were angry?
2. What usually happens before you get angry?
3. What do you do after being angry to get back to feeling and being okay?
4. What does your anger look like?
5. What are you likely to be doing before you get angry?
6. What have you done that has helped you control your anger?

*Sample*

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### GETTING STARTED

1. Where in your life is anger the biggest problem for you?

Likely Youth: At school with my teachers and at home with my parents.

Likely Adult: It has caused problems at work with my boss and at home with my teenagers.

2. What problems have you had because of your anger?

Youth: I've gotten kicked out of class at school and grounded at home.

Adult: No one seems to listen to me. People I care about avoid me.

3. What is the best thing about anger for you?

Youth: I either get my way or people leave me alone.

Adult: I get it off my chest, and people know how I feel.

People don't mess with me.

4. How does your anger impact others?

Youth: People avoid me or are afraid to be around me.

My family doesn't trust me.

Adult: My kids don't warm up to me very much.

5. The first time I got in trouble or someone talked to me about my anger I was 8 years old.

6. What are the two things you care about or love to do that you risk losing because of your anger?

Youth: Freedom, friends, family

Adult: Family, respect, job status, trust

7. People I admire handle their anger by:

Youth: My grandpa goes out to the barn and whittles to calm down.

## DEVELOPING OPTIONS TO ANGER

## LESSON # 2

**Title:** Group Formation Part II

**Purpose:** Review definitions/concepts from first lesson. Finish introductions and group expectations. Introduce the Automatic Anger Cycle.

**Explanation:** This is an excellent opportunity to review the concepts/definitions as well as expectations from the first lesson. This should be done by group members. Finish introductions. Finally, review the homework.

After introductions we want to introduce the Automatic Anger Cycle (also known as the Naïve Anger Cycle). We use cycle to show what occurs before, during, and after anger thus removing the surprise.

This is the first step in shifting from ignorance or blame to accepting responsibility. Once the surprise of anger is gone, we can no longer claim victimhood. We believe people are 100% responsible for their feelings and behavior.

We introduce the Automatic cycle by telling an anger story, usually a very outlandish story about ourselves. We believe the truth should never get in the way of a good story. It adds some levity to the group and catches the participants off guard.

The concept that anger is cyclical is stressed. Most people are familiar with the automatic anger cycle where one goes from “Cruising Along and life is good” to immediately getting angry and dealing with the consequences of that anger. This happens quickly. One doesn’t notice anything that happens before getting angry.....it just happens.

In summarizing the Automatic Cycle two things are emphasized. Often, people go straight to anger without noticing anything beforehand. The other thing is that angry people often see themselves as powerless with no other options. You will often hear “I had no choice” or “I had to do it”, once again falling back on that victim thinking.

**Definitions/Concepts:** Refer to **Glossary** for previously introduced definitions which will be referred to in this lesson. They include Courage, BS Buzzer, Challenge Victim Thinking, and “I don’t know” is unacceptable.

***Automatic Anger Cycle:*** Anger is seen as happening in a cycle. The Automatic Cycle is the one most people, particularly the people in this population, know well. On a good day, one is just **cruising along**, life is great, when all of a sudden, out of nowhere, **something happens** and, justifiably, one gets **angry**, as everyone else would have. As a result of that anger, there is always some type of **consequence**, often viewed upon as unfair. Between consequences and cruising along, one goes through recovery. Recovery is the stage where anything is said and/or done to put the issue to rest. It does not necessarily mean that the person is sincere or that they are accepting accountability before returning to cruising along. Unfortunately, for many people, the cycle goes from anger to consequences back to anger and one never gets to **recovery** let



alone **cruising along**. A problem with that is that issues never get resolved when one is in that vicious cycle.

**Lesson Plan:**

1. Strengths
2. Review/add Expectations
3. Review Terminology
4. Who has done something courageous?
5. Finish introductions if needed
6. Review Homework-Getting Started
7. Introduce Automatic Anger Cycle
8. DVD-Class 2: The Cycle (Discussion ideas listed below)
9. Homework-Automatic Anger Cycle
10. Strengths

**Lesson Description:** Begin the group by asking participants to review what the expectations are. They may even be posted on the wall but this gives a chance for review and an opportunity for every group member to participate. Expect it, demand it. If there are participants who have not done the introduction, have them go through the questions.

Review the concepts of courage, BS Buzzer, “I don’t know” and make sure that someone “made them mad” doesn’t work.

Ask people what they have done that was courageous since the last meeting. This is a question that will be asked almost every time. As they become more comfortable with it, they will give better examples. One way to approach it would be to ask who has done something even though it was really hard for them to do.

Review the homework assignment “Getting Started”. It is not necessary to review each question for each participant. Review several questions that pertain to the main concepts of the previous lesson. Expect everyone to participate. Once again, do not corner people by having them talk about their “anger problem”. If they deny they have a problem, you are then hooked into a debate over whether or not they do. Ask them where anger has been a problem for them.

Introduce the Automatic Anger Cycle. Draw the cycle on the board explain each step with the below story: on the board explaining each step with the below story:

**Cruising Along:** A young man on probation is heading from his school on a bus to see his Juvenile Probation Officer. He has been doing well on probation and has nearly completed the requirements of his case plan. He climbs on the bus, plugs in his head phones and turns on some tunes for the ride to the downtown station.

**Something Happens:** As he waits in line at the downtown station to transfer buses, he hears someone arguing behind him. At first, he pays no attention. After getting on the next bus he notices the man who was standing behind him yelling and then pointing and shouting in his direction. When he sees the man dressed in

a suit pointing at him, he starts to feel angry. For a second, he sits down on the bus but still sees the man in the suit outside the bus pointing and shouting in his direction. He gets off of the bus and approaches the group gathered around the man. The man is complaining about a “kid” who bumped into him and spilled coffee all over his new suit. The “kid” had headphones on and didn’t even bother to apologize.

**Anger:** The young man now is really angry: he starts to swear and defend himself, denying any such involvement in the coffee spill or the rude behavior. He is so loud at this point that the downtown police officer and security guards come over.

**Consequences:** The police and security guards confront the young man and tell him to calm down or else. “Or else what?” the young man says “you gonna call my p.o.?” In fact the P.O. is called and, instead of transferring buses and arriving for his appointment with his juvenile probation officer on time, the youth, the downtown police officer, and the downtown security are meeting to discuss the anger outburst, a suspension from riding the bus, a mandated anger competency group, etc. By the time the dust settled, the bus had departed, the appointment had been missed and other problems had been created.

**Recovery:** Later, while meeting with his p.o., the young man stated that he felt awful and foolish about what happened. Up until the incident, he had been having a great day. He wasn’t sure how he’d got so angry over something so small. He promised he really learned his lesson this time and would not get so angry again.

Discuss with the group what cruising along is and generate a list of what that is for the participants. Emphasize how rare this is for really angry people. Many go from anger to consequences to anger and never do get to cruising along.

Discuss what people do when they are angry and create a list of what anger looks like. Talk about how anger is about now and results in a reduced ability to think clearly and solve problems effectively.

Discuss consequences one might experience when they get angry. Create another list.

This might be a good time to ask them “is it worth it and is it getting you where you want to be”. A way of structuring that discussion is to ask participants what the short term benefits, short term costs, long term benefits and long term costs of (continued) use of anger are. Point out the imbalance between long term costs and long term benefits. Hopefully, they will come up with issues of health, relationship problems, loss of freedom, financial problems to name just a few. Also, do a list of the positives of anger. It is used a lot so there must be something positive for these people. Is the positive short term or long term?

Show DVD-Class 2: The Cycle.

Hand out the homework assignment-Automatic Anger Cycle.

End the group by asking each participant to share a strength they bring to group.

## Activities:

1. Write Lesson Plan on the board
2. Write introduction questions on the board
3. Have someone who introduced themselves before do it again so the others get a picture of what is expected
4. Draw up the Automatic Cycle on the board and fill in the cycle with a story. In introducing the Automatic Anger Cycle, it is not necessary to use the one above under Lesson Description. If the facilitator comes up with a story, preferably with them being the one who gets angry, it livens up the group. Wasn't it Mark Twain who said "never let the truth get in the way of a good story"?
5. Make lists of types of anger and consequences *that they come up with*
6. Show DVD-Class 2: The Cycle. Debrief using the discussion ideas below



### **Class 2: The Automatic Anger Cycle**

- **The Automatic anger cycle, ground rules**
- **Stories of Kayla and the phone call / Ximena and her son / Jordan and his driving**

The Anger Cycle has already been introduced. This section has three scenarios from participants. After each one, the facilitator talks about each point on the cycle.

There are several uses of this section and are not limited to those suggested below.

- a. Depending on time, these questions come to mind:
  - i. What did people do when they got angry? Look for name calling, swearing, grabbing to name a few. In the first scenario, ask about both Kayla and her mother.
  - ii. What might have been some consequences? Be particularly alert on the second one. If someone suggests modeling behavior i.e. child learns to throw things when angry, applaud the courage for recognizing that consequence.
  - iii. What was the recovery? In the first scenario, it is very obvious. Sometimes, however, there never really is recovery.

You can ask each question for each scenario or ask a separate question for each separate scenario.

- b. In the second scenario, the girl says "there was no something that happened." Hit **Pause** and ask the group what was the something that happened?

- c. Immediately after the third scenario, hit **Pause**. Put a circle on the board and have the class fill out the information for each point of the cycle.

**Recommended Materials:**

1. Flip Chart/pens
2. Board with writing utensil
3. True, or not so true, funny story that might happen to facilitator
4. DVD-Class 2: The Cycle

**Homework Assignment:** Automatic Anger Cycle

Goal: Have participants begin to understand the cycle of anger as well as develop an awareness of their own pattern of behavior while angry.

**Strengths:** Everyone shares one or two things about themselves that is always true and always positive. This will be awkward for them at first. Have them look at the list of strengths to get ideas.



**TEACHING TIPS:**

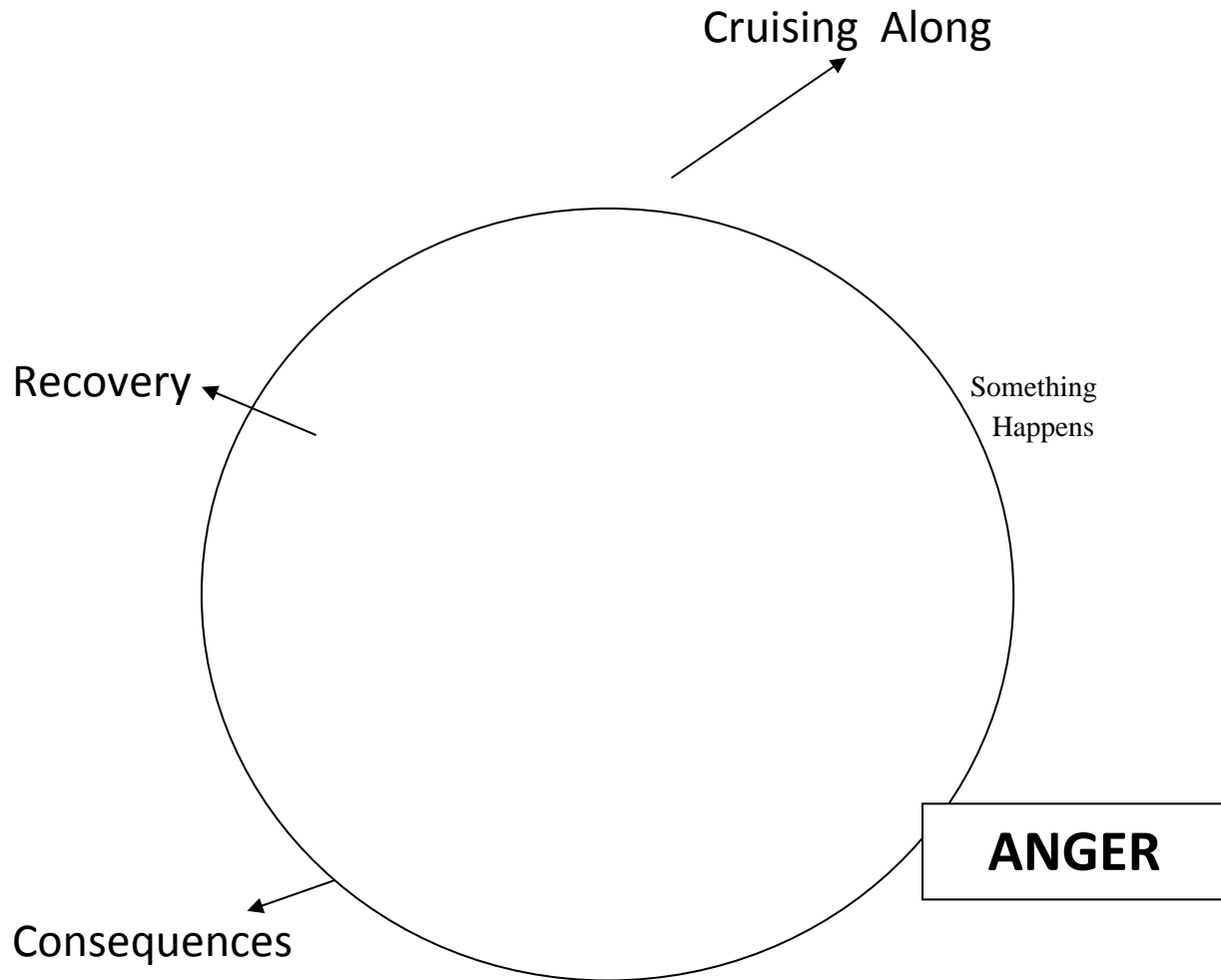
1. One of the most difficult and important expectations is respecting self. People that struggle with anger problems tend to struggle with the concept of self respect. They know how to respect others even if they don't demonstrate it. However, often the list of ways to demonstrate self respect is like pulling teeth. Start with small examples, and be sure to bring a list of your own to group. You might also say "do you want to know what other groups have come up with?" It may be your idea but attributing it to one who might be their peer makes it easier for them to accept.
2. Even though each group has similar, if not identical, expectations it is important to create a new list with each group; it helps to generate group investment and involvement.
3. Since this is the second session have those who were present the first session do as much of the review as possible.
4. Know beforehand what the final expectations are going to be. If the group has not come up with ones on your list you can either add those or steer the group in the direction of coming up with them.

Name: \_\_\_\_\_

## OPTIONS TO ANGER

## AUTOMATIC ANGER CYCLE

Pick a recent anger story about yourself and fill in the blanks. Pay attention to what happened to get you angry, what your anger looked like, and what the consequences of your anger were.



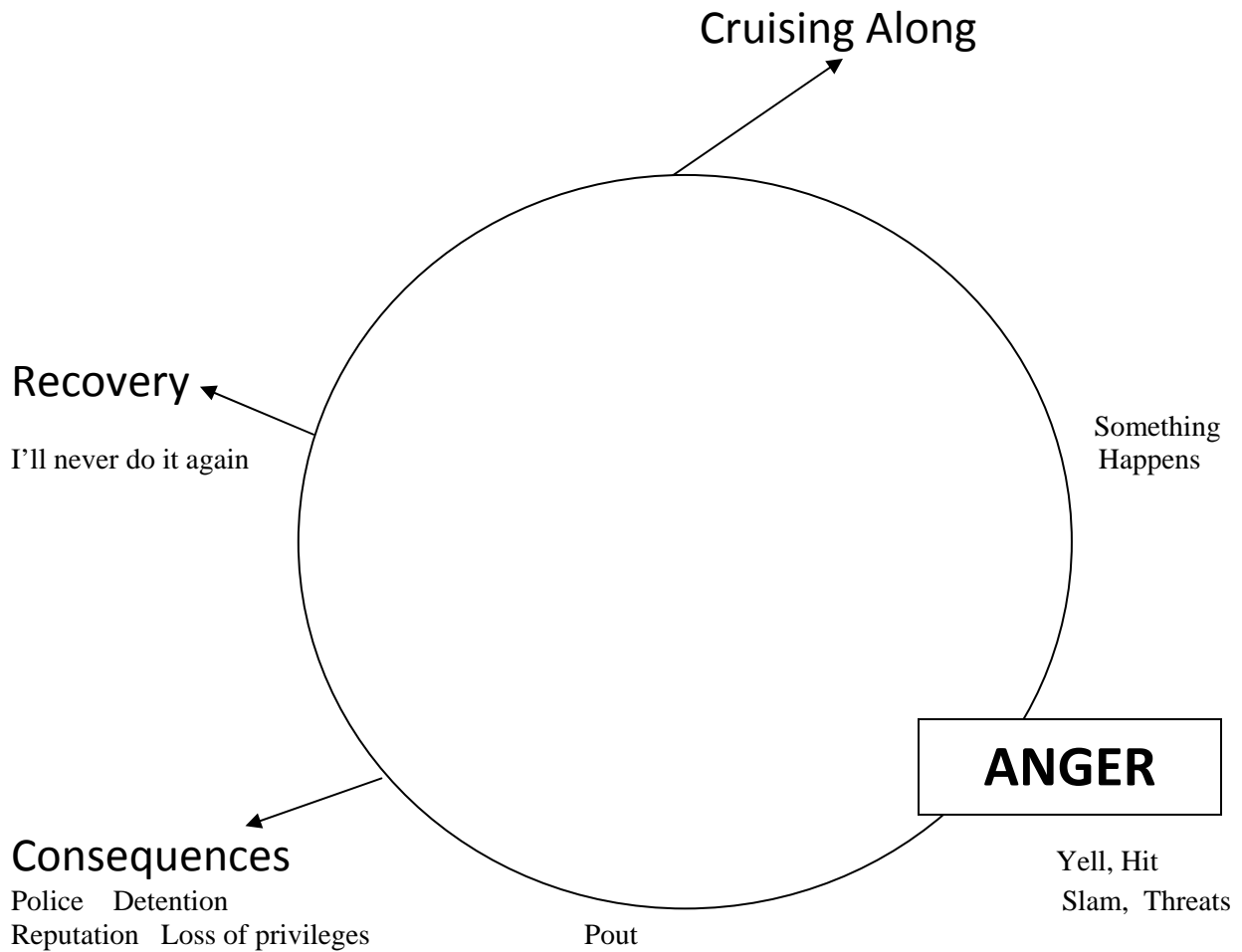
*Sample*

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### AUTOMATIC ANGER CYCLE

Pick a recent anger story about yourself and fill in the blanks. Pay attention to what happened to get you angry, what your anger looked like, and what were the consequences of your anger.



NAME: \_\_\_\_\_

# OPTIONS TO ANGER

## THE AUTOMATIC ANGER CYCLE

Instructions: Complete the following assignment giving specific situations and at least 2 examples. None of the questions have one word answers.

1. What does *Cruising Along* look like for you? What's it like for you when life is going well?
2. What are some of the things that happen to you that can ruin a very good day?
3. What are examples of things you do or say when you are angry?
4. What are some of the consequences you have experienced because of your anger?
5. What have you tried to get you off the road to anger and how well has it worked?

***Sample***

**Name:** \_\_\_\_\_

# OPTIONS TO ANGER

## THE AUTOMATIC ANGER CYCLE

Instructions: Complete the following assignment giving specific situations and at least 2 examples. None of the questions have one word answers.

1. What does *Cruising Along* look like for you? What's it like for you when life is going well?

Youth: Spending time with friends, chilling out, and no one hassling me.

Adult: People listening to me at work and quality family time at home.

2. What are some of the things that happen to you that can ruin a very good day?

Youth: No one listens to me.

Adult: No one listens to me.

3. What are examples of things you do or say when you are angry?

Youth: I will yell or refuse to talk, throw things, and hit people.

Adult: I pout or let people know that I will not take this anymore.

4. What are some of the consequences you have experienced because of your anger?

Youth: Kicked off of the baseball team; girl friend broke up with me.

Adult: Lost my job; my wife left me.

5. What have you tried to get you off the road to anger and how well has it worked?

Youth: Count to ten (and just think of more reasons to be angry while counting).

Adult: Downplay the situation (and blow up when I get home).

## DEVELOPING OPTIONS TO ANGER



## LESSON # 3

**Title:** Introduction to Invitations

**Purpose:** Introduce the concept of invitations. Once introduced, this lesson and concept will span all of the following lessons. It is a major shift in thinking about anger. We will not accept “levers, buttons, triggers”, etc. They are mechanical events which one has no power over. We will look at invitations as an opportunity to make a choice. This includes a major language shift from “so and so made me...” to ‘so and so invited me’ to be angry. Invitations are all around. If it is an invitation, one’s reaction is therefore a **choice**.

**Explanation:** Having introduced the Automatic Anger Cycle in the previous class, we now want to build a new cycle - one that shows what happens between Cruising Along and Anger.

One can probably not find our definition of the word *invitation* in the dictionary. First of all, we allow every group to come up with their own definition (as long as it fits our criteria). It is interesting how most groups come up with a definition similar to the one our very first group came up with - “***an opportunity to react.***” One can substitute the word “choice” for “opportunity” and “respond” for “react” and it becomes “***a choice to respond***”. The key to both definitions is that it puts the responsibility on the person who reacts to the invitation and not on the person who gives the invitation.

The concept of an invitation is that the individual has the **choice** to either accept or reject the invitation. In the past, people have used the term “trigger events” or “pushing buttons”. Those are mechanical events which leave the individual with no choice. The reaction to an invitation puts the responsibility on the one who reacts and not on the person who throws out the invitation. People may influence each other with an invitation but how they react to the invitation is up to the individual. It is a matter of choice, choice, and choice.

Angry people tend to blame others for their feelings and actions - often using the statement “You made me”. If someone “made them” then they are not responsible for their reaction. The concept of invitation puts the responsibility on the person who reacts. They have a choice whether to respond or not to the invitation as well as how they respond.

By taking personal responsibility for feelings and behaviors we eliminate the victim thinking of angry people thus enabling them to hold on to their power. It is our belief that people are 100% responsible for their feelings and behaviors whether they are angry or not. Letting them off the hook for what they do is no gift.

**Definitions/Concepts to be introduced:** Refer to “You made me”, “I don’t know”, and BS Buzzer in the Glossary.

**Invitation:** Defined, in the context of this program, as “an opportunity to react.” It might help to have the group come up with a definition which is where this one came from. The key to the definition is that it leads to individual responsibility for how one reacts to a situation and that it is their *choice* to react the way they do.

**Lesson Plan:**

1. Review expectations if needed
2. Review terminology if needed
3. Who has done something courageous?
4. Review Homework-Anger Risk Situations
5. Introduce invitations
6. Create a definition
7. Make a list
8. DVD-Class 3: Invitations
9. Homework
10. Strengths

**Lesson Description:** The beginning of class is the time for review both of the homework assignment and of the previous lesson. If, during that time, there appears to be a need to review any expectations and/or terminology, it can be done then. Let the group do as much of the teaching as they can. It is senseless to move on to the next concept if they don't have a grasp of what has been taught up to now.

You can start by drawing a circle on the board and then have the participants write in the different components of the Automatic Anger Cycle. If one of them has an anger story, use that story to fill in the appropriate component. Thank the participant who shares the story for their courage.

Most people are knowledgeable about what happens *after* they get angry but most don't see it coming. Those that do usually describe a situation where the other person is at fault and they are mere victims. We now begin the process of building an awareness of what is happening between Cruising Along and Anger. After this Lesson, instead of “something happens” participants will be looking for invitations.

Ask the participants for a definition of an invitation. There will be a tendency to give examples (as in the DVD). Make sure they come up with a *definition* of invitation. It is very effective if the definition is one they have created. It is important that it, for the purpose of this program, involves the idea that it is something a person can react to. Emphasize Invitations as points of personal choice and power. Notice that an invitation does not require any response or reaction, nor does an invitation “make” anyone do anything. Emphasize the difference between “triggers” and “buttons” versus an invitation. The former two are mechanical events over which one has no power. An invitation puts the responsibility on the individual. Examples of invitations may include: feeling ignored, being called an undesirable name, someone laughing at you, waving with one finger, probation officer coming to visit, suspension from school, teacher looking over your shoulder while you are working, being cut-off in traffic. What is the difference, if any, between a friend flipping you off and someone you don't know flipping you off?

In seeking a definition, be careful that they don't use examples of an invitation. While the examples are good, the definition is important because it leads to the issue of choice.

Revise Automatic Anger Cycle, adding Invitations between Cruising Along and Anger

After the definition is decided on, generate a list of invitations that come from teachers, parents, police and other adult authority figures. Have fun with this, which should be a rowdy exercise, with lots of laughter. Encourage general group brain-storming. Laughter should be encouraged.

Identify which are verbal, nonverbal, and unintentional. During this exercise, there are several things to point out. First, not all invitations are negative or meant to get someone angry. An invitation to a birthday party, for instance, is usually a good thing. Secondly, the same invitation may result in a different reaction. It may be because of the person giving the invitation, it may be because of the person receiving the invitation, or it just may be the mood of the person at that given moment. Third, really be aware of the unintentional invitations. Fourth, teach that invitations are about personal choice and power.

If a participant had an anger story at the beginning of class, go back to that story and ask the class what were some of the invitations.

Make lists of different invitations.

Show DVD-Class 3: Invitations

Hand out the Twenty Invitations homework and close with two strengths.

### Activities:

1. As group begins, begin with asking participants if anyone has done something courageous
2. Review Homework
3. Come up with a class definition of *invitation* with the above definition as a guide
4. Brainstorm and create a list of as many invitations as you can
5. Categorize them by verbal, nonverbal, and, often tricky, unintentional
6. In the beginning go around the room asking for one new invitation from each participant
7. As they begin to understand the concept of invitation go around the room again. This time ask for an invitation they received the last time they got angry
8. Show DVD-Class 3: Invitations. Debrief using the discussion ideas below



### **Class 3: Invitations**

- **Rules, anger cycle, invitations, walking styles, personal strengths**
- **Stories of Ramon and the locker area, Solana on the phone**

**Pause** after Solana. Point out that when asked what an invitation is, she gave examples. Actually, this section never did give a definition.

**Pause** after Ramon. What were all of the invitations in this scenario?

Ask “How is that how someone walks, or the clothes they wear, or how they have their hair an invitation?”

Stress how people react to the same invitation in entirely different ways. That emphasizes how our response to the invitation is a choice and therefore our responsibility.

Go all the way to the point where triggers are discussed and **Stop**.

**Recommended Materials:**

1. Flip Chart/pen
2. DVD-Class 3: Invitations
3. Homework-Twenty Invitations

**Homework:** Twenty Invitations

Goal: Have participants be looking for any and all invitations and write down twenty of them.

**Strengths:**



**TEACHING TIPS:**

1. When introducing the concept of *invitations*, we often liken it to fishing. The person giving the invitation is the fisherperson, and the person receiving the invitation is the fish. While fishing, you may cast out the line and several fish will swim right by it before one finally bites. Conversely, the fisherman will go back to the same place where they catch fish. If no fish “respond” they move on to the next spot. We point out that really smart fish don’t bite.
2. In coming up with a definition you want to guide it towards being a choice; therefore putting the responsibility on the person who responds. A good example is an invitation to a birthday party. The individual has a choice to go or not go.
3. From this point on, we no longer allow “You/she/he/it made me”. We also introduce the “BS Buzzer” that any group member can use. We expect to hear the “Buzzer” whenever this or any other form of victim language is used. In order to make sure participants understand, we often have one of the facilitators use victim language while telling their story. Hopefully, someone in group will do the BS Buzzer.
4. In creating the invitation list stress the need to be *sensitive* to the very tiniest or first invitation.
5. Discuss how an invitation may have an impact coming from one person and not another (a friend calls you a name vs. someone you don’t know calling you a name.....same invitation, different response).
6. It is the individual’s perception/reaction - not the invitation.
7. Often the invitation may have a grain of truth.

8. Challenge participants to be aware and alert to the invitations they *give* as well as the ones they get.
9. When brainstorming the invitation list slows down, ask them to think about what invitations they get from authority figures such as parents, teachers, and police.
10. Another exercise would be to start the next class with one of the participants giving an anger story. Afterwards ask the others to list the invitations they heard.
11. Praise, praise, and praise any contribution in class.
12. Begin to impress on participants that when they respond to invitations they are handing over their power to the person giving the invitation.

NAME: \_\_\_\_\_

# OPTIONS TO ANGER

## INVITATIONS

Make a list of twenty invitations you notice between group sessions. They should be invitations you have given or received.

- |     |     |
|-----|-----|
| 1.  | 11. |
| 2.  | 12. |
| 3.  | 13. |
| 4.  | 14. |
| 5.  | 15. |
| 6.  | 16. |
| 7.  | 17. |
| 8.  | 18. |
| 9.  | 19. |
| 10. | 20. |

*Sample*

NAME: \_\_\_\_\_

## OPTIONS TO ANGER

### INVITATIONS

Make a list of twenty invitations you notice between group sessions. They should be invitations you have given or received.

- |                           |     |
|---------------------------|-----|
| 1. Waving with one finger | 11. |
| 2. Glare                  | 12. |
| 3. Sarcasm                | 13. |
| 4. Laughing at someone    | 14. |
| 5. Swearing               | 15. |
| 6. Name calling           | 16. |
| 7. Throwing something     | 17. |
| 8. "You suck"             | 18. |
| 9. "Whatever"             | 19. |
| 10. "HuH?"                | 20. |

# DEVELOPING OPTIONS TO ANGER

## LESSON # 4

**Title:** Invitations, Part II

**Purpose:** Continue with invitations with the intent of intensifying the focus on individual responsibility.

**Explanation:** In the last lesson, Invitations were introduced. The group came up with a definition which resembled something like “an opportunity to react”. Remember, the intent is to have individuals understand that they don’t have to react. It is not a mechanical event. In the last lesson, the search for invitations was quite broad. Now we want to turn up the heat and have the individual become more aware of the invitations that are around them and, most certainly, the ones that they are most likely to respond to. Also in this lesson, participants should start to notice that, very seldom, is there just one invitation. Most likely, they are flying all around the place.

**Definitions/Concepts to be introduced:** Please refer to the Glossary Page for previously introduced definitions of Courage, Automatic Anger Cycle, and Invitation.

**Lesson Plan:**

1. Who did something courageous?
2. Review definition of invitation, ask for examples
3. Review Homework-Twenty Invitations
4. DVD-Class 4: More Invitations
5. Who noticed any invitations in their life?
6. Who got angry as a result of those invitations?
7. Homework
8. Strengths

**Lesson Description:** In this lesson, you are not introducing any new concepts but you are expanding the awareness of invitations and the impact they may have.

Start with a review of the definition while emphasizing that we are taking away the idea of a mechanical event such as buttons or “trigger events”. Reacting to an invitation is a matter of personal choice.

When the definition is reviewed, go around the room and ask for (just) one invitation from each participant. If a participant can’t think of an invitation, one would hope that they ask for help rather than say “I don’t know”. If they do that, praise them for their courage because it is hard to ask for help. If they say “I don’t know”, turn up the heat a bit and then ask “What’s the most



recent invitation you have received”. Of course, you are hoping they come up with you grilling them which would be the correct answer.

Begin to encourage participants to be looking for *the very first invitation*. Be looking for the opportunity to ask a participant, when they make their contribution, “what was the invitation before that”. If the invitation is “his fist hit my face”, it is fairly certain that there were several invitations that preceded the punch. We want to have people begin to notice invitations at the very faintest whisper, not at the screaming and shouting.

#### DVD- Class 4: More Invitations

In reviewing the homework, be looking to add to the invitation list. Be looking for similar invitations amongst the group and for opposite invitations. Also which ones are generic and which ones are more aimed at the individual.

Have one participant tell a story about a recent anger situation and have the others looking for the invitations.

Somewhere during this lesson, it is important to point out how most invitations don’t lead to anger. It can be an alarm clock, a car honking, music, or even the weather. Invitations aren’t bad; they just need to be recognized.

#### Homework-Invitations, Invitations #2

Close with Strengths

#### Activities:

1. Ask the group what the definition of an invitation is
2. Generate a list and categorize according to verbal, nonverbal, and unintentional
3. Put emphasis on the first invitation
4. Show DVD-Class 4: More Invitations. Debrief using the discussion ideas below



#### **Class 4: More Invitations**

- **Anger cycle, invitations vs triggers**
- **Stories of Isaiah and his mom’s car and Jasmine fighting with her aunt**

**Pause** after discussion of Triggers. Emphasize that Triggers and Invitations *are not the same*. One is a mechanical event over which we have no power. The other offers us a choice therefore giving us the power.

Teach/Student Scenario. **Pause** after the second girl talks. Ask “what were the invitations”. We are looking for invitations from both the teacher and the student. If they notice only those given by the student, challenge them to be more courageous. See if any of the participants come up with the much more subtle invitations given out by the two

girls who interrupted, gave the BS Buzzer, and pointed out many invitations which he gave the teacher.

Later on, he talks about the bus being late. Do not let that go unnoticed. That is a huge invitation even though it is not likely the bus did that on purpose.

In the Jasmine scenario, point out the long term invitation she mentions about the aunt.

This same DVD will be shown after 1 U Gave/1 U Got is introduced. Play the scenario between teacher and student to identify which invitations each gave and got. What do people suppose was the very first invitation?

**Recommended Materials:**

1. Flip chart/pens
2. DVD-Class Four: More Invitations
3. Homework

**Homework:** Invitations by category, Invitations #2

Goal: Have participants looking at different types of invitations, focus more on invitations pertaining to them.

**Strengths:**

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### INVITATIONS

**Unintentional invitation:** An invitation that is not purposeful.

**Intentional invitation:** An invitation given on purpose.

**Verbal invitation:** An invitation given with words.

**Non-verbal invitation:** An invitation given without words.

**Your assignment:** Share five invitations in each of the 4 categories below. Try and share examples that you've witnessed on the unit or experienced at some point in your life.

#### A. Unintentional/Verbal

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### B. Intentional/Verbal

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### C. Unintentional/Non-Verbal

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### D. Intentional/Non-Verbal

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Sample

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## INVITATIONS

**Unintentional invitation:** An invitation that is not purposeful.

**Intentional invitation:** An invitation given on purpose.

**Verbal invitation:** An invitation given with words.

**Non-verbal invitation:** An invitation given without words.

**Your assignment:** Share five invitations in each of the 4 categories below. Try and share examples that you've witnessed on the unit or experienced at some point in your life.

### **E. Unintentional/Verbal**

1. How are you today? \_\_\_\_\_
2. Pass the mayo. \_\_\_\_\_
3. I don't know. \_\_\_\_\_
4. Go ask your mother. \_\_\_\_\_
5. Have a nice day. \_\_\_\_\_

### **F. Intentional/Verbal**

1. This sucks! \_\_\_\_\_
2. I'm gonna get you. \_\_\_\_\_
3. You don't know anything. \_\_\_\_\_
4. Your such a nerd. \_\_\_\_\_
5. I saw your girl friend with another guy. \_\_\_\_\_

### **G. Unintentional/Non-Verbal**

1. Bumping into someone in a crowded room. \_\_\_\_\_
2. Putting dishes in the sink instead of the dishwasher. \_\_\_\_\_
3. Running the vacuum cleaner while someone is trying to sleep. \_\_\_\_\_
4. Leaving the car with only a quarter tank of gas. \_\_\_\_\_
5. Leaving toys in the hallway. \_\_\_\_\_

### **H. Intentional/Non-Verbal**

1. The infamous salute with one finger. \_\_\_\_\_
2. Pushing someone. \_\_\_\_\_
3. "The Look" \_\_\_\_\_
4. Shaking a fist at someone. \_\_\_\_\_
5. Slapping someone \_\_\_\_\_

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### INVITATIONS #2

1. Name two invitations that work best on you:
2. The biggest problems you have from reacting to invitations are:
3. The two invitations you most like to give are:
4. Three invitations that get to you at school (work) are:
5. Three invitations that get to you at home are:
6. What is the most fun about giving invitations?

## *Sample*

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## INVITATIONS #2

1. Name two invitations that work best on you:

“I don’t know”  
The Look

2. The biggest problems I have from reacting to invitations are:

People don’t listen to me  
I lose track of what I was doing

3. The two invitations I most like to give are:

Whatever  
Not helping out around the house

4. Three invitations that get to me at school (work) are:

You have to  
People tapping pencils  
Boss/Teacher looking over my shoulder

5. Three invitations that get to me at home are:

Please empty the dishwasher  
Pick up after yourself  
Dog jumping on me with muddy paws

6. What is the most fun about giving invitations?

When people react, I know that I am in control

# DEVELOPING OPTIONS TO ANGER

## LESSON # 5

**Title:** Invitations Part III

**Purpose:** To further develop the concept of invitations.

**Explanation:** This is the final lesson dealing solely with invitations. Remember, an invitation is defined as “an opportunity to react”. Emphasize that, when one reacts to an invitation, the responsibility for behavior lies with the person reacting to the invitation. By now, we really want the participants to be working on noticing invitations all around them. You know you are there when someone will say that invitations are everywhere.....and they are. This lesson will emphasize noticing invitations very early on.

As participants get the idea of the invitations they are receiving, this lesson will put emphasis on recognizing invitations they give as well. When we present to educators and ask what invitations students give them, the list can be extremely long. When we then ask them what invitations they give students, the list, and the time spent making that list, is substantially shorter. When we talk to students, the reverse is true. By the end of this class, every anger situation should include the invitations given as well as received.

**Definitions/Concepts to be introduced:** Please refer to the Glossary for definitions of Invitations and Courage.

***One U Gave/One U Got-***Once participants have a good grasp of invitations coming their way, it is important that, very seldom, are invitations on a one way path. They usually fly back and forth with people giving as well as receiving. This concept creates the need to look at the invitations we give as well as the ones we receive. It is easy to notice the ones coming our way, not so easy to take ownership of the ones we give (this takes courage). Ask for a recent anger situation and ask for one they received and one they gave.

**Lesson Plan:**

1. Who has done something courageous?
2. Review definition of Invitation
3. Review Homework-List of different types of Invitations, Invitations #2
4. Show DVD-Class Four: More Invitations
5. Introduce One U Gave/One U Got
6. Assign Homework-Invitations #3
7. Strengths

**Lesson Description:** Most lessons will begin with asking for a courage story. Be sure and use their perspective. One participant might say that he went to every class at school that day. If

that is the first time he has done that in a year then, most certainly, it was courageous because it wasn't easy for him.

Review of the homework is important as this allows an opportunity to assess how hard people are working and whether or not they are getting this concept. In the review, it is important to emphasize the difference between triggers and buttons versus invitations. Basically the former two are mechanical events over which one has no power. With an invitation, the individual has an option to respond and how to respond if they choose to. Therefore, the individual is responsible for the response.

DVD, Class 4. This is the same one as last class but now you want to have people looking for the ones that each person in the scenario **gave**, particularly in the scenario between the student and the teacher. Ask people if they remember the first DVD presentation they saw. What are some of the invitations the girl whose son was crying gave.

Finally, we want to introduce the exercise called *One U Gave/One U Got*. Ask participants to relate a recent anger situation and identify the invitations they gave as well as the ones they received. Remember to be looking for opportunities to back it up by asking for the invitation that came before that. We want participants to be looking for invitations *very early on*.

Introduce concept of the very first invitations (less obvious, often overlooked invitations that come before the ones we are used to seeing). Examples: glaring before words are exchanged, forgetting about an important event, interrupting a teacher before the teacher imposes discipline, etc. We all notice the shouting, but we might miss the whisper, the stare or the careless comment. Remind participants to be sensitive, alert and aware of invitations they give, as well as the invitations they get.

End the class with strengths.

### **Activities:**

1. One U Gave/One U Got
2. Show DVD-Class 4: More Invitations. Debrief using the discussion ideas below



#### **Class 4: More Invitations**

What invitations did the student give the teacher?

What invitation did the Isiah give?

What invitations did Jasmine give her aunt?

### **Recommended Materials:**

Flip Chart/Pens

DVD-Class 4: More Invitations



**Homework:** Invitations #3

Goal: Focuses in on their specific issue rather than generic and begin thinking of pro social ways of dealing with that invitation.

**Strengths:**



**TEACHING TIPS:**

We often ask for an anger story but overlook the situation where invitations were recognized, skills used, and the person did not get angry when, in the past, they may very well have done so. An anger story or an anger situation will suffice. From now on, ask for anger situations rather than anger stories.

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### INVITATIONS #3

1. Think back to the most recent incident of your anger that led to you being in Options to Anger. What was the invitation in that incident that led directly to your anger?
2. Looking back on the incident now, what were at least three choices you could have made to that incident, in addition to the one you actually made?
3. What was the first invitation you received in that incident? Detail what happened in a short story that emphasizes the very first invitation, as well as what you did following that invitation. Use the back of this page if you need the room.
4. What are at least three other choices you could have made in response to that first invitation?
5. If you were really courageous, what might you have done differently? How would things in your life be different now?

## *Sample*

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## INVITATIONS #3

1. Think back to the most recent incident of your anger that led to you being in Options to Anger. What was the invitation in that incident that led directly to your anger?

Billy flipped me off and nobody flips me off.

2. Looking back on the incident now, what were at least three choices you could have made to that incident, in addition to the one you actually made?

Ignored Billy.  
Left the lunchroom  
Complain to the principal

3. What was the first invitation you received in that incident? Detail what happened in a short story that emphasizes the very first invitation, as well as what you did following that invitation. Use the back of this page if you need the room.

Billy was talking smack about a friend of mine. I told him to knock it off or I would punch his lights out. He flipped me off so I punched him.

4. What are at least three other choices you could have made in response to that first invitation?

I could have asked him to stop  
I could have defended my friend  
Leave the area

5. If you were really courageous, what might you have done differently? How would things in your life be different now?

I might have just let it go, realizing that I wasn't going to change Billy, at least then and there. I would still be in school and not have assault charges.

# DEVELOPING OPTIONS TO ANGER

## LESSON # 6

**Title:** Introducing the Early Warning System

**Purpose:** To recognize the first feeling or emotion, the physical signs and the negative self-talk that comes before anger.

**Explanation:** By the time someone comments that invitations are everywhere you will know it is time to move on. In reality almost anything is an invitation- whether intentional or unintentional. On some occasions the invitation is there, and a person reacts. On other occasions, with the exact same invitation there is no response at all (the towel on the bathroom floor comes to mind; some days it's just a towel while other days...). It is, however, always an invitation.

The second choice point on the road to anger is the Early Warning System. This is the part where the individual recognizes that the invitation is getting to them. We believe there are three different signs that let us know the invitation *is getting to us*. Something happens to us emotionally, physiologically, and in our thinking patterns. Some participants will recognize the feelings first while others will notice something happening to them physically. Others notice the negative self-talk. It is idiosyncratic or individualized. It is not important which they notice first. It is important that they notice.

**It is our belief that anger is never the first feeling.** Since the onset of this program, we have never heard a story with anger as the first feeling. There is always a feeling that comes before anger and more accurately describes the experience.

This is a great time to remember “**Courage: Rarely - if ever - the easy thing to do**”. Talking about emotions is difficult for many people - particularly people with anger problems. It is much easier to get angry than to deal with feelings. However, we believe that if we leave the first feeling buried, we end up dealing with the consequences of our anger and never process the emotion(s) that preceded it.

Whether or not one recognizes the first feeling, their body lets them know when an invitation *is getting to them*. We want people to notice the changes in their body as they move toward anger. Some of these changes include feeling warm, a change in breathing or heart rate, and feeling sweating, fidgety, stomach churning, etc. They are different for everybody, and it is imperative that people begin to internally recognize what they are. Many people are very adept at recognizing physical signs in other people but are clueless about their own.

As in invitations, we want participants to notice their physical signs very early on. If someone says that they get tense, we then ask them where they notice the tension first. Some youth will

say that their physical sign was that they made a fist, but with some prodding we find that they noticed a churning in their stomach, a warm forehead, and tense shoulders before the fist.

A few years back, we had a group that was struggling with discovering both of these signs in themselves. What we came up with during that group session was the warning signs of negative self talk. Many of these participants were talking themselves angry. Like a co-worker whose husband washed his greasy rags without detergent in her new washing machine, her negative self talk sounded like, "he never listens to me", "he never cares about what I ask", "it reminds me of the time he ruined my blouse by spray painting in the garage", "no matter what I say, no matter what I do.....".

We have since then emphasized the **negative self talk** as an early sign and, for many of the people we work with, it is an easy and recognizable sign.

These three signs are taught as a precursor to anger. It is Yellow Alert; Something is Happening. Once the person is aware that the invitation is getting to them, they then have a choice to become angry or to go another direction. Most of the participants we work with know the road to anger very well. We are challenging them to go another direction.

This is a difficult step for participants and takes time. Do not plan on teaching it all in one session. We may teach one in one session, come back at the next session, review and teach a new warning sign and repeat that process. Once in place we will start group with:

From the last time you got angry, or were in an anger situation give us:  
One U Gave/One U Got, give us a first feeling, physical sign, and  
a negative comment you gave *to yourself*.

This lesson will introduce the *first feeling*.

**Definitions/Concepts to be introduced:** Courage, Invitations, and One U Gave/One U Got can be found in the Glossary

***Early warning system:*** Emotions, thoughts and physical changes that precede anger.

***First Feeling:*** The very first emotion one experiences when an invitation gets to them. Anger is never the first emotion.

**Lesson Plan:**

1. Who has done something courageous?
2. Review Invitations
3. Homework Review-Invitations #3
4. One U Gave/One U Got
5. Introduce the Early Warning System
6. DVD-Class 5: Early Warning Signs
7. Homework Assignment-Emotions
8. Strengths

**Lesson Description:** Begin group by asking who has done something courageous. This is a good exercise to engage the participants, however, does not necessarily mean that each and every group needs to start with this. This really is up to the facilitator.

Secondly, spend a brief amount of time having the class review invitations. Set it up so they are teaching you. The goal is to make sure every participant understands the definition as well as some examples. Also review the homework assignment, picking a few questions from the sheet. Make sure everyone participates. If they don't know, is it because they are not working or they don't understand?

Finally, go around the room and have everyone do One U Gave/One U Got.

With that exercise accomplished, it is time to teach a new concept. Actually, someone in group may help by verbally realizing that invitations are everywhere all of the time. It is now time to teach the skill of recognizing when an invitation is getting to us. With that, we introduce the Early Warning System as a three component system that alerts the individual to the fact that the invitation is getting to them. Once aware of that fact, they then have a choice on how to react.

We believe that, in every anger situation, there is a feeling that precedes anger. In this lesson, we will begin by introducing the First Feeling and start by stating that anger *is never the first feeling*. This will not be easy for participants and they will need help. This is where a group does better with this than an individual does. When an individual gets stuck in group, the others can help out. Oftentimes, you add more emotions to your list and help them identify what the emotion is.

When that feeling is not recognized and the individual goes straight to anger, there is then the issue of dealing with the consequences of the anger and not having the opportunity to process the emotion underlying the anger.

To clarify, when the first feeling is introduced, make it very clear that we are talking about emotions. Never allow for mad, angry, aggravated, irritated or pissed. That's anger. Also, each group seems to fall back on one emotion to cover everything if anger can't be used. Oftentimes it is frustration. Granma dies or your girl friend breaks up with you to go out with your best friend commands more than being frustrated.

To initially generate the feelings list, the facilitator tells a story likely to elicit an outpouring of examples. They can be stories told previously when participants were doing the One U Gave/One U Got exercise or simply use one of the examples below.

**Example One:** You have not been doing well in math. You decide you are going to do well on the upcoming exam and study very hard. After the test you are confident you did well. When you get the test back, however, the teacher has marked an "F" in red pen and added the comment "obviously you cheated on this test".

The question to the group is “what are your feelings”? After generating a list of feelings - and there should be many - change the scenario to the fact that they did cheat. What feelings come with that?

**Example Two:** You are waiting for a friend at the mall and are going to the movies. The friend never shows up. Generate a list with the feelings adding the twist that you later found out that your friend went to a different theater with someone else.

Play the first part of the DVD-Class 5 and listen to John introduce the first feeling. Are there any other feelings, do not accept anger related emotions, that Jasmine may have had at the theater?

Hand out the homework assignment-Emotions.

Ask for two strengths participants bring to class.

### **Activities:**

1. Lists, Lists, Lists  
Each group is required to come up with 50 emotions. They usually get thirty or forty very quickly. After that it goes slower - leading to a mini celebration each time we describe a new one
2. Always have some short, one sentence scenarios (see back of book) to put out to the group and ask for first feelings
3. DVD-Class 5: Early Warning System, Part I. Debrief using the discussion ideas below



### **Class 5: Early Warning Signs-Part I**

This is a good introduction to the First Emotion or Feeling. It is important that the term “it makes me feel” is not accepted. More on that later. There will be a scenario about going to the theater. **Pause** when that is done and ask the group what emotions they can come up with in that situation. Do not allow pissed, annoyed, irritated, or any other variation of angry. **STOP WHEN JOHN REFERS TO THE SCENARIOS!**

### **Recommended Materials:**

1. Flip Chart/Pen
2. Have some (small) scenarios ready. Don't have lengthy stories. Quick and to the point.
3. Flip Chart

### **Homework:** Early Warning System

Goal: Help identify emotions in general and then have it more directly fall on participant.

### **Strengths:**

## **TEACHING TIPS:**

1. As with Invitations this is going to take more than one session. Participants must show an understanding of each step before it is time to move on.
2. This is a new way of looking at anger for most of the participants. We are asking them to be aware of their thinking process as well as their physical signs and emotions - all of which are hard to do thus requiring a lot of courage. It is much easier to get angry than to think of the first feeling.
3. *Do not forget courage.* Anytime you catch someone working, no matter how miniscule, recognize the effort and courage the participant is demonstrating. However when you find people not working it is necessary to challenge their courage, or lack thereof, by asking “How hard are you working” and “How courageous is this effort”. We have found that they are usually honest, but when they are not the BS Buzzer comes from other participants.
4. When as a facilitator you begin to notice your Early Warning Signs during group you stop and ask the group what signs are they noticing in you. This takes a great deal of courage and is a powerful way of modeling what we are asking the participants to do in the group.
5. It is tempting to move on too quickly. It is important for the participants to change their mindset to being sensitive and aware of their Early Warning Signs.



Name: \_\_\_\_\_

## OPTIONS TO ANGER

### EARLY WARNING SYSTEM

**DEFINITION:** What occurs to you, both physically and emotionally, before you get to anger.

**Assignment:** List ten first feelings. Look for those which occur before anger.

### EMOTIONS (FEELINGS)

*Sample*

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### EARLY WARNING SYSTEM

**DEFINITION:** What occurs to you, both physically and emotionally, before you get to anger.

**Assignment:** List ten first feelings. Look for those which occur before anger.

### EMOTIONS (FEELINGS)

Hurt  
Sad  
Disappointed  
Embarrassed  
Confused  
Betrayed  
Overwhelmed  
Scared  
Trapped  
Challenged

# DEVELOPING OPTIONS TO ANGER

## LESSON # 7

**Title:** Continue the Early Warning System. Introduce Physical Signs

**Purpose:** Teaching skills to help one recognize that invitations are impacting them. Last session the First Feeling was introduced. In this lesson Physical Signs will be introduced.

**Explanation:** As one begins to understand and recognize Invitations, they also recognize that there are invitations everywhere. When one thinks about it, every question is an invitation as it is an opportunity to react. The Early Warning System is the part of each and every person which lets them know that a particular invitation is getting to them.

In the last lesson, the First Feeling was introduced. Remember, it is our belief that anger is *never the first emotion*. There is always a feeling that comes before anger. For many people, however, the feelings part is difficult. They should be nudged to be thinking about what the first feeling is because, if not recognized, they never get to process that emotion. For those who have trouble identifying emotions, there are two other components they can be trained to look for. Today's lesson deals with Physical Signs. For everyone there is an idiosyncratic physical reaction to let them know an invitation that is getting to them. It is the release of adrenalin throughout the body. How many times have we surmised that someone is angry merely by noticing their body posture? It really doesn't do any good to have other people know what one's physical signs are. What is really important is for the individual to be aware of what their own physical signs are. Like invitations, the earlier they notice them the better. Noticing a fist, for instance, may be a bit late.

**Definitions/Concepts to be introduced:** Refer to **Glossary** in the back for previously introduced definitions which will be referred to in this lesson. These include Courage, Invitations, One U Gave/One U Got, and First Feeling. Introduced today will be:

***Physical Signs:*** What occurs to someone physically when an invitation or invitations gets to them.

**Lesson Plan:**

1. 1 U Gave/1 U Got and First Feeling
2. Review Homework and First Feeling-Early Warning System: Emotions
3. DVD-Class 5: Early Warning System
4. Last time you got angry, what was the First Feeling?
5. Introduce Physical Signs
6. DVD-Class 6: Whose Power?
7. Last time you received a really good invitation, what was your physical sign?

8. Homework: Early Warning System List
9. Strengths

**Lesson Description:** You may want to start with asking who has done something courageous. However, with the One U Gave/One U Got exercise, you will be touching on courage a lot. If you do ask for courage stories, please understand that, by now, we are hoping someone will talk about noticing invitations and choosing a different course of action than in the past. If there are no volunteers, it is time to challenge people to work.

Go around the room and ask for One U Gave/One U Got. It is time to expect participants to catch the earliest invitations. Remember, “his fist hit my jaw” is a little late to be noticing invitations.

In reviewing the homework, be looking for First Feeling. You may want to ask the group for the definition and purpose of the First Feeling. When they identify a feeling, ask them how they would describe the feeling or how would they know it is sad? Example: confused-scrambled brain, sad-sinking feeling, low energy.

Start the DVD and go to Class 5: Early Warning System. Recommend questions are under activities below.

If there is time, ask participants to identify the underlying emotion the last time they got angry. Add new ones to the list that was started in the last session. Be sure to recognize the courage in those who are identifying new emotions.

In introducing Physical Signs, describe how it may not always be real easy, for whatever reason, to identify the First Feeling. Many people may be more physical oriented than emotional. This doesn't mean one is better than the other, it just happens that way. Many people will feel a physical reaction in their body which lets them know that an invitation is getting to them.

After introducing the concept, go around the room asking each person what some of the things they notice inside their body. If one says they don't know, turn up the heat. You may even walk toward that person and raise your voice a little (both invitations). If they still claim ignorance, ask other group members what they saw happening to that person while you were turning up the heat.

Show the DVD and go to Class 6: Whose Power?

Finally, ask them what physical signs they noticed recently when an invitation got to them.

End the class with each member naming two strengths.

**Activities:**

1. Lists, lists, lists. Add to First Feeling and start Physical Signs
2. After a list has been started using example scenarios, we then begin to shift it to the participants using the exercise of “last time you got angry what was **1 U Gave/1 U Got**

and what was the first feeling”. When a participant can’t think of a feeling we ask them to describe the last time they got angry. We then ask the group to guess what the feeling might be. This has a dual purpose: we often get several different feelings thus lengthening our list while at the same time we might help the participant identify what their feeling was. Once identified they can come up with ways to responsibly respond to that feeling.

3. As participants become more comfortable at recognizing the feelings before anger we want to begin to introduce the awareness of the physical signs that occur before anger. We usually do this in a facilitator role play demonstration. The most common role play involves it being time for group to start, and one of the facilitators is not there. After group gets going the missing member comes strolling in. An argument ensues. When life is great one of the participants will point out “That’s an invitation, man” and the role play is over. We then ask the group to name the invitations they saw and what emotions they think each person had. We then ask “*what physical changes did you notice as the invitations were flying*”. We are now introducing the Physical Signs of the Early Warning System and get back to making a list.
4. DVD-Class 5: Early Warning System Part II. Debrief using the discussion ideas below



### **Class 5: Early Warning Signs-Part II**

There are six very short individual scenarios. They are very good to watch and then have participants work on first feelings and physical signs.

Solana: Ask for 1 U Gave/1 U Got. Ask people if they really believe if Solana responded in a nice polite way. How would they have responded? Do you suppose she maybe gave her foster mother The Look (which is what in Options terms-invitation)? Ask what some of the emotions Solana may have experienced are. Push it a bit more about how the foster mother never apologized or the fact that she was even in foster care to begin with.

Isiah: What were the invitations? Make sure they list Isaiah’s (look for attitude). What were his first emotions?

5. DVD-Class 6: Whose Power. Debrief using the discussion ideas below



A good one to show the group about physical signs. It also introduces the concept that, when you don’t notice invitations or recognize your early warning signs and go on to anger, you are giving up you power. It is not something that needs to be debated, just introduced.

### **Recommended Materials:**

Flip Chart/Marker Pens

**Homework:** Early Warning System

Goal: Have participants identify their Physical Signs and recognize First Feelings

**Strengths:**



**TEACHING TIPS:**

1. There will always be a participant who will not be able to notice any feelings or signs at all which usually means they are not working. For those participants we recommend turning up the heat. One way to do this is to talk more directly to them - louder and with more force. For those who still “don’t get it” one of the facilitators can get up and walk toward the participant. Our experience is that the physical signs will kick in even if they don’t know it. The facilitator then turns to the group and asks, “What physical signs did you notice in \_\_\_\_\_.”

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### EARLY WARNING SYSTEM

1. Name at least two emotions (other than anger) that you saw or experienced today.
2. Name at least two early warning physical signs of anger you saw in someone else today.
3. List seven emotions that could come before or replace anger.
4. What happens to you physically before you get angry (list at least two things)?
5. What was the feeling your anger was hiding the last time you got angry?
6. What would be two courageous things to do with the feeling in #5?
7. The first feeling (not anger) you experience with the invitation that bothers you most is:
8. What would be helpful and productive to do with the first feeling in #7? How would your life be different if you did this or these things?

## *Sample*

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## EARLY WARNING SYSTEM

1. Name at least two emotions (other than anger) that you saw or experienced today.  
Hurt, Sad
2. Name at least two early warning physical signs of anger you saw in someone else today.  
Foot tapping, Tight Jaw
3. List seven emotions that could come before or replace anger.  
Jealous, disappointed, challenged, cheated, embarrassed, discouraged, powerless
4. What happens to you physically before you get angry (list at least two things)?  
Knot in stomach, sweaty palms
5. What was the feeling your anger was hiding the last time you got angry?  
Helpless
6. What would be two courageous things to do with the feeling in #5?  
Talk to someone I know, ask for help
7. The first feeling (not anger) you experience with the invitation that bothers you most is:  
Worthless
8. What would be helpful and productive to do with the first feeling in #7? How would your life be different if you did this or these things?  
Remember what I do well



Name: \_\_\_\_\_

## OPTIONS TO ANGER

### EARLY WARNING SYSTEM

**DEFINITION:** What occurs to you, both physically and emotionally, before you get to anger.

**Assignment:** List ten in each category. Look for those which occur before anger.

### PHYSICAL SIGNS

### EMOTIONS (FEELINGS)

*Sample*

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### EARLY WARNING SYSTEM

**DEFINITION:** What occurs to you, both physically and emotionally, before you get to anger.

**Assignment:** List ten in each category. Look for those which occur before anger.

#### PHYSICAL SIGNS

Churning stomach  
Hot Forehead  
Tense Shoulders  
Curled Toes  
Roll Eyes  
Dry Mouth  
Sweaty Palm  
Shaky Voice  
Tight Stomach  
Tunnel Vision

#### EMOTIONS (FEELINGS)

Hurt  
Sad  
Disappointed  
Embarrassed  
Confused  
Betrayed  
Overwhelmed  
Scared  
Trapped  
Challenged

# DEVELOPING OPTIONS TO ANGER

## LESSON # 8

**Title:** The Power of Thought

**Purpose:** This is the third part of the Early Warning System. It goes with First Feelings and Physical Signs. This lesson teaches about how one's thoughts drive our feelings and behaviors. In anger situations, it is a negative self talk that leads to the road to anger.

**Explanation:** In Lesson 6, we discussed how, a few years back, we had a group that was struggling with discovering both the First Feeling and Physical Signs in themselves. What we came up with during that group session was the Mental warning signs often in the form of negative self talk. Many of these participants were thinking and talking themselves angry. We often hear comments about "this always happens to me" or "no one ever listens to me." We have since then emphasized the **negative self talk** as a Mental early sign, and for many of the people we work with it is an easy and recognizable sign.

As part of the Early Warning System, we want participants to be as alert to the Mental Signs and negative self talk as they are to emotions and physical signs. For many, it may be more easily recognizable as they respond to an invitation with such self talk as "this always happens to me", "no one can talk to me like that", "they are picking on me", etc.

This lesson focuses on identifying the negative self talk tapes that are part of everyone's makeup. People who are quick to anger often don't even notice them as it is so much of a habit for them. As you listen to it in group, you can hear it out loud. People around them can hear the negative talk, this lesson is focused on having the individual identifying and recognizing their patterns of negative self talk.

Throughout this lesson, we want to concentrate on the thinking. As people talk about anger situations, question them as to what their thinking was when the invitations were coming their way.

**Definitions/Concepts to be introduced:** Refer to **Glossary** in the back for previously introduced definitions which will be referred to in this lesson. They include Courage, BS Buzzer, Challenge Victim Thinking, First Feeling and Physical Signs.

***Mental Signs/Negative Self Talk:*** The negative thoughts or comments one makes to themselves that comes before anger. Basically, the things we say to ourselves to talk ourselves angry.

### **Lesson Plan:**

1. Who has done something courageous?
2. Review homework: EWS Questions, EWS Physical Signs/Emotions
3. Last anger situation you were in give 1 U Gave/1 U Got, First Feeling and Physical Sign
4. DVD Class 5: Early Warning System; Ximena and Peter
5. Identify and describe mental signs/negative self talk as a third way of alerting someone that they are on the road to anger
6. Facilitator gives scenarios and group identifies thoughts they have when hearing the scenario
7. Challenge group to listen for the negative thoughts
8. Hand out homework assignment-Early Warning System Self Talk
9. Close with strengths

**Lesson Description:** As in all groups, start with who did something courageous. Expect participants to talk about using some skills from class that they are using in the community. Challenge them on this.

Review Homework assignment with emphasis on the Physical Signs. Add to the list that began in the last session.

End the review by having all participants think of a recent anger situation and have them give the invitations, first feeling, and physical sign. Note: the key is anger situation not anger story. There may actually be a participant who was in an anger situation who didn't get angry.

Show the DVD-Class 5: Early Warning System. Show the scenarios with Ximena and Peter and follow the Discussion Guide found in the **Activities** section.

Introduce the concept of mental signs/negative self talk. Explain we all have conversations running in our heads. When that conversation turns negative, they need to be sensitive to that as it is often a precursor to anger. Many times, people are not even aware of what they are saying to themselves. As in the other components of the Early Warning System, we are asking participants to be alert and aware of this happening. It also is a part of the process of challenging victim thinking. If participants are able to be aware that an invitation is getting to them whether a first feeling, physical sign or awareness of mental signs/the negative self talk, it shifts the power over to them. Once they are aware of what is happening, there are other skills to be taught that will allow them to have power over themselves.

What were Peter's thoughts in the DVD? How about Ximena? If people didn't notice any, maybe they should see it again.

Give the class the scenarios below. On the board, write four columns; one for Invitations, one for Mental Signs/Self Talk, one for First Feeling, one for Behavior. Allow for two sections, one on top of the other on the board. Complete the first part of the scenario on the top graph and the second part on the bottom half.

*Scenario:* You are in P.E. class at school and there is a student, who you have had trouble with in the past, is across the gym and is staring at you.

Invitation	Mental Signs/Self Talk	First Feeling	Behavior

Turns out that he really isn't staring at you, he left his glasses in his gym locker and really can't focus on anything.

Invitation	Mental Signs/Self Talk	First Feeling	Behavior

**Activities:**

1. One U Gave/One U got
2. Scenarios
3. The negative self-talk is introduced with scenarios as well. The teacher claiming you cheated is a good one. We share a true story in group and then ask what they were thinking as they heard the story. Our absolute favorite is the one about the boy who went to school one day and saw his girlfriend and his best friend talking intimately three times during the day. Each time they realized he was in the area they stopped talking and acted as if they didn't even know each other. On the third time he had had it. He went over and beat up his best friend. The question to the group is what was he thinking while they were talking...each time until the assault. Examples might include "why is he messing with my girl", "I can't trust them", "she's breaking up with me", "he's setting me up", "he's making a fool of me", and "I won't tolerate this". Obviously in that scenario the list can go on forever.

(We found out from the youth that his girl friend and best friend were planning his surprise birthday party.....which didn't occur. As a result his girl friend broke up with him, his best friend was no longer his best friend, he had legal charges, and he had to put up with us twice).

4. DVD-Class 5: Early Warning System. Debrief using the discussion ideas below



### **Class 5: Early Warning Signs-Part II**

Ximena: What were the invitations? Don't miss the one about leaving homework on the bus. What might have been her first feelings? Anyone notice any physical signs in themselves when the teacher accused Ximena of lying?

Peter: What invitations did they each give? What were Peter's first feelings? Were there any physical signs?

### **Recommended Materials:**

1. Grease Board and pens
2. Flip chart and pen
3. DVD-Class 5: Early Warning System

### **Homework:** Mental Signs/Self Talk Scenarios

Goal: Having participant become more aware of the negative self talk they engage in when an invitation is getting to them.

### **Strengths:**



### **TEACHING TIPS:**

1. We want to challenge the negative self talk because at the root is the victim thinking - which we want to eliminate. If a person continues to see him or herself as a victim they are able to justify their actions. We empathize with the true victims of this world who are powerless over what happens to them; however with angry people this is not the case.

Name \_\_\_\_\_

## OPTIONS TO ANGER

### EARLY WARNING SYSTEM

#### Self Talk

In the following scenarios, fill out the chart. Think of what *your very first thought(s)* would be and write them down. After finishing the questions go back and look for the answers that are negative and circle them.

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
Your boyfriend or girl friend criticizes you			

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
You've struggled in English and have worked really hard for an exam. You earn a C grade.			

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
Your parent tells you that you are lazy because you don't contribute much to the upkeep of the home.			

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
Your best friend does not return your telephone calls.			

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
Your friend calls after a few days to say he was gone to his grandmother's funeral.			



Invitation	Mental Signs/Self Talk	First Feeling	Behavior
<p>You have a first date with someone you really like, but you show up and the other person does not appear.</p>			

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
<p>When you get home, there is a voicemail from that person saying they couldn't make it because they were ill.</p>			

## Sample

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## EARLY WARNING SYSTEM

### Self Talk

In the following scenarios, fill out the chart. Think of what *your very first thought(s)* would be and write them down. After finishing the questions go back and look for the answers that are negative and circle them.

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
Your boyfriend or girl friend criticizes you	I hate this  She never appreciates me.  What does she know?	Attacked Belittled	Yelled at her  Accused her of being stupid

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
You've struggled in English and have worked really hard for an exam. You earn a C grade.	Why even try?  That teacher just doesn't care about the students  <b>Wow! That's great!!</b>  <b>I passed!</b>  <b>Far out!</b>	Depressed Dejected Hopeless Discouraged	Lash out at teacher  Give up  Quit  <b>Get excited</b>  <b>Study harder</b>  <b>Commit to school</b>

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
Your parent tells you that you are lazy because you don't contribute much to the upkeep of the home.	They just don't understand  I'm sick of this  They never pick on my brother  Why try?	Worthless  Hurt	Yell  Give up  Run away

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
Your best friend does not return your telephone calls.	The Jerk  Who cares?  He's toast	Confused  Rejected  Hurt	Sulk  Pout  Do nothing

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
Your friend calls after a few days to say he was gone to his grandmother's funeral.	I feel bad  He didn't avoid me  Sorry about GM	Happy  Relieved  Guilty	Get excited  Make plans

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
You have a first date with someone you really like, but you show up and the other person does not appear.	Ouch She's not worth it This always happens to me I'll get even	Used Hurt Shocked	Lash out at others Hide the fact by sulking

Invitation	Mental Signs/Self Talk	First Feeling	Behavior
When you get home, there is a voicemail from that person saying they couldn't make it because they were ill.	She likes me!! Let's try again	Hopeful	Giggly Silly Goofy

Name: \_\_\_\_\_

## Options to Anger

### ABC's of Anger

Instruction: Fill in the blanks with your best guess about the missing information.

1. A. Your girlfriend/boyfriend criticizes you.  
B. You think \_\_\_\_\_  
C. You feel good about what happened.
2. A. Your girlfriend/boyfriend criticizes you.  
B. You think \_\_\_\_\_  
C. You feel angry and tell him/her to shut up.
3. A. You work really hard for an exam and earn a C grade.  
B. You think \_\_\_\_\_  
C. You feel angry with the teacher and tell him/her that you hate him/her.
4. A. You work really hard for an exam and earn a C grade.  
B. You think \_\_\_\_\_  
C. You feel pleased with yourself and happy.
5. A. Your parent tells you that you are lazy because you don't contribute much to the upkeep of the home.  
B. You think he/she has a good point; you have not been doing much for a long time, and you don't want him/her to carry an unfair burden.  
C. You feel \_\_\_\_\_

6. A. Your parent tells you that you are lazy because you don't contribute much to the upkeep of the home.

B. You think he/she is unfair; you can recall times when you did things to help, as recently as three weeks ago.

C. You feel \_\_\_\_\_

7. A. You and your boyfriend/girlfriend have a fight.

B. You think \_\_\_\_\_

C. You feel angry and hit him/her the next time you meet.

8. A. You and your boyfriend/girlfriend have a fight.

B. You think he/she must have been in an awful mood.

C. You feel \_\_\_\_\_

9. A. Your best friend does not return your telephone calls.

B. You think \_\_\_\_\_

C. You feel angry and quit calling him/her.

10. A. Your best friend does not return your telephone calls.

B. You think \_\_\_\_\_

C. You feel okay and go about your day.

11. A. You have a first date with someone you really like, but you show up and the other person does not appear.

B. You think \_\_\_\_\_

C. You feel angry and used; you tell all of your friends what a jerk this person was.

12. A. You have a first date with someone you really like, but you show up and the other person does not appear.

B. You think that something you don't know about must be happening, and you wonder about the welfare of this other person.

C. You feel \_\_\_\_\_

13. A. A police officer stops his car, rolls down the window and asks you to answer a few questions for him.

B. You think \_\_\_\_\_

C. You get angry with the officer and yell at him to leave you alone.

14. A. A police officer stops his car, rolls down the window and asks you to answer a few questions for him.

B. You wonder about what the officer wants and whether there is anything wrong that you should know.

C. You feel \_\_\_\_\_

15. A. Your counselor at the Department of Youth Services accuses you of lying.

B. You think \_\_\_\_\_

C. You feel sad and apologize for some of the things you did in the past.

16. A. Your counselor at the Department of Youth Services accuses you of lying.

B. You think \_\_\_\_\_

C. You get angry, tell your counselor you hate him/her and demand a new counselor.

## *Sample:*

Name: \_\_\_\_\_

# Options To Anger

## ABC's of Anger

Instruction: Fill in the blanks with your best guess about the missing information.

1. A. Your girlfriend/boyfriend criticizes you.  
B. You think **that this is someone who cares enough about me to say something to me**  
C. You feel good about what happened.
2. A. Your girlfriend/boyfriend criticizes you.  
B. You think **Nobody talks to me that way. They will regret saying that to me.**  
C. You feel angry and tell him/her to shut up.
3. A. You work really hard for an exam and earn a C grade.  
B. You think **that teacher has it in for me and always has. What's the use?**  
C. You feel angry with the teacher and tell him/her that you hate him/her.
4. A. You work really hard for an exam and earn a C grade.  
B. You think **my hard work has finally paid off. Mom and Dad will be proud of me.**  
C. You feel pleased with yourself and happy.
5. A. Your parent tells you that you are lazy because you don't contribute much to the upkeep of the home.  
B. You think he/she has a good point; you have not been doing much for a long time, and you don't want him/her to carry an unfair burden.  
C. You feel **disappointed in yourself and commit to help out more.**



6. A. Your parent tells you that you are lazy because you don't contribute much to the upkeep of the home.
- B. You think he/she is unfair; you can recall times when you did things to help, as recently as three weeks ago.
- C. You feel **cheated, devalued, and disrespected.**
7. A. You and your boyfriend/girlfriend have a fight.
- B. You think **s/he can't talk to me that way. I'm not taking it any longer.**
- C. You feel angry and hit him/her the next time you meet.
8. A. You and your boyfriend/girlfriend have a fight.
- B. You think he/she must have been in an awful mood.
- C. You feel **confused and cautious.**
9. A. Your best friend does not return your telephone calls.
- B. You think **the heck with him if that is how he is going to do it.**
- C. You feel angry and quit calling him/her.
10. A. Your best friend does not return your telephone calls.
- B. You think **I don't care about him. Who needs him? He wasn't that good of a friend anyway.**
- C. You feel okay and go about your day.
11. A. You have a first date with someone you really like, but you show up and the other person does not appear.
- B. You think **that person is a stuck up snob. Who cares about her anyway?**
- C. You feel angry and used; you tell all of your friends what a jerk this person was.
12. A. You have a first date with someone you really like, but you show up and the other person does not appear.
- B. You think that something you don't know about must be happening, and you wonder about the welfare of this other person.
- C. You feel **concerned and worried**

13. A. A police officer stops his car, rolls down the window and asks you to answer a few questions for him.
- B. You think **Pig!!! Cops are always out to get me!! They are prejudiced idiots!**
- C. You get angry with the officer and yell at him to leave you alone.
14. A. A police officer stops his car, rolls down the window and asks you to answer a few questions for him.
- B. You wonder about what the officer wants and whether there is anything wrong that you should know.
- C. You feel **curious, worried and a bit scared.**
15. A. Your counselor at the Department of Youth Services accuses you of lying.
- B. You think **how did she find out so soon?**
- C. You feel sad and apologize for some of the things you did in the past.
16. A. Your counselor at the Department of Youth Services accuses you of lying.
- B. You think **she is always picking on me. She never believes me, she always listens to Mom.**
- C. You get angry, tell your counselor you hate him/her and demand a new counselor.

# DEVELOPING OPTIONS TO ANGER

## LESSON # 9

**Title:** The Awareness Cycle: Invitations through the Early Warning System

**Purpose:** Review Invitations through the Early Warning System by introducing the Awareness Cycle

**Explanation:** This lesson is designed as a review of Invitations through Early Warning System. This leads from the Automatic Anger Cycle to now having the Awareness Cycle. We are taking the lightning bolt out of the experience and slowing down the process so one can recognize when anger is coming. With this there is a shift in responsibility. If one can see anger coming then there are several things to do other than become angry. In introducing the Awareness Cycle our priorities are to have participants realize there are several choice points along the way to anger. By noticing invitations alone, the participant can begin to make different decisions. By building in the Early Warning System, they have given themselves an awareness of when an invitation is getting to them or when they are responding to the invitation.

With the Awareness Cycle in place, there is a shift in perspective, power and responsibility. We are no longer victims. We are now 100% responsible for our feelings and behaviors which means we have the power to do something about it.

**Definitions/Concepts to be introduced:** This lesson is a review therefore all definitions in the *Glossary* from all previous lessons may be involved particularly courage, invitations, early warning system, first feeling, physical signs, and mental signs/negative self talk.

***Awareness Cycle:*** Modified Automatic Cycle which has Invitations and the Early Warning System between Cruising Along and Anger.

### **Lesson Plan:**

1. Who has done something courageous?
2. Review Mental Signs/Negative Self Talk
3. Review Homework-ABC's of Anger
4. Ask for volunteers to draw the Automatic Anger Cycle and explain the parts. Fill in places participants do not seem to understand
5. Review definitions of invitations, physical signs, first feelings and mental signs/negative self-talk, asking for examples of each
6. Introduce the Awareness Cycle by having the class write in the new components on the cycle (See below)
7. Using a recent anger situation, have the class draw the Cycle on the board and put in the invitations, first feelings, physical signs and mental sign/negative self talk they noticed while hearing the scenario
8. DVD-Class 8: The Way. Refer to Activities

- 9. Awareness Cycle Homework, Risky Situations Homework
- 10. Strengths

**Lesson Description:** This Lesson is a review to increase and assess the comfort level of these skills. It also is an opportunity to solidify ones comfort with these skills.

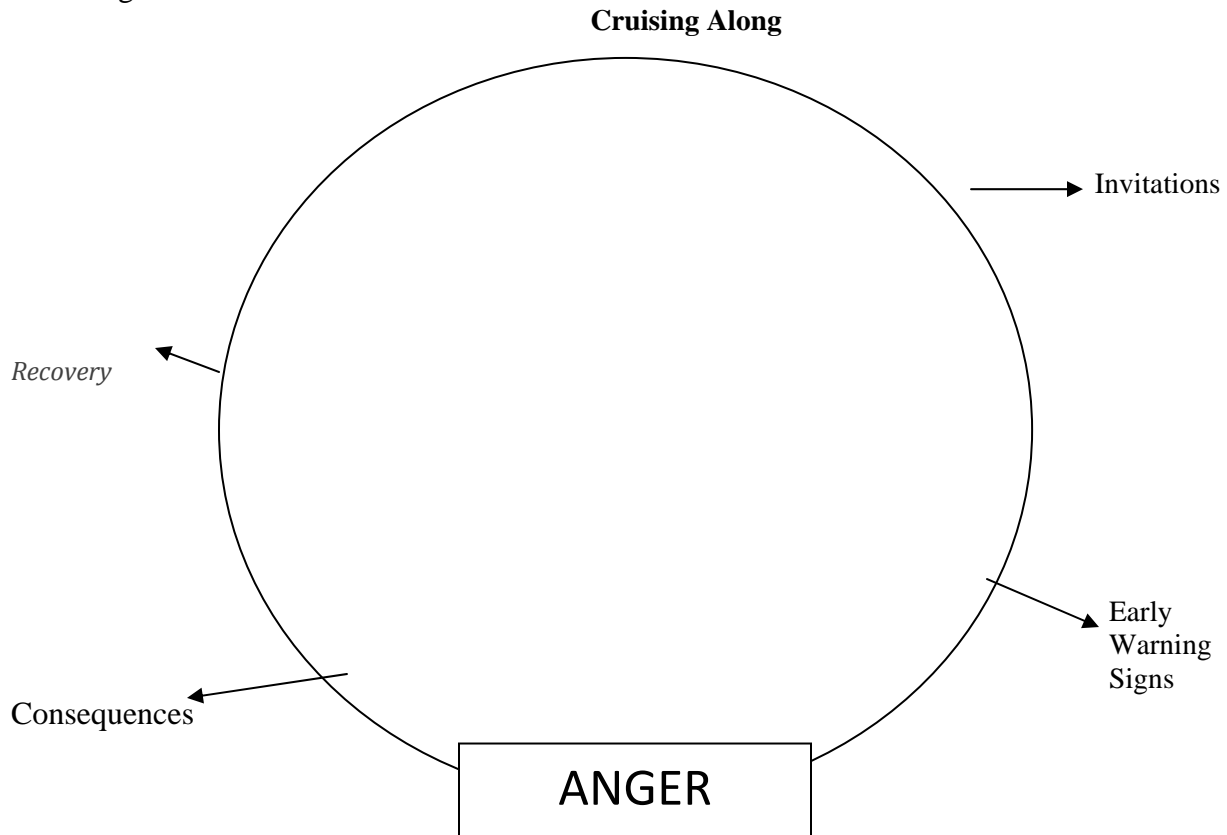
As always, start with something courageous. Rather than ask who has done something courageous, ask who has used skills outside of the classroom. It is time for participants to take this beyond group. That may take courage on their part but it is time.

Review the homework. This assignment should provide a variety of responses. It is a great time to point out how each response is their response and they don't need to be the same as someone else's. Neither is right or wrong. However, their response should not create a problem for anyone else on earth.

Have the class review the Automatic Anger Cycle by drawing a circle on the board and then having them fill in the blanks. Be sure to emphasize that it is the **Automatic Anger Cycle**. This is the cycle where they go straight from Cruising Along (also called Cruising Along) to Anger.

Have the class review definitions of what has been taught so far. Make it be as much of a class project as possible with the facilitator being just that, the facilitator. Have the class teach you.

Then draw a circle on the board and tell them to fill in the cycle with the components they have been taught in the last several lessons. It should look like this:



Finally, draw a circle on the board. Using a scenario (ask the class for a recent anger situation) have the class write in the invitations, first feelings, physical signs, and mental signs/negative self talk in the appropriate places as the participant tells his/her story.

DVD-Class 8: The Way. Please refer to Discussion Guide

Hand out the Awareness Cycle and Anger Risk Homework.

End with Strengths

**Recommended Materials:**

1. Grease board and pen
2. Homework
3. DVD-Class 8: The Way. Debrief using the discussion ideas below



**Class 8: The Way**

- **Anger cycle, invitations, early warning signs and “I” Statements**

This is good for review. **Stop** when they start talking about “I” Statements. Go back over Peter’s situation and ask for invitations both given and received. Push them to look deeper than the obvious i.e. father coming to pick up, voice tones, body language, person wearing a uniform to name a few. What physical sign does Peter mention? What do you suppose he felt physically before he clenched his fists? Why do we ask that? What physical signs did they notice in themselves as the story unfolded? What first feelings can they identify in that scenario beyond those mentioned in the scenario? What feelings might the rent a cop have had? What about the father? What was Peter’s mental signs/negative self talk?

**Homework:** Automatic Anger Cycle

Goal: Have the participant begin to identify where the newly learned components fall on the cycle.

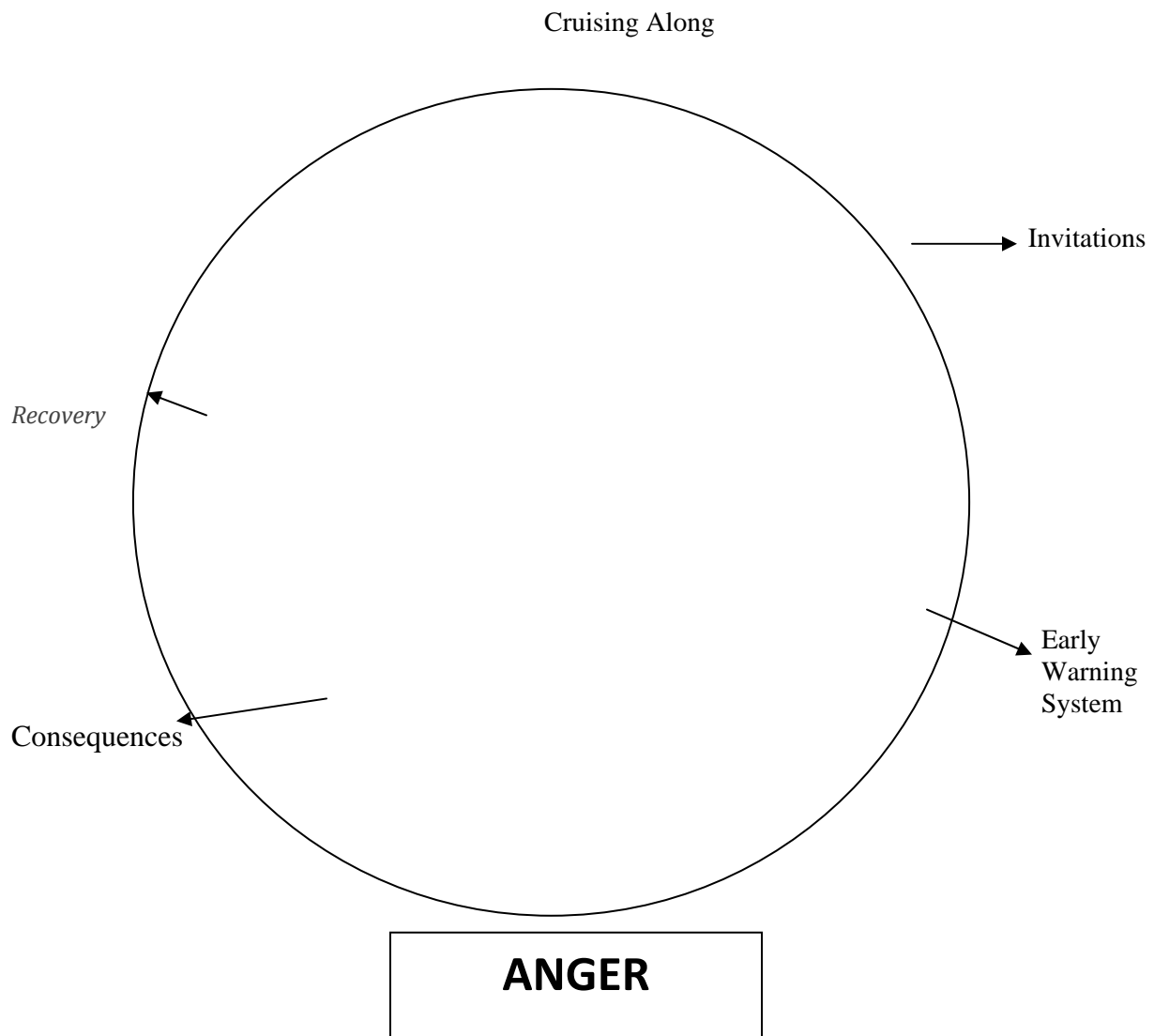
**Strengths:**

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### AWARENESS CYCLE

Using your scenario in the Automatic Anger Cycle, identify the invitations which you gave and got - as well as your early warning system



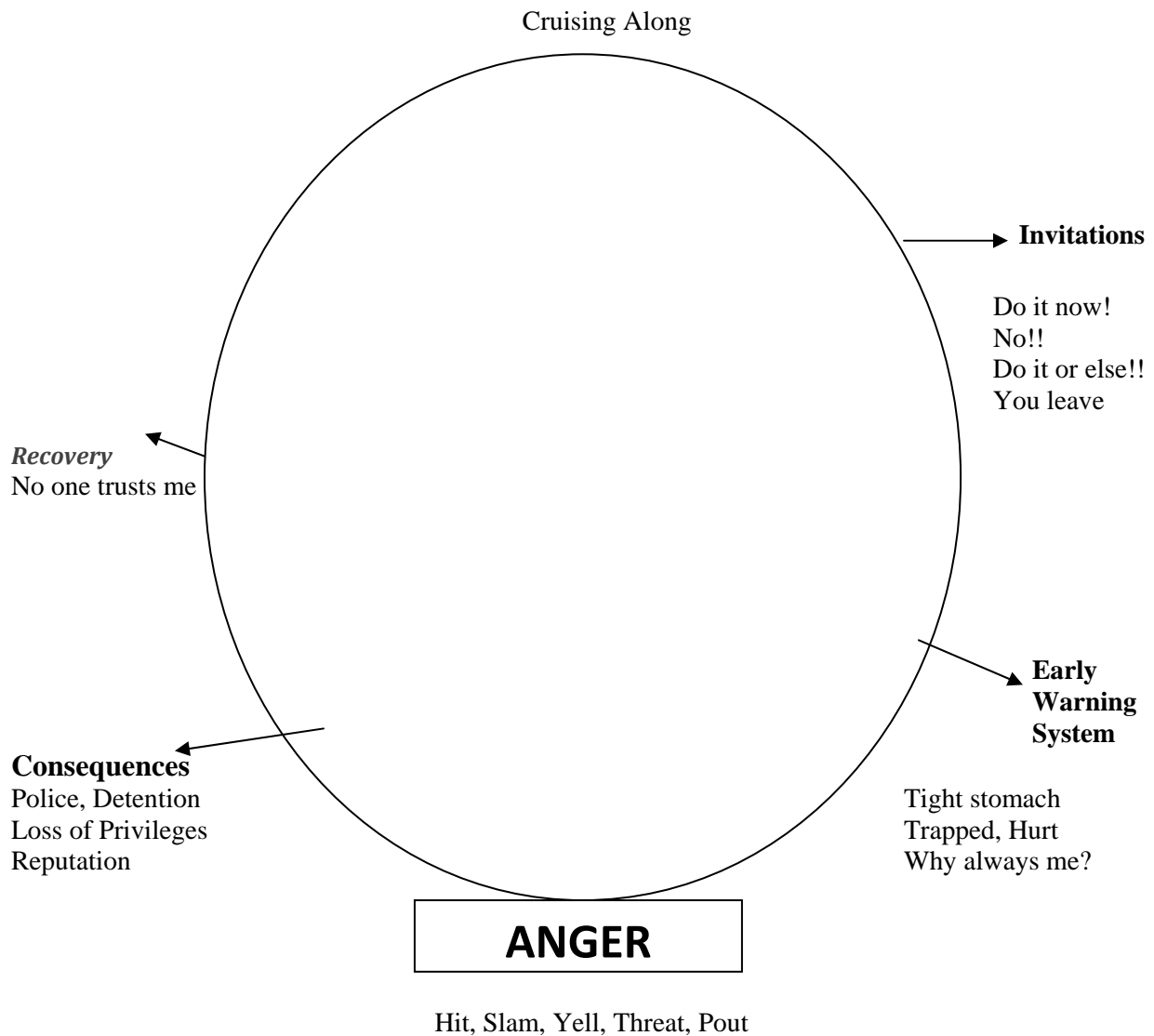
*Sample*

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## AWARENESS CYCLE

Using your scenario in the Automatic Anger Cycle, identify the invitations which you gave and got as well as your early warning system.



# DEVELOPING OPTIONS TO ANGER

## LESSON # 10

**Title:** Participant Assessment and Feedback Part I

**Purpose:** This Lesson is an opportunity to check in with participants in regards to their progress toward graduation. It is a process which includes self-evaluation as well as group and facilitator feedback. It is a chance for facilitators to provide feedback on how they believe the participant is doing. Conversely, it is an opportunity for participants to let facilitators know what competencies they have mastered.

**Explanation:** In one of our very early groups we had a participant who was shocked when, on the last day of group, we told him that he wasn't able to graduate because he had not participated enough. We realized we needed to develop a method to keep participants aware of their progress midway through the group rather than at the end.

Basically, this is a time to stop and see how people are doing in this group. It is an opportunity to discuss who is working and who isn't; who seems to be internalizing the concepts and who isn't; who is using the skills in their life and who isn't. It is an opportunity to provide feedback from facilitators to participant, participant to participant and participant(s) to facilitator(s).

It not only serves the purpose of letting the individual participant know how they are doing; it is also a time to solidify the group, raise the level of expectations, and increase intensity. It is also a time to expect the group to take over the leadership from the facilitator(s).

**Definitions/Concepts to be introduced:** There are no new definitions in this Lesson however look the Glossary for Invitations, Early Warning System, First Feeling, Physical Signs, and Mental Signs/Negative Self Talk.

**Lesson Plans:**

1. Who has done something courageous (who has used a skill)?
2. Review Homework-Awareness Cycle
3. Participant Evaluation
4. Strengths

**Lesson Description:** Start class with asking who has done something courageous. Be looking for skills people are using outside of class. If someone noticed an invitation and still got angry, that is still something to acknowledge and then work with it as a teaching tool.

Next review the homework. Be looking for invitations, first feelings, mental signs/negative self talk, and physical signs. If a participant has invitations but is unsure of the first feeling, mental signs/negative self talk, ask for group input.



Next, we want to engage in an assessment on how each participant is doing regarding progressing toward successful completion of the group by mastering the skills. As with Introductions we have questions written on the grease board that we ask participants to answer.

- If graduation were today would you or would you not graduate and why?
- What do you need to do to be successful in group?
- Where and how are you using the skills in the community?
- What can the group do to help you?
- What can you do to help the group?

After the participant has answered we ask the group for their evaluation of the participant. Finally - we give our input.

Finish the class with Strengths

**Activities:**

1. Go around the room and have each participant answer the above questions
2. It is recommended that facilitators answer the same questions

**Recommended Materials:** No materials need for this lesson

**Homework:**

**Strengths:**



**TEACHING TIPS:**

1. Our experience is that for the most part the participant is much more critical of their status than the group - let alone the facilitators. They are used to being failures and to criticism.
2. This gives us the unique opportunity of focusing on compliments. Remember we are one third of the way through, and they are still attending. That, in itself, needs to be recognized. It is really important to recognize any effort. We are looking for areas to build on - not to tear down.
3. We want to have participants leave with a feeling that they are getting something done and moving in the right direction.
4. On the other hand it offers an opportunity to be very direct with those who are not working in group and invite them to begin working from this very moment. We might give them the starting date of the next group as this sometimes proves to be motivating.

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### ANGER RISK SITUATIONS

1. Who are you likely to be with when you get angry?

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2. Where are you likely to be when you get angry?

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3. What are you likely to be doing when you get angry?

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4. List six physical signs that come before anger.

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5. List six feelings that come before anger.

---

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6. Give to examples of negative self talk.

---

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## *Sample*

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## ANGER RISK SITUATIONS

1. Who are you likely to be with when you get angry?

With my friends or my family

2. Where are you likely to be when you get angry?

At school or at home

3. What are you likely to be doing when you get angry?

Messing with my friends. Watching TV

4. List six physical signs that come before anger.

Tight jaw, tense shoulders, warm face

hot ears, sweaty palms butterflies in stomach

5. List six feelings that come before anger.

Hurt, sad, confused, disappointed embarrassed, belittled

6. Give two examples of negative self talk.

This always happens to me, they only care about themselves\_

# DEVELOPING OPTIONS TO ANGER

## LESSON #11

**Title:** Anchoring

**Purpose:** Teach methods for physical relaxation to address physical warning signs and practice using those skills.

**Explanation:** This lesson calls for participants to attend to areas of physical tension associated with physical warning signs. When someone is physically tense, there is a decrease in the ability to reason and think clearly. Physical tenseness restricts the flow of blood including to the brain. . This shut down of the thinking process increases the “fight or flight” mentality. By teaching relaxation techniques, participants will be able to be calm and maintain the ability to reason coherently. Recognize that it is more difficult to head toward anger when physically relaxed. These skills will assist in the maintenance of a state of physical relaxation, slowing the movement toward anger.

**Definitions/Concepts to be introduced:** Please refer to the Glossary for definitions of Invitations, First Feelings, Physical Signs, and Mental Signs/Negative Self Talk.

***Physically Relaxing:*** A variety of different methods to help with physically relaxing including deep breathing, muscle relaxing, and shaking out the tension to name a few

**Lesson Plan:**

1. Review the Awareness Cycle Homework
2. Review Anger Risk Situations
3. Introduce Physical Relaxation
4. DVD-Centering
5. Demonstrate and Practice, Practice, Practice
6. Hand out Homework-Relaxation Log
7. Strengths

**Lesson Description:**

Briefly review the Awareness Cycle to make sure everyone came up with one each of the Early Warning signs. Ask if there were any surprises.

You want to spend more time reviewing the Anger Risk Situations. For at least the first three questions, ask everyone in the group what their answers were. Look for common answers as well as different answers. Challenge folks to be looking for patterns in their lives. Ask questions:

What surprised you?

What did you learn about yourself?

Identify some behaviors and activities you might need to change.  
How would you go about making those changes?

The goal is for them to see what patterns there are in their life. The goal is to take the surprise out of anger as it often reoccurs in many of the same places, with the same situation, and with the same people.

Once the review is over, have all of the participants stand up with ample room between them and then teach them the basics of physically relaxing by walking them through it. Have them stand with feet shoulder width apart. Their hands need to be out of their pockets, hanging loosely at their side. Pick out one of the participants and lift their arm until it is parallel to the ground and then let go. If it stays parallel to the ground, they are not relaxed yet. If they are truly relaxed, that arm will flop down to their side. The legs should have some bend to them (locked joints decrease the flow of blood) and the hips should be loose. For upper body relaxation, have them roll the neck and shoulders until they are relaxed. Have them shake out their arms and wiggle their fingers. Finally, have them take two or three really deep breaths.

Have them sit down and ask them “where did you notice the tension before standing up?” How is it different after you went through this relaxation technique?

Go around the room and ask them what their physical signs are that they have noticed. Tell them to remember what those signs are.

DVD-Centering. Please refer to Discussion Guide in Activities

Homework-Relaxation Log

Strengths

Prior to ending class, have the group stand up. Have them physically relax but challenge them to pay particular attention to their specific physical signs which they brought up in the exercise prior to the DVD.

### **Activities:**

1. Have the group stand up, get a solid base with their feet about shoulder width apart. They need a little bend in the knees to keep the blood flowing. Have the group focus on the upper half of the body by shaking their arms, rolling their neck, and whatever else needs to be done to relieve the tension.
2. Finish up the exercise by having the participants take a few deep breaths - emphasizing a recognition of where in their body they notice the air flowing.
3. DVD-Centering. Debrief using the discussion ideas below



**Centering**

- **Relaxation exercises, steps to staying off the road to anger**

Takes you through the relaxation process.

**Recommended Materials:**

1. Flip Chart and Pen
2. Grease board and pen
3. DVD-Centering

**Homework:** Relaxation Log

Goal: Recognize when on the road to anger and when relaxation is needed and used.

**Affirmations:**



**TEACHING TIPS:**

1. Participants, particularly juveniles, often find this to be an awkward exercise and one they may not take seriously at first.
2. Be prepared to play through this resistance with a little humor. One way to do this is to overemphasize the exercise yourself. We find that if we can do it they can do it.
3. Participants with their hands jammed into their pockets are not relaxing.
4. Another test is to lift up their arm to see if it falls down. If it doesn't then they are definitely not relaxed.
5. Once this has been taught this is an exercise you can turn to whenever group seems to become unfocused and/or participants are not working hard.

Name \_\_\_\_\_

## OPTIONS TO ANGER

### RELAXATION LOG LIST SKILL AND SITUATION

1.

2.

3.

4.

5.

## *Sample*

Name \_\_\_\_\_

# OPTIONS TO ANGER

## **RELAXATION LOG** **LIST SKILL AND SITUATION**

1. Practiced deep breathing after noticing feeling disappointed
2. Noticed tension in arms and shoulders and shook them out when teacher singled me out in class
3. Practiced deep breathing before meeting with vice principal
4. Listened to a relaxation tape after argument with parents
5. Took a brisk walk after school and before homework



# DEVELOPING OPTIONS TO ANGER

## LESSON #12

**Title:** Anchoring-Part II

**Purpose:** Practice relaxation skills in role play situations.

**Explanation:** In the previous Lesson participants were asked to attend to areas of physical tension associated with physical warning signs. When someone is physically tense, there is a decrease in the ability to reason and think clearly. Physical tenseness restricts the flow of blood including to the brain. This shut down of the thinking process increases the “fight or flight” mentality. By teaching relaxation techniques, participants will be able to be calm and maintain the ability to reason coherently. It is more difficult to head toward anger when physically relaxed. These skills will assist in the maintenance of a state of physical relaxation, slowing the movement toward anger.

In this Lesson, participants will practice skills necessary to physically relax and practice techniques to increase effective breathing.

**Definitions/Concepts to be introduced:** refer to the Glossary for definitions of Invitations, First Feelings, Physical Signs, Negative Self Talk, and Physically Relaxing.

**Lesson Plan:**

1. Who has done something courageous?
2. Review Homework-Relaxation Log
3. Physically Relax
4. New Techniques
5. Practice with role plays
6. Strengths

**Lesson Description:** Start the class by asking who has done something courageous? By now, people should be noticing numerous examples of courage. Emphasize that it should be around anger issues. If there are no volunteers, then ask who has noticed a time where they could use a skill or who has used a skill.

Review homework paying special attention to whether or not they even tried to use this skill and how did it work for them. How did they use it and how often did they use it. Pay particular attention to where on the cycle did they use the skill.

Stand up and relax. Have all of the participants stand up with ample room between them and then teach them the basics of physically relaxing by walking them through it. Have them stand with feet shoulder width apart. Their hands need to be out of their pockets, hanging loosely at

their side. Pick out one of the participants and lift their arm until it is parallel to the ground and then let go. If it stays parallel to the ground, they are not relaxed yet. If they are truly relaxed, that arm will flop down to their side. The legs should have some bend to them (locked joints decrease the flow of blood) and the hips should be loose. For upper body relaxation, have them roll the neck and shoulders until they are relaxed. Have them shake out their arms and wiggle their fingers. Finally, have them take two or three really deep breaths and sit down.

Ask “last time you got angry, what were the physical signs?” Then have them stand up again and practice the physical relaxing of their particular physical signs. After a few minutes have them stop and give them some assignments. First, have them make two good quality, tense fists for five seconds and then relax it. Repeat the fists a second time. Then have them relax their fists and shake out their arms. What was the difference for them? What did the tense feel like and what did the relaxed feel like? Repeat that with the shoulders and toes, each time tensing and relaxing twice.

Have them practice physical relaxation with scenarios.

End the group with strengths.

### **Activities:**

1. Have the group stand up; get a solid base with their feet about shoulder width apart. They need a little bend in the knees to keep the blood flowing. Have the group focus on the upper half of the body by shaking their arms, rolling their neck, and whatever else needs to be done to relieve the tension.
2. To have them truly experience the difference have the participants make as tight a fist as they possibly can, hold it for a few seconds, and then relax it. It is a very experiential way to notice tension and then the feel the relaxation of those same muscles.
3. This can be repeated with different muscle groups throughout the body.
4. Finish up the exercise by having the participants take a few deep breaths - emphasizing a recognition of where in their body they notice the air flowing.

### **Recommended Materials:**

1. Grease Board and Pen
2. Flip Chart and Pen
3. Homework-Relaxation Worksheet #2

### **Homework:** Relaxation Worksheet #2

Goal: Help participants identify when relaxation techniques may be useful and which ones they use the most

### **Strengths:**



## **TEACHING TIPS:**

1. Participants, particularly juveniles, often find this to be an awkward exercise and one they may not take seriously at first.
2. Be prepared to play through this resistance with a little humor. One way to do this is to overemphasize the exercise yourself. We find that if we can do it they can do it.
3. Participants with their hands jammed into their pockets are not relaxing.
4. Another test is to lift up their arm to see if it falls down. If it doesn't then they are definitely not relaxed.
5. Once this has been taught this is an exercise you can turn to whenever group seems to become unfocused and/or participants are not working hard.

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### RELAXATION WORKSHEET #2

**Definition:** Relaxation is a process that reduces or eliminates the emotional and physical signs of tensions that are part of the early warning system. Relaxation is traditionally designed to address muscular tension first.

**Assignment:** What is your favorite relaxation technique of those taught to you in group? Explain, in detail, how this technique is used.

For the following three days, fill in the days below with information on the technique in practice. Why did you use the technique? What, if any difference, was there for you? How much time did you spend? Did anyone else notice a difference in you? How helpful was this practice for your anger issues?

Friday:

Saturday:

Sunday:

## *Sample*

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## RELAXATION WORKSHEET #2

**Definition:** Relaxation is a process that reduces or eliminates the emotional and physical signs of tensions that are part of the early warning system. Relaxation is traditionally designed to address muscular tension first.

**Assignment:** What is your favorite relaxation technique of those taught to you in group? Explain, in detail, how this technique is used.

My favorite is to roll my neck and shake out areas where I am physically tense in my body. Then I take two deep breaths.

For the following three days, fill in the days below with information on the technique in practice. Why did you use the technique? What, if any difference, was there for you? How much time did you spend? Did anyone else notice a difference in you? How helpful was this practice for your anger issues?

Friday: Every time I went to the rest room, physically relaxed by shaking out my arms after washing my hands. I also rolled my neck and took four deep breaths. No one notice but it helped me deal with invitations that came my way.

Saturday: I listened to a relaxation tape before responding to a text my girl friend sent me say she wasn't going to meet me.

Sunday: When I had trouble understanding my homework, I did some deep breathing and walked away for awhile. I then came back and was able to finish my assignment.

# DEVELOPING OPTIONS TO ANGER

## LESSON #13

**Title:** Attention Getters

**Purpose:** This Lesson is the first part of a three part series used to counteract the negative self talk which leads to making ourselves angry. The purpose of an attention getter is to interrupt the negative self talk and get the focus back on you in order to take care of yourself. The goal is to shift thinking away from the invitation, and the inviter, back to ourselves so we can regain focus and stability. This is done with a word or short phrase *that you say to yourself*.

**Explanation:** When we are responding to invitations, our attention becomes focused on the source of the invitations. The purpose of this skill is to interrupt the negative self talk in order to get our focus back on ourselves and allow us the opportunity to prepare to use other skills. Sometimes the negative self talk is like a runaway train and we need a skill that is short, quick and strong enough to interrupt that thinking process. **It is essential to emphasize that this is *self talk*. No one hears it but the individual.**

**Definitions/Concepts to be introduced:** Courage, Invitations, Mental Signs/Negative Self Talk, can be found in the Glossary.

***Attention Getter:*** A method used to get the individual's focus, or attention, back on themselves. When invitations are flying, there is a tendency to turn ones' focus on the person giving the invitations and not taking care of themselves. They are giving their power away.

**Lesson Plan:**

1. Who has done something courageous?
2. Review Homework-Relaxation Worksheet #2
3. Review Relaxation Techniques
4. Introduce Attention Getters and get lists
5. Homework Assignment-Attention Getters
6. Strengths

**Lesson Description:** As in all lessons, spend the first part of class with engaging the group to work. Start off with asking who has done something courageous. If no one volunteers, you may want to call on someone. If someone does volunteer, you may want to acknowledge their courage for speaking up.

Review of homework always is a reminder of lessons learned and, possibly, a bridge to lessons yet to be learned. In this situation, start with standing up and doing the relaxation exercise. Ask the group if anyone has found new ways to physically relax.

We have introduced the Awareness Cycle which includes Invitations and the Early Warning System. We have introduced the first skill one might use as they sense the invitation is getting to them, relaxation.

When the invitations start flying, the individual's attention usually is directed at the source of the invitation. Sometimes, in responding to the jerk giving the invitation, they focus in on that jerk and begin giving invitations back. Now we have two jerks.

The first skill we teach is a skill used to get the focus back on the recipient of the invitation and away from the jerk. We talked earlier about negative self talk. This also is self talk used by the individual but used to counter the negative self talk and begin to take care of themselves. This skill is called **Attention Getters**. It is a short, crisp comment that the individual makes *to themselves* in order to get their focus back on them. Once they have their own attention, they can use other skills to take care of themselves. We want people to understand that the only person they really have control over is themselves. Remember, this is a short comment, not a long discourse.

Emphasize that this is self talk and, if it is awkward, they are right on track. Recognize their courage in trying new things. Make a list of their examples and post in where all can see it.

Hand out the Attention Getter homework.

End with asking for a strength each participant brings to group.

### **Activities:**

1. Give examples which you have used yourself and that you have heard other participants use in other groups (refer to Teaching Tips for ideas)
2. Brainstorm ideas and develop lists from the group
3. Develop scenarios and have the group shout out attention getters that might be used with the scenario
4. Go around the room and ask members to individually come up with an attention getter that is personalized. Encourage more than one example.
5. Role play scenarios using the self talk out loud
6. Another role play using different scenarios. After the role play, ask the participant what skills, including self talk, were they using. An adaptation to that is to have them say the skills out loud but have some type of code

### **Recommended Materials:**

1. Flip chart and paper
2. Pens
3. Tape (put all lists on the walls when completed).
4. Initially the presenter may want their own list - or a "cheat sheet" of attention getter examples
5. Homework-Attention Getters

**Homework:** Attention Getters

Goal: Begin to give the individual several different ideas to use to get the focus back on themselves.

**Strengths:**



**TEACHING TIPS:**

1. We are going into new territory with this new skill. It will often feel awkward and unnatural to participants. It is easier to continue with the negative self talk than to interrupt it. We have heard reports that 80% of self talk is negative. Plan on it being difficult. Expect participants to dance around this, to get skittish and to be resistive. This is where you fall back on **COURAGE** both for yourself and the group.
2. Remember, Attention Getters need to be short and to the point.
3. Examples of Attention getters are:
  - Wait
  - Stop
  - John David
  - Hold it
  - Chill
  - What's the feeling
4. When you get stuck ask participants what strategies they are already using as they are on the road to anger. Look for any worth building on, ie, "I think of probation officer" and redirect those that are leading toward negative thinking.



Name: \_\_\_\_\_

## OPTIONS TO ANGER

### ATTENTION GETTERS

**DEFINITION:** Pick two or three words or images, other than those above, which you can use to get your attention once you realize that you are on the road to anger.

**Hold it**  
**Stop**  
**Wait a minute**

**Judge**  
**Police lights**  
**Family**

**ASSIGNMENT:** Now give five examples, other than those above, of phrases you can use to get your attention.

*Sample*

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### ATTENTION GETTERS

**DEFINITION:** Pick two or three words or images, other than those above, which you can use to get your attention once you realize that you are on the road to anger.

**Hold it**  
**Stop**  
**Wait a minute**

**Judge**  
**Police lights**  
**Family**

**ASSIGNMENT:** Now give five examples, other than those above, of phrases you can use to get your attention.

Whoa!!  
Stop and Think  
Chill Out  
Is it worth it?  
Freedom

John Aarons  
Daughter  
Jail

# DEVELOPING OPTIONS TO ANGER

## LESSON #14

**Title:** Affirmations

**Purpose:** This is the second part of a three part series to counteract or interrupt negative self talk that often leads to anger. The first one dealt with getting the focus back on ourselves. The purpose of affirmations is a statement the individual says **to themselves** that is always positive and always true *that they live*.

**Explanation:** As we are on the road to anger the negative self talk builds. People think of every failure they had and often pile it on. We believe it is essential to build in a component allowing the individuals to remind themselves of their successes, things they do well, people they value and care about, and things they believe in. Many of the affirmations remind young people they are able to accomplish goals, work hard, and capable of promoting self efficacy.

The group requires that the affirmations are always true, always positive, and *something you live*. No compromises. **Courage** is very necessary here as this is very difficult for participants. We had one young lady who was going through the group a second time. As her turn in group got closer she got up, walked out of the room, and we never saw her in group again. *Saying just one positive thing about herself was too difficult.*

One young man in group said that affirmations were “hokey” and fake. When that happens we always ask how many of them can say five negative things about themselves and everyone will raise their hand. When we ask for ten most of them still have their hands up. What is it about our culture that it is so comfortable for one to have so many negative beliefs about themselves yet so few, if any, have positive/affirming beliefs? Remember, we are not talking about bragging or conceit - we are talking about our self worth. These are not gifts that one is born with. These are developed strengths and qualities one has worked hard to obtain and have total control over.

It is our responsibility to guide the participants and to teach them that they do have value and self worth. Even the most violent gang banger is a loyal friend. You start with little morsels and then continue to build on those morsels until we build a mountain of affirmations that can be called upon when the invitations begin flying. In the beginning, when affirmations are difficult to think of, we accept and celebrate statements like “I am capable of .....,” I am able to.....”. As the group progresses we hear the self efficacy building. It may go from “I am capable of.....” to “I am.....”. You hear the certainty growing in their voice and the confidence increasing in their posture.

Note: Do not allow for the word try. We believe it allows for failure.

**Definitions/Concepts to be introduced:** Courage, Invitations, Early Warning System, Attention Getters can be found in the Glossary.

***Affirmations:*** A statement the individual makes *to themselves* to affirm their self worth. It is something that is always positive, always true *that they live*.

**Lesson Plan:**

1. Anchoring-Relaxation Techniques
2. Who has done something courageous?
3. Review Attention Getters. Make sure participants understand definition and concept. Ask for two from each participant
4. Review Homework-Attention Getters. See if there are more to add to list started in the last Lesson. In reviewing homework, stress that this needs to be short, not a lengthy, saying
5. Introduce Affirmations
6. Assign Homework-Affirmations
7. Close with two affirmations

**Lesson Description:** Begin the class by anchoring. Have the youth stand up to work on these relaxation techniques.

Have them sit down and ask if anyone has done something courageous. By now, be looking for skills they have from class. Hopefully, someone will have noticed an invitation or a part of their Early Warning System. Ask for two from each participant.

Then review attention getters. See if they can't add to the list that was begun in the previous lesson. They may need to be reminded that this is something that needs to be short and snappy with no negative in it.

Affirmations is the second part of the self talk to counteract the negative self talk. We actually have been building up to it by asking participants what is a strength they bring to group. This also, historically, has been difficult for participants so they should be recognized for their courage when they participate. You may need to discuss that this is not about bragging or being conceited. It is about recognizing one's self worth. As mentioned earlier, this initially is often very difficult for participants so, when seeking input from them, be prepared for quiet moments. They will need some help. If participants know each other, ask for group input. If you know something about them, you can help. You can ask questions i.e. are you a loyal friend, do you help out at home, do you care about your future? Also, point out the strengths they have been saying at the end of all previous Lessons. Have them reword the strength so it becomes an Affirmation.

Being handsome or smart are not affirmations. That is something they were born with. However, if they say "I care about my appearance" or "I work hard in school" that is an affirmation. If a D student is working as hard as they can in school, that is an affirmation. We had one participant, an adult facilitator, use "I have cute feet". That was acceptable when affirmations are first introduced but we expect more later on.

Do not allow for the term “try”. When they say that, you might counter by saying you tried to pole vault 40 feet (the world record is 20). It needs to be more sincere.

This, initially, is very difficult, as mentioned. Be prepared to work hard. Be prepared for participants to be awkward with this. It gets easier as they become used to it and review in forthcoming lessons. Honor their courage.

Hand out Affirmations homework assignment.

End with two Affirmations. Call attention to the fact that strengths have become Affirmations.

**Activities:**

1. Review anchoring by standing up, stretching, and work on breathing.
2. Have each group member give two attention getters. Listen for new ones.
3. After teaching Affirmations, brainstorm a list of *short* statements that remind participants of what they believe in, care about, value and have either accomplished or are capable of accomplishing. The key is to be short. When invitations are flying and the Early Warning System is kicking in, it is not the time to go on a long discourse. Short, positive, and true.
4. As always, post the list where it can be referred to on an ongoing basis.
5. When the participants get stuck, draw upon previously used scenarios and class anecdotes to remind them of other affirmations they have seen. If you do not have the list of strengths from the first group already on the wall - bring that out and put it up.
6. After you have created the concept of affirmations go around the room asking the participants to give two examples of affirmations *that pertain to them*. The affirmation will always begin with an “I” and must be positive and true about them. These must be short and to the point.
7. Go back around the group and do two attention getters and two affirmations.
8. From this point on always start and end group with at least two of each.

**Recommended Materials:**

1. Marking Pens
2. Paper Charts
3. Tape
4. Homework-Affirmations

**Homework:** Affirmations

Goal: Participants begin recognizing their self worth.

**Affirmations:** Ask for at least two



## **TEACHING TIPS:**

1. Be prepared right up front to deal with the issue of courage. It might be a good idea to start class with “who has done something courageous?” and recognize how much work people have already done during the time they have been in group. Then restate the definition of courage.
2. The facilitator needs to have a mental list of affirmations, both general and personal, when group begins.
3. Allow for the BS Buzzer when a participant recognizes an untrue affirmation.
4. Ask how they are living that affirmation.
5. In the beginning allow for non threatening affirmation (“I have cute feet”) but be more challenging each time around. We want an affirmation very close to the heart that will work under very difficult situations. We are not talking about natural gifts; we want qualities developed from within.
6. Be prepared for participants to get stuck. This is not always easy. There are several strategies to utilize when this happens:
  - a) allow for silence
  - b) have some affirmations in your mind for each participant
  - c) encourage the participant to ask others for help
  - d) ask how courageous they are being
  - e) have them list a strength they brought to group

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### AFFIRMATIONS

**DEFINITION:**      **Something about yourself that is always positive and always true.**

I care about myself and others

I am a hard worker

I am going to make good things happen

I learn from my mistakes

**ASSIGNMENT:**      **List five phrases, other than those above, which you can use to recognize your self-worth.**

## *Sample*

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## AFFIRMATIONS

**DEFINITION:**      **Something about yourself that is always positive and always true.**

I care about myself and others

I am a hard worker

I am going to make good things happen

I learn from my mistakes

**ASSIGNMENT:**      **List five phrases, other than those above, which you can use to recognize your self-worth.**

I am a hard worker

I give of myself

I care about my community

I am committed to my family

I volunteer to help



# DEVELOPING OPTIONS TO ANGER

## LESSON #15

**Title:** Unhooks

**Purpose:** This is the third of a three part series used to counteract or interrupt the negative self-talk one uses as they navigate the road to anger. Part I is attention getters. Part II is affirmations. Part III is unhooks. Unhooks are a tool used to put things in to perspective and get off the road to anger.

**Explanation:** We have compared invitations to fishing. A person will keep throwing out invitations until they “hook” someone. When someone is angry, the tiniest of issues can be the most compelling thing in the world. The idea of unhooks is to let go of the issue by putting it into perspective. It is an opportunity to get off the “road to anger” and put issues into perspective so that participants will be better prepared to process the feelings that led them to anger.

Unhooks are the third part of the triumvirate of positive self talk. As the invitations start having an effect on us we tend to focus in on that invitation and responding to it becomes the very most important thing in the world. We allow ourselves to be emotionally hijacked which takes us far away from what we were doing in the first place. Take, for instance, the daughter’s towel on the bathroom floor. Most times we might say to ourselves “she’s done it again”. Imagine the time when the whole family plans on going to the movie and then to the Dairy Queen. However, you see that towel on the floor again and get so angry that by the time you are finished dealing with it, no one in your family wants to be anywhere near you, let alone go out in public with you. The skill of using an unhook is to remind us of the perspective. After all, it is just a towel.

**Definitions/Concepts to be introduced:** Please refer to Courage, Invitations, Early Warning System, Attention Getters, and Affirmations in Glossary.

***Unhooks***-the third part of a three part series to counter negative self talk which leads to anger. It is a work or short phrase which one uses to put the issue into perspective. How really important is it? Is the issue worth damaging relationships or losing something you care about?

**Lesson Plan:**

1. Who has used skills learned in class? If no one answers that, how courageous are people being?
2. Ask the class what is the purpose of an Attention Getter. What is the purpose of an Affirmation?

3. Have everyone anchor with Relaxation Technique, sit and then give two each of Attention Getters and Affirmations. They are welcome to look at their homework sheet for help.
4. Introduce Unhooks to the class. Remember, it is a skill used to let go of the invitation and put the issue into perspective.
5. DVD-Class 12: Self Talk
6. Homework-Unhooks
7. End class with each participant giving two Attention Getters, two Affirmations, and two Unhooks.

**Lesson Description:** As most lessons, start with asking about who has done something courageous. We are far enough along in the program now that we are looking for youth to start bringing up skills that they are using in the community. If they used a skill and it didn't work to their satisfaction, they should be lauded for the courage they used in trying something new. Then take that situation and role play it with them practicing their skills. If they can't do it, ask another participant to jump in. It is also a good time to point out that the skills are not meant so they can get their way, skills are to be used to keep them off the road to anger because, oftentimes, when they get angry they not only don't get their way but they lose more through consequences resulting in their behavior while they were angry. These skills are to be used to take care of themselves and no one else.

It is important for the review of previous lessons to find out if they know the material. More importantly, the continued repetition can't help but increase the likelihood that they will retain the information. From now on, it is always good to start group with the Relaxation Technique, Attention Getters, Affirmations, and, after this Lesson, Unhooks. Go around the room and ask every participant for two Attention Getters and two Affirmations. Every once in awhile, ask a participant to give two more Affirmations. We want them to have more, many more, than just the two that they start out with.

Introduce Unhooks. Mention the previous referrals to Invitations being like fishing. People throw out invitations until they can get someone to bite. Once "hooked" it is hard to let go until much later, if at all. By then the damage is done. We, therefore, want to build in a technique to get rid of the hook and off the road to anger. It is a skill to let the invitation go and not buy into it. It is a matter of putting it into perspective.

When the participants get stuck draw upon previously used scenarios and class anecdotes to remind participants of unhooks used by previous participants. One of our favorites was when Jose came up with the unhook of "China". When asked about it he said that there were at least a billion people in China who knew nothing of the disagreement between he and his girl friend. If a billion people didn't care, he surmised, then the issue couldn't be that important, at least not important enough to risk his relationship with his girl friend.

Watch the DVD-Self Talk all of the way through. It puts it all together.

Hand out Unhooks homework assignment.

End with two each of Attention Getters, Affirmations, and Unhooks.

**Activities:**

1. Challenge participants to think of a time in the past when they felt angry. Ask if it still looked the same a day or two later. Often the experience looks different after some time has passed; that is perspective. Facilitators may need to use their own examples to get conversation started.
2. Supply examples facilitators have used or heard. Possible examples: tomorrow is another day; don't sweat the small stuff; let it go; long walk-short peer; not worth my time; I am better than that; ten years from now.
3. Brainstorm a list of short statements that participants can use to realize how the invitation they receive match up to the overall big picture.
4. Generate the list that can be posted on the wall.
5. After you have created the concept of unhooks in general go around the room asking the participants to give two examples of unhooks *that pertain to them*.
6. Go back around the group and do two attention getters, two affirmations, and two unhooks.
7. From this point on always start and end group with at least two of each.
8. DVD-Class 12: Self Talk. Debrief using the discussion ideas below



**Class12: Self Talk**

- **Self Talk, affirmations, Attention Getters, Unhooks, Taking Space, Relaxation Techniques**

This is a good chapter to just watch all of the way through. It puts the Attention Getters, Affirmations, and Unhooks into a package.

**Recommended Materials:**

1. Marking Pens
2. Paper Charts
3. Tape
4. Homework-Unhooks

**Homework:** Unhook Worksheet, Attention Getters, Affirmations, and Unhook Worksheet

Goal: Generate a base of Unhooks to use. Put it all together

**Attention Getters, Affirmations, and Unhooks:** Two of each.



**TEACHING TIPS:**

1. The key to Unhooks is to put the issue into perspective if not behind us altogether. Counting to ten often leads to having more ammunition to use when you get back together.

2. Challenge participants to be sincere. Just saying a phrase does not make it work.
3. As with the other skills it is important for the facilitator to have some examples in mind before group starts.

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### UNHOOKS

DEFINITION:

**A way to put everything back into perspective and prepare yourself to deal with the first feeling - if not resolution.**

2110

Let it go

This too shall pass

Speck on a speck

**ASSIGNMENT:**

**List five phrases, other than those above, which you can use to recognize your self-worth.**

## *Sample*

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## UNHOOKS

### DEFINITION:

**A way to put everything back into perspective and prepare yourself to deal with the first feeling - if not resolution.**

2107

Let it go

This too shall pass

Speck on a speck

### ASSIGNMENT:

**List five phrases, other than those above, which you can use to recognize your self-worth.**

China

It just doesn't matter

Tomorrow, Tomorrow

Don't sweat the petty stuff and don't pet the sweaty stuff

Seven years

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### ATTENTION GETTERS, AFFIRMATIONS, & UNHOOKS

1. What are (at least) two things you can say *to yourself* to regain your focus in order to keep from joining the jerk (s).
2. Name at least two things about yourself that are always positive and always true *that you live*. Hint: think of your strengths.
3. What are some things you can say, once again to yourself, that will put things in perspective and allow you to move to resolution?
4. What are two methods you can use to physically relax?

## *Sample*

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## ATTENTION GETTERS, AFFIRMATIONS & UNHOOKS

1. What are (at least) two things you can say *to yourself* to regain your focus in order to keep from joining the jerk (s).

What's the feeling?  
Whoa!!!!

2. Name at least two things about yourself that are always positive and always true *that you live*. Hint: think of your strengths.

I'm a hard worker  
I care about my family

3. What are some things you can say, once again to yourself, that will put things in perspective and allow you to move to resolution?

Let this one go  
Speck on a Speck

4. What are two methods you can use to physically relax?

Take a deep breath  
Shake the hips



# DEVELOPING OPTIONS TO ANGER

## LESSON #16

**Title:** Decision Making: Costs and Benefits

**Purpose:** Improve decision making by building in another skill designed at slowing down the process which leads toward anger.

**Explanation:** The Cost Benefit Analysis is a tool designed to structure decision making. It does so by examining the short term and long term costs and benefits of virtually any decision. Many people who are easily angered had very little modeling in how to make appropriate, pro-social decisions. Once on the road to anger, one's ability to think is drastically reduced. This structured tool is another way to slow down while on the road to anger. By using this tool, the individual will increase thinking versus reacting.

In most instances, people are more focused on short term gains and not able to look at the long range picture, often leading to decisions that are greatly regretted later on. On more than one occasion, we have worked with a youth in a locked facility who wonders what they were thinking when their anger led to delinquent behavior.

This lesson introduces a specific, structured tool that the individual can, and should, be used to weigh out a decision.

**Definitions/Concepts to be introduced:** Refer to **Glossary** for previously introduced definitions which will be referred to in this lesson. These include Courage, Invitations, One U Gave/One U Got, and First Feeling, Physical Signs, Attention getters, Affirmations, Unhooks. Introduced today will be:

***Cost Benefit Analysis:*** A structured tool designed to sort out consequences and benefits of a behavior both short and long term.

**Lesson Plan:**

1. Start with physically relaxing, 2 attention getters, 2 affirmations, and 2 unhooks
2. Who has used a skill outside of class (if not ask who has done something courageous)?
3. Review homework-Unhooks, Attention Getter, Affirmations, Unhook questions
4. DVD-Class 13: Hard Work
5. Introduce Cost Benefit Analysis Model
6. Efficacy DVD lesson on Costs and Benefits
7. Do a Cost and Benefit Analysis example with the group
8. Assign Homework-Cost/Benefit Analysis
9. Close with Affirmations, Attention Getters, Unhooks

**Lesson Description:** Begin group by having the whole group stand up, get some distance between each participant, feet about shoulder width apart, bend the knees a little, rotate the hips. This gives the lower body a good solid base while allowing the blood to flow throughout the body. For the upper body, make sure the hands are out of the pockets and then gently shake the hands and arms. Have them rotate their neck. This exercise is used to have participants physically relax prior to starting group. As the energy flows out, have them pay particular attention to their breathing by taking a few slow, deep breaths.

Once people are relaxed, have them sit down. Then go around the group with each member giving two Attention Getters, two Affirmations, and two Unhooks.

Ask the group to take a minute and think of what skills they have used. Allow for silence. If no one volunteers, there are two options. If you are comfortable and familiar with the group, you might turn up the heat a little bit and then ask if anyone has noticed any early warning signs. If you are not comfortable with that, change the question to ask who has done something courageous.

Ask if there are any questions regarding the homework particularly asking “what is the purpose for Unhooks?” Even though the group did two already, ask if there are some on the homework assignment that haven’t been mentioned. Get them on the list.

Optional at this point is to show DVD-Class 13: Hard Work. It is a good review of the Attention Getters, Affirmations, and Unhooks and how they all fit. If group seems fairly competent, this can be skipped.

Introduce the new skill by explaining that it is designed to give them another strategy in making decisions. Ask the group “how do people make decisions?” Write down their responses in one corner of the grease board. After making the list, inform them that you are going to show them one called the Cost/Benefit Analysis. This model will help weigh the costs and benefits of making a decision both in the short term and the long term. Then the facilitator will draw up a grid of the Cost/Benefit Analysis Model (see homework) in the middle of the board. Have the group define cost and benefit. For the purpose of this class, the cost would be similar to a consequence and a benefit would be a reward. Then talk a little about short term which is the here and now and the long term. Hopefully, there will be a realization that what may be a short term benefit may end up being a long term cost.

Show the DVD. If you can fast forward, go to about a minute and 50 seconds as the beginning is review of something this group hasn’t had. This chapter will give them an opportunity to see it in action.

Following the DVD, have the group do an Analysis with either a scenario you have come up with or this following example:

**Scenario:** You have heard a rumor that your girl friend and best friend are “fooling around”. Latter in the day you see them in the hallway and they are leaning into each other and talking. Discuss different actions one might take and ask where those actions would fall in the grid.

Assign the Cost-Benefit Analysis Homework.

End the session with two Affirmations

**Activities:**

1. Anchoring-have participants stand up, shake it out and take a deep breath
2. Go around the room and have participants give two Attention Getters, two Affirmations, and two Unhooks
3. DVD-Class 13: Hard Work. Debrief using the discussion ideas below



4. **Class 13: Hard Work**  
**Positive self-talk, attention getters, affirmations, unhooks, anchoring, courage**
5. Introduce and do a Cost/Benefit Analysis
6. DVD-Efficacy
7. Homework-Cost Benefit Analysis

**Recommended Materials:**

1. Grease Board/Dry Erase Pens
2. Flip Chart and Pen
3. DVD-Class 13: Hard Work
4. DVD-Efficacy
5. Homework-Cost Benefit Analysis

**Homework:** Cost Benefit Analysis

Goal: Demonstrate the understanding of using the Model by using a recent anger situation.

**Affirmations:**

Name \_\_\_\_\_

## COST-BENEFIT ANALYSIS

Behavior: \_\_\_\_\_

	Benefits	Costs
Short-Term		
Long-Term		

## Sample

Name: \_\_\_\_\_

### COST-BENEFIT ANALYSIS

**Behavior:** Punched your best friend because you heard he was asking your girl friend out

	<b>Benefits</b>	<b>Costs</b>
Short-Term	I kick his butt and feel powerful	In trouble at school In trouble with girl friend Assault charges
Long-Term	Don't have to buy flowers for girl friend anymore  Don't have to buy dance tickets	Loss of Freedom Loss of Friends Suspended from school 5:00 Curfew Can't use family car

# DEVELOPING OPTIONS TO ANGER

## LESSON # 17

**Title:** Participant Assessment and Feedback Part II

**Purpose:** This Lesson is an opportunity to check in with participants in regards to their progress toward graduation. It is a process which includes self-evaluation as well as group and facilitator feedback. It is a chance for facilitators to provide feedback on how they believe the participant is doing. Conversely, it is an opportunity for participants to let facilitators know what competencies they have mastered.

**Explanation:** In one of our very early groups we had a participant who was shocked when, on the last day of group, we told him that he wasn't able to graduate because he had not participated enough. We realized we needed to develop a method to keep participants aware of their progress midway through the group rather than at the end.

Basically, this is a time to stop and see how people are doing in this group. It is an opportunity to discuss who is working and who isn't; who seems to be internalizing the concepts and who isn't; who is using the skills in their life and who isn't. It is an opportunity to provide feedback from facilitators to participant, participant to participant and participant(s) to facilitator(s).

It not only serves the purpose of letting the individual participant know how they are doing; it is also a time to solidify the group, raise the level of expectations, and increase intensity.

It is also a time to expect the group to take over the leadership from the facilitator(s). This is the second such "review" and it is time to turn up the intensity by increasing the difficulty of the role play situations and practice scenarios. Expect youth to not only use these skills in group but expect, no demand, that they use them in the community as well.

**Definitions/Concepts to be introduced:** There are no new definitions in this Lesson however look the Glossary for Invitations, Early Warning System, First Feeling, Physical Signs, and Mental Signs/Negative Self Talk.

**Lesson Plans:**

1. Physically Relax, Attention Getters, Affirmations, Unhooks
2. Where are you using the skills?
3. Review Homework-Cost Benefit Analysis
4. Participant Evaluation
5. Homework-Anger Risk Situations
6. Strengths

**Lesson Description:** Start class with asking who has done something courageous. Be looking for skills people are using outside of class. If someone noticed an invitation and still got angry, that is still something to acknowledge and then work with it as a teaching tool.

Next review the homework. Be looking for invitations, first feelings, mental signs/negative self talk, and physical signs. If a participant has invitations but is unsure of the first feeling, mental signs/negative self talk, ask for group input.

Next, we want to engage in an assessment on how each participant is doing regarding progressing toward successful completion of the group by mastering the skills. As with Introductions we have questions written on the grease board that we ask participants to answer.

- If graduation were today would you or would you not graduate and why?
- What do you need to do to be successful in group?
- Where and how are you using the skills in the community?
- What can the group do to help you?
- What can you do to help the group?

After the participant has answered we ask the group for their evaluation of the participant. Finally - we give our input.

Hand out the Anger Risk homework.

Finish the class with Affirmations

### **Activities:**

1. Go around the room and have each participant answer the above questions
2. It is recommended that facilitators answer the same questions

### **Recommended Materials:**

1. No materials need for this lesson

### **Homework:** Anger Risk Situation

Goal: Have the participant begin to identify where the newly learned components fall on the cycle. The second assignment identifies where, when and with whom are participants likely to become angry. Being aware of that will allow them to begin to develop strategies to not become angry when in those situations.

### **Strengths:**



### **TEACHING TIPS:**

1. Our experience is that for the most part the participant is much more critical of their status than the group - let alone the facilitators. They are used to being failures and to criticism.
2. This gives us the unique opportunity of focusing on compliments. Remember we are two thirds through, and they are still attending. That, in itself, needs to be recognized. It is really important to recognize any effort. We are looking for areas to build on - not to tear down.
3. We want to have participants leave with a feeling that they are getting something

done and moving in the right direction. On the other hand it offers an opportunity to be very direct with those who are not working in group and invite them to begin working from this very moment. We might give them the starting date of the next group as this sometimes proves to be motivating.



Name: \_\_\_\_\_

## OPTIONS TO ANGER

### ANGER RISK SITUATIONS

1. Who are you likely to be with when you get angry?

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2. Where are you likely to be when you get angry?

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3. What are you likely to be doing when you get angry?

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4. List six physical signs that come before anger.

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5. List six feelings that come before anger.

---

---

6. Give two examples of negative self talk.

---

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**Sample:**

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### ANGER RISK SITUATIONS

1. Who are you likely to be with when you get angry?

With my friends or my family

2. Where are you likely to be when you get angry?

At school or at home

3. What are you likely to be doing when you get angry?

Messing with my friends. Watching TV

4. List six physical signs that come before anger.

Tight jaw, tense shoulders, warm face

hot ears, sweaty palms butterflies in stomach

5. List six feelings that come before anger.

Hurt, sad, confused, disappointed embarrassed, belittled

6. Give two examples of negative self talk.

This always happens to me, they only care about themselves\_

# DEVELOPING OPTIONS TO ANGER

## LESSON # 18

**Title:** Expression-“I” Statements

**Purpose:** Expression is actually a set of skills designed to assist in processing and, sometimes, sharing thoughts and feelings previously concealed by anger. Perhaps the most often used and most well known type of expression is an “I” Statement. “I” Statements, while a form of expression, are such an important skill that we view it as an essential element in processing the first feeling. This is a skill which is necessary for good communication. This is a skill designed to express and take responsibility for ones’ feelings rather than blaming others

We challenge people to be courageous as they find appropriate ways to express feelings. The technique of identification of feelings is important, but the skill we are trying to develop lies in using courage to express the right feelings to the right person under the right circumstances at the right time. Very few people learn all about expression the first time it is attempted as a technique, but over time the technique can become a skill.

**Explanation:** The ability to identify, process, and express feelings that precede anger is essential; it is a precursor to letting go of anger before moving on to productive thinking and behavior. “I” Statements help the individual identify, process, and communicate what their first feeling is. If identifying the first feeling is difficult - using it in an “I” Statement can be terrifying. That is why courage is so essential to have in place. We are asking participants to do something that they are not used to doing, and that is difficult. Because it is so hard we actually dropped this from the program at one point. When we took this skill out we found participants were not connecting with the first feeling, reported not feeling heard, and were stuck on anger. By having to express, if only to themselves, the first feeling in an “I” Statement, they are compelled to come up with the first feeling.

In addition to identifying the first feeling “I” Statements shift from blaming others to taking ownership of feelings. The communication goes from “You made me” (therefore I am not responsible) to “I Feel” which is about taking ownership and responsibility. This can be very empowering.

It is a tool to help the individual express their values and what they want out of the situation. It is a step toward resolution. Maybe not a resolution they would prefer but a resolution. They may often find that it is a resolution they could not have imagined prior to this.

Emphasize that people will challenge the feeling by saying something like “you shouldn’t be feeling \_\_\_\_\_”. If that is truly what the individual feels, then it is the right feeling and they don’t need to defend it or debate it. It is what *they* feel.

We initially present a very structured formula.

“I Feel EMOTION  
**Clearly state the first feeling**

When \_\_\_\_\_  
**State the circumstance around which the feeling is generated**

Because \_\_\_\_\_  
**Speaks of what you value**

And I Wish \_\_\_\_\_“  
**What you would like to see happen**

Originally the formula was “I Feel” without the emotion added. Our experience was that participants would say “I feel that you” or “I feel like” which would lead to blaming the other person. Not only was this a refusal to take responsibility but an invitation in return. This is about the **first feeling** *and taking responsibility*.

A participant once stated that he didn’t want to do it in that order. His way of doing it was:

When \_\_\_\_\_  
I Feel \_\_\_\_\_  
Because \_\_\_\_\_

We learned from the participant that the order is not important. The importance is in identifying the first feeling, taking ownership of that feeling, and in expressing that feeling.

For some of us the word feel is a four letter word starting with F. Some people will modify the formula to state:

I am (confused) \_\_\_\_\_  
When \_\_\_\_\_

People can personalize the statement any way that works for them. The important part is identifying the feeling, taking personal responsibility for that feeling, and expressing that feeling.

Many times when we train, we learn from the people we are training. As a result we began using the “and I wish”. It is a good tool for putting everything in perspective.

Examples of “I Statements”:

“I feel hurt and embarrassed when people make fun of the way I dress because it is the only outfit I have. I wish I had more clothes”.

**True story from a young man who pulled a gun on the school bus because classmates were repeatedly teasing him about his clothes.**

“I feel jealous when you spend time with other friends because I am left out and not included. I wish we could spend more time together.”

Sometimes saying an “I” Statement out loud is not always the wise and prudent course of action. Just saying it to yourself is owning it and taking responsibility for your feeling. Once you identify the first feeling, whether out loud or to yourself, you can then process that feeling. We might not recommend the young man try an “I” Statement with those harassing him on the bus. Once he identifies *to himself* that he is hurt and embarrassed, he can strategize ways to ask for help instead of getting angry and blaming others. Sometimes just owning the feeling is enough.

**Definitions/Concepts to be introduced:** Please refer to the Glossary for Courage, First Feeling, and Invitation, Attention Getters, Affirmations, Unhooks.

**“I” Statements:** A tool to help the individual identify and express the first feeling. It is a way to let others know how we feel without blame. An “I” Statement is designed to express and take responsibility for feelings.

**Lesson Plan:**

1. Two each of Attention Getters, Affirmations, Unhooks
2. Who has done something courageous and used a new skill?
3. Review Homework-Cost/Benefit Analysis
4. DVD-Class 7: “I” Statements
5. Introduce “I” Statements
6. Have students give “I” Statements to various scenarios
7. Assign Homework-“I” Statements
8. Three Affirmations

**Lesson Description:** Start the class off with the basic three categories of self talk. Ask them to explain the purpose of each category and give two *that they use themselves*.

Spend a little time on courage. Ask who is using the skills outside of class and how is it working? How hard is it? Be sure to recognize their courage in trying new skills.

Review the homework. Focus in on both similarities and differences in their answers. Remind them that there is no such thing as a wrong emotion, unless it is one of the anger words. The emotion is theirs and no one can take it away from them. They have previously had this homework assignment. Ask what has changed since the last time they did this assignment. What skills do they now have that they didn’t have previously?

Show the DVD-Class 7: “I” Statements. It gives a good introduction to “I” Statements

Follow up the DVD by putting the formula on either the board or on the flip chart. It is very, very important that an emotion follow “I feel”. If we just go “I feel” they will often follow with “like”, “that” or “you”, all of which are about blaming the other person and not taking personal responsibility.

Have several scenarios in your mind to throw at them and do so quickly. Use the ones from the homework assignment, use ones from the DVD, use ones participants have brought up in class. The old standby of getting a lower grade than you expected is a good one. How do you discuss this with the teacher? Or see the attached scenarios at the end of the curriculum. This is not an exercise where the group should languish. Each and every time a participant works on an “I” Statement, be sure to recognize their courage.

One thing you might want to discuss is that, even if you don’t feel safe in giving an “I” Statement to someone, you can say it *to yourself*. It can be used as a tool to help the individual identify that first feeling. Once identified, then one can begin to process it. If they do say it out loud, they do not have to defend their feeling or debate its appropriateness. That leads to invitations and negative self talk. “I care enough about this relationship to let you know how I was feeling” and move on.

Assign the “I” Statements homework.

End with three affirmations

### **Activities:**

1. Introduce by showing the DVD-“I” Statements. Debrief using the discussion ideas below



#### **Class 7: “I” Statements**

- **Anger cycle, review previous lessons**
- **Story of Jasmine needing to study. John makes an example of Ramone**

Starts with a review of the Awareness Cycle then switches to introducing skills once a person recognizes their Early Warning System.

The four parts of the cycle are introduced and explained

Then Jasmine talks about a problem with her mother

**Pause** when John asks for the first feeling. Ask the group what feelings they would have had if they were in the same situation as Jasmine.

**Hit Play** to see what feelings were on the DVD

**Pause** when Jasmine is about to give an “I” Statement

Later in class **Hit Play** and listen to Jasmine’s “I” Statement. **Pause** and ask the class how she did.

Later, when Jasmine says her mother wouldn’t like it, **Pause**. Explain to the group that the purpose of the “I” Statement is not necessarily to have the other person see it your way. The purpose is for the individual to express their feeling. If the other person doesn’t agree with it or like it, “I cared enough about you to let you know.” One doesn’t need to defend their feeling.

2. After teaching the formula, bring up a scenario and have each participant practice making sure they put in their emotion.
3. Stress that different people are going to have different emotions.
4. The "Because" part should lead to some good teaching moments.
5. Scenarios, Scenarios, Scenarios

### **Recommended Materials:**

1. Grease Board and Pen
2. Flip Chart and Pen
3. Homework Assignments-"I" Statements
4. DVD-Class7: "I" Statements

### **Homework: "I" Statements"**

Goal: Have participants become more comfortable with doing "I" Statements. Both assignments put emphasis on identifying the first feeling.

### **Affirmations:**



### **TEACHING TIPS:**

1. Remember to have scenarios available. Start very general and move to personal.
2. As with any new skill it will feel awkward at first. If this is the case then the group is right on track. Never forget to remind them that this takes *courage*.
3. Acknowledge any genuine attempt to use this skill.
4. Ask observers what participants did well. Avoid critical feedback.
5. This skill is asking people to take responsibility for *their* feelings through I Statements. It is very dangerous and quite an invitation to tell someone how they should feel.
6. Allow for the power of silence. Participants will often struggle with the first feeling and the verbalization of that feeling.
7. If they are struggling ask them what their feeling is *at that moment* and to put that feeling in an "I" Statement.
8. Steer clear of using the word "you" anywhere most notably in the "When" and "Because" section. Have them substitute someone or people. This is not about blaming. It is about taking power over their emotions.
9. This is not a tool so they can get their way. It is a tool they can use to (a) keep from getting into further trouble because they are getting angry and (b) giving them power by being able to identify and express their first feeling. The other person may tell them they shouldn't feel that way and the response always should be "just wanted to let you know". This is not something they need to defend or debate. It is *their* feeling.
10. Expect some resistance. Just keep with the formula.

NAME \_\_\_\_\_

## OPTIONS TO ANGER

### “I” STATEMENTS

**ASSIGNMENT:** Create some “I” statements for these practice situations.

1. You really value your tools and someone leaves them lying all over the driveway.

**“I feel** \_\_\_\_\_ **when** \_\_\_\_\_  
\_\_\_\_\_ **because** \_\_\_\_\_  
\_\_\_\_\_ **and I wish** \_\_\_\_\_  
\_\_\_\_\_

2. You hear a rumor that your girlfriend/boyfriend is dating someone else.

**“I feel** \_\_\_\_\_ **when** \_\_\_\_\_  
\_\_\_\_\_ **because** \_\_\_\_\_  
\_\_\_\_\_ **and I wish** \_\_\_\_\_  
\_\_\_\_\_

3. You make a terrible mistake and your parents/friends stand by you and support you.

**“I feel** \_\_\_\_\_ **when** \_\_\_\_\_  
\_\_\_\_\_ **because** \_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_ **and I wish** \_\_\_\_\_  
\_\_\_\_\_

4. You fall asleep at your desk in school and are awakened by the teacher slapping the desk.

**“I feel** \_\_\_\_\_ **when** \_\_\_\_\_  
\_\_\_\_\_ **because** \_\_\_\_\_  
\_\_\_\_\_ **and I wish** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. You are five minutes late coming home. You are very seldom late but your parents ground you for the weekend anyway.

**“I feel** \_\_\_\_\_ **when** \_\_\_\_\_  
\_\_\_\_\_ **because** \_\_\_\_\_  
\_\_\_\_\_ **and I wish** \_\_\_\_\_  
\_\_\_\_\_

## *Sample*

Name \_\_\_\_\_

# OPTIONS TO ANGER

## “I” STATEMENTS

**ASSIGNMENT:** Create some “I” statements for these practice situations.

1. You really value your tools and someone leaves them lying all over the driveway.

**“I feel** \_\_\_\_\_ **betrayed** \_\_\_\_\_ **when** \_\_\_\_\_ I find my tools in the driveway  
**because** \_\_\_\_\_ they were a gift from my father before he died, and I really  
value them **and I wish** my property would be respected.

2. You hear a rumor that your girlfriend/boyfriend is dating someone else.

**“I feel** \_\_\_\_\_ **confused** \_\_\_\_\_ **when** \_\_\_\_\_ I hear you are dating someone  
else **because** \_\_\_\_\_ I thought we were only seeing each other **and I wish** we  
could talk about this openly and honestly.

3. You make a terrible mistake and your parents/friends stand by you and support you.

**“I feel** \_\_\_\_\_ **honored** \_\_\_\_\_ **when** \_\_\_\_\_ my family stands by me  
**because** \_\_\_\_\_ they haven’t always done that in the past **and I wish** I could tell  
them how much I appreciate that.

4. You fall asleep at your desk in school and are awakened by the teacher slapping the desk.

**“I feel** embarrassed **when** I fall asleep in class

**because** I really care about school **and I wish** I hadn’t fallen asleep.

5. You are five minutes late coming home. You are very seldom late but your parents ground you for the weekend anyway.

**“I feel** discouraged **when** I get grounded for

being late **because** I’ve worked hard to honor my curfew, and this

is the first time I’ve been late **and I wish** people would at least recognize

that I have been doing better.

# DEVELOPING OPTIONS TO ANGER

## LESSON #19

**Title:** Expression-“I” Statement Part II, Hard Expression, Soft Expression, Indirect Expression

**Purpose:** To review “I” Statements and to discuss the use of Hard, Soft, and Indirect Expression

**Explanation:** The group was introduced to “I” Statements in the previous Lesson. Key issues taught were that this is an opportunity to identify process and, sometimes, share the first feeling rather than get angry. It follows a definitive formula which enables the individual to state their first feeling.

This lesson also introduces other methods of expression and individual may choose to use to take care of themselves.

**Hard Expression** is a way of using physical exertion to work out the first feeling. This can be a very powerful form of expression as it allows large muscle exercise. **However**, this is the form of Expression that has been the most misused and often leads to or intensifies already existing anger. For years people have advocated hitting a punching bag when angry – to the point of imagining the person’s face. How many times have we said it is better to hit a mattress than to hit someone? Another purpose is to allow people to “vent”. The problem with this thinking is that it encourages people to practice violent behavior when they are either on the road or are already angry. Thinking and practicing it is a very risky behavior. Studies have shown that “venting” does not occur. It actually may increase negative feelings and behavior. We are not mechanical beings. Venting or blowing off steam does not occur.

The key to Hard Expression is to use it for a purpose - whether to identify or help express the feeling. Weightlifting is a wonderful example of hard expression. Those who have worked in corrections can categorically state that weightlifting alone does not make for gentler more serene clients. If that were the case, everyone coming out of any penal institution would be mellow and free of anger. We have seen some outstanding weightlifting programs, but they have a focus and a purpose - none of which is expressing anger.

If you bicycle - take sad out for a ride. If you chop wood - chop discouraged. Use that form of expression to help process that first feeling. There have been times when you will not know what the feeling is - let alone how to process it (confused?). Sometimes hard expression can help identify what the first feeling is. If you are not sure how you feel and you regularly exercise take your confusion out for a run.

**Soft Expression** is a quieter, more thoughtful way of working out the first feeling. This is not one that is likely to lead you back to anger unless you are expressing only the anger. As always, the task is to be working on the first feeling.

This list continues to grow as we meet people and share this material with them. We find that many people are already using soft expression. Building on the practice of expressing the first feeling while journaling, knitting, writing poetry, or drawing is a natural progression to developing this skill.

**Indirect Expression**, like hard expression, can be misused and is risky. Used correctly it can be useful. The idea of indirect expression is to utilize a resource i.e. friend, counselor, co-worker, or teacher to identify and process the first feeling. This is not gossip. It is a healthy way of getting ideas from others. An example would be if you were having a problem with your mother you might consult a friend on how you might work things out. You are asking your friend to be a resource to help you solve the problem - not solve it for you.

**Definitions/Concepts to be introduced:** Please refer to the Glossary for Courage, First Feeling, and Invitation, Attention Getters, Affirmations, Unhooks, and “I” Statements.

***Hard Expression:*** A form of physical exertion where the individual is able to process the first feeling and prepare to move on. It is not about getting even or escalating anger.

***Soft Expression:*** A behavior on a less physical nature where one is able to work through that first feeling.

***Indirect Expression:*** Going to another source to seek counsel on working through the first feeling.

**Lesson Plan:**

1. Three Attention Getters, Affirmations, and Unhooks
2. Who has tried and “I” Statement? If no one, then ask who has done something courageous?
3. Review Homework-“I” Statements
4. Review “I” Statements. Have students define and give examples
5. Throw out scenarios and turn up the heat. Make it be more directed to their real issues
6. Introduce Hard, Soft, and Indirect Expression
7. Assign Homework-: “I” Statements: Part II, Scenarios
8. Four Affirmations

**Lesson Description:** Start the class with everyone standing up and physically relaxing. While standing have them give two each of the grounding process.

Have them sit down. Ask if anyone has tried an “I” Statement either out loud to someone or, at least, in their own mind. If someone volunteers, celebrate their courage for trying something new. If there are no volunteers, ask who has done something courageous.

Review homework. Remind class that there is no such thing as the right first feeling, if it works for them, then that is the correct first feeling. At the same time, challenge the use of the same feeling over and over. Frustrating is one often used in class even when talking about the death of a loved one or a girl friend breaking up with them. Notice the different feelings for each

scenario as well as the responses. Be sure to keep the “you” word out of the formula. Celebrate the courage of doing that homework.

Ask for a definition and purpose of “I” Statements. Allow for some silence. Let them work. Ask for examples. If possible, relate to anger stories heard previously in class and then ask how they would use an “I” Statement in that situation. You can also use the many stories from the DVD as well as the attached scenario page. Move it around the group. Do not struggle with one individual although you might ask them what their first feeling is when they are struggling and how might they put that into an “I” Statement.

Introduce, briefly, Hard, Soft, and Indirect Expression. Hard Expression is some type of physical exertion which helps to process the *first feeling*, not anger. There are hundreds of people in the state prison who lift weights and come out angrier than ever. Hard Expression can be running, lifting, power walking, biking, whatever.

Soft Expression would be art, journaling, quilting, gardening, poetry, etc. It is a quieter, calmer way of processing the first feeling.

Finally, there is Indirect Expression which is basically going to another source to seek advice on how you can process that feeling and continue on.

Assign the Homework, “I” Statements with the “And I wish” component

Finish with Affirmations

**Activities:**

1. Go around the room for the initial relaxation techniques and two each of Attention Getters, Affirmations and Unhooks
2. Check in to see who is using skills outside of class and how is that going.
3. Use attached scenarios to elicit “I” Statements
4. Use the group to brainstorm ideas for Hard, Soft, and Indirect Expression
5. Hand out Homework: : “I” Statements: Part II, Scenarios
6. Close with three affirmations

**Recommended Materials:**

1. Grease board and Pen
2. Flip chart and Pen
3. Homework-”I” Statements with “and I wish” component

**Homework:** “I” Statements: Part II, Scenarios

Goal: Learning to identify and process the first feeling.

**Affirmations:**

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### ROLE PLAY SCENARIOS

Use an “I” Statement to address the following scenarios:

1. Someone you are expecting does not show up on visiting day.
2. Someone calls you a derogatory name as you enter the classroom.
3. A counselor accuses you of doing something you did not do.
4. You overhear a person you don't get along with very well mention your name in a conversation with their friends. You believe they are bad-mouthing you.
5. A peer claims to be better than you at ping pong and says the only reason you won was because you were cheating.
6. Someone you really don't like tells you that your friend is talking behind your back.

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### ROLE PLAY SCENARIOS

Use an “I” Statement to address the following scenarios:

1. Someone you are expecting does not show up on visiting day.

I felt disappointed when I don't have a visit because I really miss people and I wish you can make it next time.

2. Someone calls you a derogatory name as you enter the classroom.

I feel confused when I am called a name because I don't know why it happened and I wish I could understand.

3. A counselor accuses you of doing something you did not do.

I feel attacked when I am accused of something that I did not do because I didn't get a chance to tell my side and I wish you would believe in me.

4. You overhear a person you don't get along with very well mention your name in a conversation with their friends. You believe they are bad-mouthing you.

I feel threatened when my name is mentioned in a conversation because I don't think it is being done positively and I wish you would deal directly with me.

5. A peer claims to be better than you at ping pong and says the only reason you won was because you were cheating.

I feel challenged when I'm accused of cheating because I follow the rules and I wish you would be willing to accept what happened.

6. Someone you really don't like tells you that your friend is talking behind your back.

I feel confused why you are even talking to me because we don't like each other and I wish you left my friend out of it.



# DEVELOPING OPTIONS TO ANGER

## LESSON # 20

**Title:** Taking Space Part I

**Purpose:** The goal of **Taking Space** is to remove yourself, either mentally or physically, to *take care of yourself* so that you can resolve the problem while maintaining respect for yourself and other people. Using this skill allows a person to be at their best while exploring options other than anger. While the ideal is to return to resolve the problem that may not always be appropriate or necessary.

**Explanation:** Historically, this has a negative connotation as people have waited until they are angry and leave in order to avoid the problem. Even worse than avoiding the problem, it has also proven to be a time to go and reload.

This has proven to be a difficult concept for many people to accept. Counting to ten was the first version of taking space many of us ever learned; or being sent to our rooms by our parents. In either case, that occurred after one was already angry or very close to it. Being told what to do in those situations is an invitation, and more often than not led to escalation of the matter. By the time they count to ten they can think of ten other things they are angry about.

The time honored tradition of taking space means to physically leave the area. This is tricky because the youth we have worked with are infamous for stomping out and not dealing with an issue.

We want participants to think differently about the skill of taking space. We want people to recognize the road to anger early on. We want people to be aware, alert, and sensitive to the very first invitations and the feelings and physical signs that follow. Once that is recognized the idea of taking space is to be able to slow down or stop the process. This allows one to regroup, think things through, and develop a strategy to resolve the situation with respect for all parties.

The ideal time to take space is to do so *before* one is angry. The earlier you see you are on the road to anger and the earlier you take space to take care of yourself, the more likely you are to be successful. It is not such a great idea to get as close to anger as possible

While there are several different ways of Taking Space, today's Lesson will focus on just one, literally taking space by leaving the area. Like "I" Statements, we encourage a specific formula.

The basic steps for physically taking space, which we refer to as "**I**" **Statements and Leave**, are:

- "I" Statement
- Indicate that you will be gone
- State your position

State a definite time you will return  
Promise to work out the matter when you return  
Return and resolve

**“I” Statement**-Since it is early on you might say “I’m beginning to feel”. The rest of the “I” Statement is not necessary. It may just be the identification of the feeling (other than anger)  
*“I’m feeling really overwhelmed right now...”*

**Indicate you will be gone**-Do not ask!! It is a great invitation and allows the other person to say no. Then what do you do? Be assertive.  
*“...and I’m going to take time to process...”*

**State your position**-State your concerns about the problem and your commitment to working out the situation. If it is a relationship you value - make that clear.  
*“I need to think of a new way to make my point...”*

**State a return time**-The key commitment in taking space is the commitment to return and work out the situation. Give a specific time that you will return. It may be five minutes, it may be five days, but the commitment to resolve is there.  
*“I’ll return in 10 minutes so that we can continue this discussion...”*

**Promise to work out the matter when you return**-Commit to resolution. Too many times in the past if someone sets a time to return and does so it is with the hope that everyone has forgotten and moved on. It is important to commit to seeking resolution - not just hoping the problem has gone away.  
*“... I promise I’ll return because it’s important to me that we work this out.”*

**Return and resolve**-You need to follow through with the commitment. When stuck on this one, refer to courage. Most of those we work with do not return to work problems out. This will be new, different, and difficult. They have a reputation to overcome.  
*“I have had a chance to think of some options and I’ now able to work this out with you”*

**Definitions/Concepts to be introduced:** Please refer to Glossary for Invitations, First Feelings, Physical Signs, Physically Relaxing, Attention Getters, Affirmations, Unhooks, and “I” Statements.

***Taking Space:*** A technique one can use, as they begin to notice invitations are getting to them, to separate themselves from the invitations and take care of themselves. It is not a skill learned to avoid the problem. It is a skill used to allow the individual to take care of themselves and not escalate a situation. The goal always is to work toward resolution in the matter.

***“I” Statement and Leave:*** A manner, with a specific formula, in which one, being alert to the fact that invitations are getting to them, can remove themselves from the situation in order to take care of themselves.

“I” Statement  
Indicate that you will be gone  
State your position

State a definite time you will return  
Promise to work out the matter when you return  
Return and resolve

**Lesson Plan:**

1. Stand and Physically Relax. Then give three each of Attention Getters, Affirmations, and Unhooks
2. Who has done something courageous?
3. Review “I” Statements, Role Play Scenarios
4. Introduce Taking Space
5. DVD-Class 10: Gaining Power
6. Practice
7. Assign Homework
8. Four Affirmations

**Lesson Description:** Begin the class with having everyone stand up and Physically Relax with a couple of really good, deep breaths. Then ask for three each of Attentiongetters, Affirmations, and Unhooks. It is important that the facilitator do the exercise as well.

Ask who has done something courageous. If someone has not volunteered in several groups, you might specifically ask that person. The fact that their coming to group and doing their homework may be courageous for them and they haven’t recognized it.

Review the “I” Statement homework paying special attention to the “and I wish” section. Remember they do not have to have the same emotion. As a matter of fact, hope they don’t all have the same one.

In introducing Taking Space, we want people to realize the importance of noticing *very early on* when invitations are getting to them. Some people even get to the point of using this skill by just noticing Invitations and realizing that they should not be there.

To further complicate the matter, many people in their lives will not allow them to Take Space as too many times in the past they have left and never dealt with the issues. If they say that people in their lives, particularly authority figures, won’t let them leave, that will be dealt with in the next lesson.

They may want to tell people close to them that they are working on a new way of behaving and ask for their understanding while they work on it.

Introduce the six components and explain them carefully. It is recommended that you write them on the board. After teaching the concepts, it is time to practice them. It is a slow process and it takes patience. This is new for them and there will be some discomfort. In spite of that, expect them to work on it. Throw out a simple scenario and have them practice. Throw out a different scenario and have them practice. Only by repetition will they become comfortable.

Once again, the six components are:

“I” Statement

Indicate that you will be gone

State your position

State a definite time you will return

Promise to work out the matter when you return

Return and resolve

Show the DVD-Class 10: Gaining Power using Discussion Guide

Assign the homework.

End up with four affirmations.

**Activities:**

1. Place on the board the six basic steps of Taking Space and Leaving
  - a. “I” Statement (I’m *beginning* to feel)
  - b. Indicate that you are leaving
  - c. State your position
  - d. State a definite time you will return
  - e. Promise to work out the matter when you return
  - f. Return and resolve
2. Give the group three scenarios that elicit a feeling. Have each person in the group practice taking space.
3. Give the opportunity for feedback-group first, then from facilitators
4. **SOME THINGS YOU SHOULD BEING DOING WHEN TAKING SPACE**
  - a. Use coping skills
    - “I” statements
    - Unhooks
    - Attention getters
    - Affirmations
  - b. Relax your body (perhaps through deep breathing exercises.)
  - c. Brainstorm ways to work out the problem
  - d. Consider how you’ll respond (respectful voice tones, body language, etc.) when your return.
  - e. Stay accountable for your piece of the “problem pie”.
  - f. Concentrate on the first feeling (confusion, embarrassment, frustration, etc) and try and work through that issue.
  - g. Focus on the things you can control and NOT the things that are out of your control.

**Recommended Materials:**

1. Grease board and pen
2. Flip Chart and pen
3. Homework
4. DVD-Class 10: Gaining Power

**Homework:** Taking Space

Goal: Practice, by using skills, to separate oneself from the immediacy of anger.

**Affirmations:**



## TEACHING TIPS

1. Write the steps on the board and discuss them. This process is helpful whether it is an “I” statement and leaving, an “I” statement and staying, pacing, or in spacing out. When we are done there should be a separate piece of paper on the wall outlining the steps for each skill.
2. Use the scenarios created by the group to have them try different ways of taking space. Similar to other exercises, we find that one participant will try and others will jump in and put their own spin on it. Look for any *small* demonstration of a skill and notice it. We settle for leaptets.
3. For fun, at the end of the session tell anyone they can leave after they demonstrate a skill. We want that skill to be a way of taking space but don’t tell them. Allow for silence, discomfort and awkwardness. Someone will finally figure it out and say something like:

“I’m beginning to feel bored. I am going to leave until the next class. I will come back then and commit to working hard when I return.”

Once that person leaves, don’t say a word. Let the rest of the class figure it out. When they do they will fall all over each other with “I” statements. It is a humorous moment and takes the group to another level. It is a great bonding moment because it gives them the power to leave.

4. When we taught this our feeling was that in a school environment the “I” Statement and Leaving would not only not be allowed, but it would be a huge invitation to the teacher and escalate the situation. We learned from educators at Talmadge Middle School in tiny Independence, Oregon that they had incorporated this skill. The key was to have the student use the skill appropriately and once s/he left, have a place designated for them to go to so they weren’t wandering the hallways. Lowell High School students picked the nurses room to avoid the negative connotation of going to the principal’s office.

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### Taking Space

1. List the six steps of Taking Space and staying
  
  
  
  
  
  
  
  
  
  
2. Meet with an authority figure in your life (parent, guardian, teacher, vice principal, probation officer for example) and teach them the six steps and practice this skill one time with that person. Have them sign below after you have done this.

Signed: \_\_\_\_\_

3. Identify what early warning signs you need to notice, *in yourself*, that indicates you need to take space.

Feelings

Physical Signs

Negative Self Talk

4. You are accused of something you didn't do and the teacher wants to kick you out of class and send you to the office. How do you take space in order to avoid making things worse and, eventually, representing your side in order to resolve the problem while maintain respect for both yourself and the other person.

## Sample

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## Taking Space

1. List the six steps of Taking Space
  - “I” Statement
  - Indicate that you will be gone
  - State your position
  - State a definite time you will return
  - Promise to work out the matter when you return
  - Return and resolve
2. Meet with an authority figure in your life (parent, guardian, teacher, vice principal, probation officer for example) and teach them the six steps and practice this skill one time with that person. Have them sign below after you have done this.

Signed: \_\_\_\_\_

3. Identify what early warning signs you need to notice, *in yourself*, that indicates you need to take space.

<u>Feelings</u>	<u>Physical Signs</u>	<u>Negative Self Talk</u>
Embarrassed	Sweaty palms	This always happens
Sad	Tense neck	I blew it again
Challenged	Tight Stomach	Why me?

4. You are accused of something you didn't do and the teacher wants to kick you out of class and send you to the office. How do you take space in order to avoid making things worse and, eventually, representing your side in order to resolve the problem while maintain respect for both yourself and the other person.

I'm feeling confused and misunderstood and I need some time to think this through. I am going down to the office to think. I will return at the class break to discuss this with you as I want to work it out with you.

# DEVELOPING OPTIONS TO ANGER

## LESSON #21

**Title:** Taking Space Part II

**Purpose:** The second Lesson on Taking Space. The goal of **Taking Space** is to remove yourself, either mentally or physically, to *take care of yourself* so that you can resolve the problem while maintaining respect for yourself and other people. Using this skill allows a person to be at their best while exploring options other than anger. While the ideal is to return to resolve the problem that may not always be appropriate or necessary.

**Explanation:** Please refer to Lesson 18 for an overview of Taking Space. The basic idea is to remove yourself from a possible anger situation as soon as you notice an invitation is getting to you. You remove yourself to *take care of yourself* so you can resolve the problem while maintaining respect for yourself and other people.

For years the formula from the last Lesson was the only method of taking space. In some ways, however, it was not very realistic. For instance - most youth would not be able to use this method of taking space at school.

We ran into a situation where a local group home was sending residents to our Anger class. The problem was that, in that program, if a participant walked out of therapy group at the group home, they would lose privileges. We had one young man in Anger class who, if he left therapy group, would be terminated from the group home and end up in juvenile prison. From him we learned a new technique which we refer to as **“I” Statement and Stay**. His way of taking space was:

“I” Statement

State your position

Indicate you need time to think before you answer

Think through at least three options

Re-engage and resolve

His example of how he demonstrated the skill:

“I’m beginning to feel pressured right now and am not thinking too well. This is really important to me, and I want to make sure I say things clearly. I am going to take two minutes to think things through, and then I will deal with this. *And then Mark sat there and thought about three different ways he could handle the situation, picked the best option for resolution, including taking personal responsibility for his behavior. When he was ready he told the facilitator he was ready to work on the issue.*



In a subsequent role play with that scenario, we told Mark he couldn't have two minutes to think. He had to deal with it immediately. He took a deep breath and said "I care too much about working this out, and this is too important to me to rush through it. I am not going anywhere, and I am not dodging the problem. I need to face this and resolve it, but I am going to think it through rather than just blurt something out."

In this Lesson, other ways to take space will be introduced. When all is said and done, the participants will have several options to use to disengage themselves.

**Definitions/Concepts to be introduced:** Please refer to Glossary for Invitations, First Feelings, Physical Signs, Physically Relaxing, Attention Getters, Affirmations, Unhooks, and "I" Statements, Taking Space, and "I" Statement and Leave.

***"I" Statements and Stay:*** Basically the same technique without leaving. In many situations, the other party, usually an authority figure, will not allow the person to leave. This skill expects the uses the same skills but the person stays.

I" Statement

State your position

Indicate you need time to think before you answer

Think through at least three options

Re-engage and resolve

***Pacing:*** In anger situations, everything seems to speed up. This technique is used to slow down that process. One might want to take a few deep breaths before responded or have a slight pause before each word is said. The key is to focus more on breathing and speaking than on the conversation.

***Breathing:*** Slow breathing and relaxation techniques can also slow down the process.

***Spacing Out:*** A strategy for taking mental space without leaving the situation or letting anyone know you are taking space. It may just be a nanosecond where you go off to that enjoyable place or memory in your head where you feel safe. This is not where negative thoughts come in. It is a safe place where you can relax for a second, take care of yourself and regroup (a few affirmations are appropriate here).

**Lesson Plan:**

1. Who has done something courageous?
2. Review Homework-Taking Space/"I" Statement and Stay
3. Review Taking Space
4. Add to Taking Space
5. DVD-Class 11: Take 2
6. Homework
7. Two Affirmations

**Lesson Description:** Begin class with asking who has done something courageous. Also, ask who has used a skill learned in class to get off the road to anger. It is important to stress that

leaving the skills in the classroom is not what this is about. One doesn't need to be proficient with all the skills; we just want them to be working on them. Ask if anyone used an "I" Statement since the last Lesson. How did it work?

Review the homework on "I" Statements. Pay special attention to the **emotion** and the **because** in the equation. First of all, make sure they used an emotion and not the words like, that, or you. Secondly, nudge them toward the idea of the word "you" should not be used particularly in the **when** part of the saying as it often implicates blame which then becomes an invitation. Remember, there is no such thing as a right or wrong emotion. It is their emotion. However, do not allow for pissed, angry, irritated, annoyed or any other word that suggests the person is already on the road to anger.

Review of Taking Space can occur simultaneously with the review of the homework. Throw out short scenarios and have people do the "I" Statements. Make sure everyone gets involved.

At some point, a participant is going to comment about how their parent, teacher, p.o. or someone is not going to allow them to leave. This presents the Teaching Moment to introduce **"I" Statement and Stay**. It basically is the same as the previous one only the participant doesn't leave. They stay but take the space by being quiet and thinking, then, after they have taken care of themselves and they are ready, they return to the discussion to resolve the issue. An important tip for them is that they mention how committed they are to working it out and they just need a few minutes to think.

In lecture format, **Pacing, Breathing** and **Spacing Out** can be introduced. Basically, as people are on the road to anger, things go faster or the situation escalates. These are three different techniques one can use to slow down. Deep breathing will certainly slow things down. The idea of pacing is to put a pause between words as one speaks. Once again, it slows things down. One can also just go away for even a nanosecond. As one youth said about an issue between he and the vice principal, "I didn't really listen to the exact words, I got the gist of what he was saying so I just kinda spaced out for the rest of it."

End class with two affirmations and hand out the homework.

### Activities:

1. Place on the board the five steps of taking space and staying.
  - "I" Statement
  - State your position
  - Indicate you need time to think before you answer
  - Think through at least three options
  - Re-engage and resolve
2. Give the group three scenarios that elicit a feeling. Have each person in the group practice taking space.
3. Give the opportunity for feedback - group first then facilitators.
4. Present new scenarios with the participants using either of the skills
5. Create a list of where participants might go when they space out (in their head)
6. Create a list of scenarios or situations where it would be appropriate to take space

7. From that list, have participants practice different ways of taking space

### **Recommended Materials:**

1. Flip Chart
2. Grease Board
3. Homework
4. DVD-Class 11: Take 2. Debrief using the discussion ideas below



### **Class 10: Take 2**

- **Taking space, the road to anger, visualization, relaxation, early warning signs, “I” Statements, pacing, take power and control.**
- **Story of Peter and the staff member and the new kid.**

Talks about different methods of taking space.

### **Homework:**

Goal:

### **Affirmations:**



## **TEACHING TIPS**

1. Write the steps on the board and discuss them. This process is helpful whether it is an “I” statement and leaving, an “I” statement and staying, pacing, or in spacing out. When we are done there should be a separate piece of paper on the wall outlining the steps for each skill.
2. Use the scenarios created by the group (#6 above) to have them try different ways of taking space. Similar to other exercises, we find that one participant will try and others will jump in and put their own spin on it. Look for any *small* demonstration of a skill and notice it. We settle for leapetts.
3. For fun, at the end of the session, tell anyone they can leave after they demonstrate a skill. We want that skill to be a way of taking space but don’t tell them. Allow for silence, discomfort and awkwardness. Someone will finally figure it out and say something like:  

“I’m beginning to feel bored. I am going to leave until the next class. I will come back then and commit to working hard when I return.”

Once that person leaves don’t say a word. Let the rest of the class figure it out. When they do they will fall all over each other with

“I” statements. It is a humorous moment and takes the group to another level. It is a great bonding moment because it gives them the power to leave.

The first group room we used had a large window, and you could see the street outside. We had a participant use the exact quote above and walked out of the room. There was complete silence. About a minute later he could be seen walking down the street (this was about 10 minutes before class was over. Suddenly everyone was ready to use the skill).

When we taught this our feeling was that in a school environment the “I” Statement and Leaving would not be allowed as it would be a huge invitation to the teacher and escalate the situation. We learned from educators at Talmadge Middle School in tiny Independence, Oregon that they had incorporated this skill. The key was to have the student use the skill appropriately and once s/he left, have a place designated for them to go to so they weren’t wandering the hallways. Lowell High School students picked the nurses room to avoid the negative connotation of going to the principal’s office.

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### Taking Space

1. List the five steps of Taking Space and staying.
  
  
  
  
  
  
  
  
  
  
2. Meet with an authority figure in your life (parent, guardian, teacher, vice principal, probation officer for example) and teach them the five steps and practice this skill one time with that person. Have them sign below after you have done this.

Signed: \_\_\_\_\_

3. Identify what early warning signs you need to notice, *in yourself*, that indicates you need to take space.

Feelings

Physical Signs

Negative Self Talk

4. You are accused of something you didn't do and the teacher wants to kick you out of class and send you to the office. How do you take space in order to avoid making things worse and, eventually, representing your side in order to resolve the problem while maintain respect for both yourself and the other person.
  
  
  
  
  
  
  
  
  
  
5. List three skills you can use in the process of Taking Space and Staying.

## Sample

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## Taking Space

1. List the five steps of Taking Space
  - “I” Statement
  - State your position
  - Indicate you need time to think before you answer
  - Think through at least three options
  - Re-engage and resolve
2. Meet with an authority figure in your life (parent, guardian, teacher, vice principal, probation officer for example) and teach them the five steps and practice this skill one time with that person. Have them sign below after you have done this.

Signed: \_\_\_\_\_

3. Identify what early warning signs you need to notice, *in yourself*, that indicates you need to take space.

Feelings

Attacked

Disappointed

Physical Signs

Racing heart

Sinking feeling

Negative Self Talk

I won't take this

I always mess things up

4. You are accused of something you didn't do and the teacher wants to kick you out of class and send you to the office. How do you take space in order to avoid making things worse and, eventually, representing your side in order to resolve the problem while maintain respect for both yourself and the other person.

I'm feeling overwhelmed right now. I really care how I do in this class and I want to work things out. I'm going to take a minute and think before I answer. I want to make sure I don't blow this. Then I'll answer your questions.

5. List three skills you can use in the process of Taking Space and Staying.  
Affirmations, “I” Statements, breathing,

# DEVELOPING OPTIONS TO ANGER

## LESSON # 22

**Title:** Participant Assessment and Feedback Part III

**Purpose:** This Lesson is an opportunity to check in with participants in regards to their progress toward graduation. It is a process which includes self-evaluation as well as group and facilitator feedback. It is a chance for facilitators to provide feedback on how they believe the participant is doing. Conversely, it is an opportunity for participants to let facilitators know what competencies they have mastered.

**Explanation:** This is the third and final time for review for participants. Review is important to reflect on the understanding and internalization of the skills. By now, all of the skills have been taught. In reviewing the skills and the participants progress toward successful completion of the program, it provides a forum for participants to openly take ownership of what they have learned and how they are applying them, and will continue to do so in the future, to their lives.

Basically, this is a time to stop and see how people are doing in this group. It is an opportunity to discuss who is working and who isn't; who seems to be internalizing the concepts and who isn't; who is using the skills in their life and who isn't. It is an opportunity to provide feedback from facilitators to participant, participant to participant and participant(s) to facilitator(s).

It not only serves the purpose of letting the individual participant know how they are doing; it is also a time to solidify the group, raise the level of expectations, and increase intensity.

This is the third such "review" and it is time to turn up the intensity by increasing the difficulty of the role play situations and practice scenarios. Expect youth to not only use these skills in group but expect, no demand, that they use them in the community as well.

**Definitions/Concepts to be introduced:** Review the entire Glossary as all components are now in place.

**Lesson Plan:**

1. Physically Relax, Attention Getters, Affirmations, Unhooks
2. Review the different ways of Taking Space
3. Review homework-Taking Space and Stay
4. Review entire program
5. Assess participants' progress toward graduation
6. End with Affirmations

### **Lesson Description:**

Begin the group by having everyone stand up and go through the physical relaxation techniques. Then have each participant give two Attention Getters, Affirmations, and Unhooks.

Ask the group what are different ways of Taking Space? After generating that list, ask who has used that skill and how has it worked?

After reviewing Taking Space, draw a circle on the board then sit back and let the group take over by asking the question “What do we know?” Have them teach you. Expect all skills to be review.

Next, we want to engage in an assessment on how each participant is doing regarding progressing toward successful completion of the group by mastering the skills. As with Introductions we have questions written on the grease board that we ask participants to answer. As this is the third review, we also want them to describe how they are using the skills in their life with some very specific examples of courage.

- If graduation were today would you or would you not graduate and why?
- What do you need to do to be successful in group?
- Where and how are you using the skills in the community?
- What can the group do to help you?
- What can you do to help the group?

After the participant has answered we ask the group for their evaluation of the participant.

Finally - we give our input.

### **Activities:**

1. Go around the room and have each participant answer the above questions.
2. It is recommended that facilitators answer the same questions.

### **Recommended Materials:**

1. Homework-Scenarios

### **Homework:** Role Play Scenarios

Goal: Have participants describe what skills they would use with the scenarios. Encourage them to be as encompassing as possible. As the possible answers are infinite, there will not be a *Sample* response.

### **Affirmations:**



Name: \_\_\_\_\_

## OPTIONS TO ANGER

### ROLE PLAY SCENARIOS

On a separate sheet of paper, describe how you would use skills learned in this group.

1. Someone you are expecting does not show up on a visiting day.
2. Someone calls you a derogatory name as you enter the classroom.
3. A counselor accuses you of doing something you did not do.
4. You overhear a person you don't get along with very well mention your name in a conversation with their friends. You believe they are bad-mouthing you.
5. A peer claims to be better than you at ping pong and says the only reason you won was because you were cheating.
6. Someone chucks a tater tot at your head during meal time. You know which direction it came from, but not which person. Staff didn't witness it and everyone is laughing.

# OPTIONS TO ANGER

## ROLE PLAY SCENARIOS

On a separate sheet of paper, describe how you would use skills learned in this group.

- 1. Someone you are expecting does not show up on a visiting day.**  
Identify the 1<sup>st</sup> feeling, do some relaxation/breathing, use an “I” Statement and talk to a friend, take space to be alone and write or draw.
- 2. Someone calls you a derogatory name as you enter the classroom.**  
Notice the invitation; identify first feeling, take mental space, do affirmations and unhooks.
- 3. A counselor accuses you of doing something you did not do.**  
Take space and think of options and choose the one that will work for me, do some affirmations, write down an “I” Statement, get an appointment and talk to counselor.
- 4. You overhear a person you don’t get along with very well mention your name in a conversation with their friends. You believe they are bad-mouthing you.**  
Take care of myself, use positive self talk, use attention getters, affirmations and unhooks, take space to decide if I want to talk and make a case for myself, more affirmations.
- 5. A peer claims to be better than you at ping pong and says the only reason you won was because you were cheating.**  
Say “ouch”, use “I” statements and affirmations. take physical space, talk to a friend.
- 6. Someone chucks a tater tot at your head during meal time. You know which direction it came from, but not which person. Staff didn’t witness it and everyone is laughing.**  
Breathe, relax, use an attention getter and refocus, use unhooks, take physical space and do affirmations and unhooks, take mental space and do attention getters, affirmations, and unhooks.

# DEVELOPING OPTIONS TO ANGER

## LESSON # 23

**Title:** Responsible Uses of Feelings

**Purpose:** Presenting situations where participants use all skills, strategies, and techniques have learned to develop positive, pro social behaviors and coping options for managing difficult feelings that have frequently led to anger in the past. The key to this lesson is the ability to recognize the first feeling. Then the coping skills can be used.

**Explanation:** It is now time to put it all together for practical usage in a safe environment. There are no new concepts to be taught. Now is the time to present different situations and have the participants brainstorm ways to positively impact that situation using the skills they have learned in class. The challenge for participants is to find responsible responses to feelings that had previously been covered by, and expressed as, anger.

**Definitions/Concepts to be introduced:** Basically, any concept described in the Glossary will be presented by the participants in this exercise.

***Responsible Uses of a feeling:*** An exercise where the group can brainstorm ideas they can use to come up with a positive and/or pro social response to a feeling.

**Lesson Plan:**

1. Relaxation using breathing techniques
2. To each of Attention Getters, Affirmations, and Unhooks
3. Who has done something courageous (Used a skill)?
4. Review Scenarios homework
5. Last time you were in and anger situation give:
  - a. One you gave
  - b. One you got
  - c. First Feeling
  - d. Physical Signs
  - e. Mental Thoughts
  - f. Use a skill with that feeling
6. Discuss the difference between responsible and irresponsible behaviors in regards to emotions
7. Give a scenario eliciting different emotions
8. Use the Template to elicit different behaviors with that emotion
9. Assign homework-Irresponsible Vs. Responsible Reactions to An Emotion  
Benefits and Costs of Using Feelings
10. Affirmations

**Lesson Description:** This Lesson stresses having the participants begin to conceptualize the use of the skills they have learned in a variety of situations. Now is the time to put these skills to practical use.

In going through the first four items of the Lesson Plan, the participants are basically reviewing much of what they have been taught. They should feel very comfortable with the relaxation technique as well as the Attention Getters, Affirmations, and Unhooks. As the class goes through this exercise, ask one or two to give you more than 2. They should have a whole bagful of Affirmations. As they come up with more, applaud them for their courage while reminding them how difficult this was just a short time ago.

Of course the fourth item is going to have them go through the whole Awareness Cycle of recognizing invitations, given as well as received, recognizing first feelings, physical and mental signs and then challenging them to use a skill learned to help the process the first feeling. Please note that you will be asking for an anger situation not an anger story because we are hoping that, at this point, the participant will be recognizing the invitations and use skills to avoid becoming angry.

Once that has been accomplished, introduce the exercise of Irresponsible and Responsible Uses of Feelings. Basically, responsible use is a coping method that does not create problems for anyone else *on the face of the earth*.

Put the template below on the grease board.

Irresponsible	Emotion	Responsible

Present a scenario to the class:

**Scenario:** You agree to meet a friend at the mall to see a movie but the friend doesn't show. Later on, you hear that the friend went to a different movie with someone else.

Have them identify a feeling that might go with that situation. Remember, there is no such thing as a right and wrong feeling, so be expecting more than just one. Actually, demand it. Pick out one of those emotions and put it in the column labeled Emotion. Then ask the participants what are some irresponsible behaviors with that emotion and put in the column labeled Irresponsible. Then ask the participants what some responsible behaviors are and write those in the Responsible column.

It might look like this:

Irresponsible	Emotion	Responsible
Lash out at others  Pout  Run from the issue  Pick on someone else	Hurt	Acknowledge the emotion  Contact people who care  Get away (take space) from those who may hurt you  Recognize your self worth with and affirmation  Unhook from the feeling by putting it in perspective

Depending on time left in the class, this exercise can be done with different emotions for the same scenario as well as presenting different scenarios.

Assign the homework assignments: Irresponsible Vs. Responsible Reactions to An Emotion  
Benefits and Costs of Using Feelings

Have the class end with two affirmations from each person

**Activities:**

1. Describe an anger situation and identify the components you noticed
2. Possible Responsible Uses of Feelings template

**Recommended Materials:**

1. Grease Board and Pen
2. Flip chart and Pen

3. Homework- Irresponsible Vs. Responsible Reactions to An Emotion  
Benefits and Costs of Using Feelings

**Homework:** Possible Responsible Uses of Feelings, Benefits and Costs of Using Feelings  
Goal: Have participants identify Responsible Responses to certain emotions and to weigh the good and bad of different responses.

**Affirmations:**

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### **IRRESPONSIBLE VS RESPONSIBLE USES OF EMOTIONS**

From the scenario below, identify three emotions. Write at least two irresponsible behaviors you might engage in with each emotion. List at least two, hopefully more, responsible behaviors you can do with each emotions.

1. **Scenario:** You agree to meet a friend at the mall to see a movie but the friend doesn't show. Later on, you hear that the friend went to a different movie with someone else.

<b>Irresponsible</b>	<b>Emotion</b>	<b>Responsible</b>

**Sample:**

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### **IRRESPONSIBLE VS RESPONSIBLE USES OF EMOTIONS**

From the scenario below, identify three emotions. Write at least two irresponsible behaviors you might engage in with each emotion. List at least two, hopefully more, responsible behaviors you can do with each emotions.

1. **Scenario:** You agree to meet a friend at the mall to see a movie but the friend doesn't show. Later on, you hear that the friend went to a different movie with someone else.

<b>Irresponsible</b>	<b>Emotion</b>	<b>Responsible</b>
Yell at the friend Say something bad about the friend Stop talking to the friend Start rumors	Cheated	Use an "I" Statement with someone else Call the friend and use and "I" Statement Do some deep breathing Ask for help Use some Attention Getters, Affirmations, and Unhooks



Name: \_\_\_\_\_

## OPTIONS TO ANGER

### **BENEFITS AND COSTS OF EXPRESSING FEELINGS RESPONSIBLY OR IRRESPONSIBLY**

**Write the benefits of expressing your feelings in a responsible way.**

**Write the negative consequence of expressing your feelings in a responsible way.**

## *Sample*

Name: \_\_\_\_\_

### OPTIONS TO ANGER

#### **BENEFITS AND COSTS OF EXPRESSING FEELINGS RESPONSIBLY OR IRRESPONSIBLY**

**Write the benefits of expressing your feelings in an irresponsible way.**

I can blame others and not look at whether or not I had any part in it.

I get to be the victim.

Make the problem bigger and create drama

**Write the negative consequences of expressing your feelings in an irresponsible way.**

What I say and do hurts other people.

The problem doesn't change.

Damages relationships

People lose trust in me

# DEVELOPING OPTIONS TO ANGER

## LESSON #24

**Title:** Resolution Part I

**Purpose:** Take responsibility for ones' behaviors, feelings, and participation in a conflict while maintaining respect for oneself and the other person(s).

**Explanation:** Resolution is the portion of the cycle where one takes care of business in order that they can move on and return to Cruising Along. This is a process that may be used with others or within oneself. Oftentimes people refer to Conflict Resolution, which is fine. There are times, however, where one or both parties are not willing to participate in the process of resolving the issue between them. With this population, our mission is to have them use the techniques taught in order to manage their behavior and resolve the conflict, even if only within themselves, regardless of what anyone else on the face of the earth does. Conversely, their resolution should not create any problems for anyone else on the earth. These skills are not about winning, they are about taking care of oneself and finding courageous solutions to difficult situations.

There are two types of resolution. One is with the other party and one is within oneself when the other party, regardless of the reason, is not willing and/or able to be a part of the process of resolution.

We are not suggesting they avoid the invitation but become better skilled at managing their thoughts, feelings, and behavior when the invitations are flying.

**Definitions/Concepts to be introduced:**

***Resolution:*** A combination of skills that allows a courageous solution to a problem where the individual is able to take care of themselves while maintaining respect for self and others.

**Lesson Plan:**

1. Begin with physical relaxation and breathing. Finish with two each: attention-getters, affirmations and unhooks
2. Ask for examples of successful uses of skills and strategies discussed in group (Courage)
3. Review Responsible Uses of Emotions Homework
4. Introduce Resolution
5. Class Examples/Scenarios
6. Using skills practice resolution with role plays
7. Homework-Resolution
8. End with three Affirmations

**Lesson Description:** Begin the class with having participants physically relax. While still standing, have each participant give two Attention Getters, two Affirmations, and two Unhooks.

In looking for acts of courage, ask participants if they have used skills learned in class and how has it worked, or not worked, for them. It is a good opportunity to remind them that these skills are not to be used so they can get their way, but so they can take care of themselves while maintaining respect for themselves and others.

Introduce Resolution by writing on the board the word Resolution and the definition listed above. Then ask the class to think about situations where they have successfully resolved difficult situations while maintaining respect for themselves and others. As this is teased out of them, write a list.

In introducing Resolution, it is important to describe how it does not necessarily mean working it out with the other party or even getting one's way. It is a process about managing oneself and not getting deeper into the conflict.

For the purpose of this lesson, we are focusing on participants using skills when the other party is unwilling, or unable, to be a part of resolution. In this situation, the individual needs to utilize skills they have obtained in order to take care of themselves. Taking care of themselves means that they do not escalate the situation, they do not make matters worse, they do not try to win. They use these skills to let go and move on.

Using scenarios from class, have participants do role plays using all of the skills learned to resolve the situation. After the role play, be sure to ask them what skills they were using *mentally* which were unobservable during the role play.

Hand out Resolution homework.

End with three affirmations.

### **Activities:**

Two sample scenarios:

1. A youth promised to meet a friend at a theater at 7:00 p.m. This youth failed to appear because he/she got involved in something else and forgot. This person was accused of being careless and uncaring, which was not received pleasantly.
2. A friend of a young person has been gossiping about him/her, passing along false information. The object of the gossip has confronted his/her friend after determining what was actually said in the gossip. The person who has been gossiping needs to determine whether and how to apologize.

### **Materials Used:**

1. Marking Pens
2. Flip chart paper
3. Grease board
4. Homework-Resolution

### **Homework:** Resolution homework

Goal: Have participants use skills to resolve difficult situations.

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### RESOLUTION

In the scenarios below, answer the questions using skills you have learned in class.

1. You hear that someone you thought was a friend has been telling lies about you. You got this information from a classmate that you trust who heard it from someone else that he trusts.

What is the first thing you thought of doing?

Who would you talk to first?

What action would take a lot of courage to resolve the situation?

2. You hear some things that might be lies about someone you don't like. You tell other people what you heard, adding some of your own opinions. What can you say when this person confronts you?

What would it take courage to do?

What do you do first?

3. You have a boy friend/girl friend that you care a lot about. However, you go on a date with someone else. You realize your mistake and feel guilty about it.

What would take the most courage?

How would you resolve this?

# ***SAMPLE***

Name: \_\_\_\_\_

## **OPTIONS TO ANGER**

### **RESOLUTION**

In the scenarios below, answer the questions using skills you have learned in class.

1. You hear that someone you thought was a friend has been telling lies about you. You got this information from a classmate that you trust who heard it from someone else that he trusts.

What is the first thing you thought of doing?

I wanted to call him on it and beat him up.

Who would you talk to first?

I would talk to my friend.

What action would take a lot of courage to resolve the situation?

It would be courageous of me to tell my friend that someone said that he was saying things about me that were not true. I would then ask him whether or not he had really done it. If he said no, it would be over. If he acknowledged it, I would use an "I" Statement to tell him how hurt and disappointed I was.

2. You hear some things that might be lies about someone you don't like. You tell other people what you heard, adding some of your own opinions. What can you say when this person confronts you?

What would it take courage to do?

I would take courage to not get defensive and argue. It would take courage to admit my involvement and to apologize for what I did.

What do you do first?

Take a deep breath, relax, give myself some affirmations and be ready to unhook.

3. You have a boy friend/girl friend that you care a lot about. However, you go on a date with someone else. You realize your mistake and feel guilty about it.

What would take the most courage?

Tell him/her before anyone on the face of the earth finds out.

How would you resolve this?

Expressing my first feeling, take personal responsibility and avoid blaming.

# DEVELOPING OPTIONS TO ANGER

## LESSON #25

**Title:** Resolution Part II

**Purpose:** Take responsibility for your anger and your part of the conflict while maintaining respect for yourself and the other person(s).

**Explanation:** Resolution is the portion of the cycle where one takes care of business in order that they can move on and return to Cruising Along. This is a process that may be used with others or within oneself. Oftentimes, people refer to Conflict Resolution which is fine. There are times, however, where one or both parties are not willing to participate in the process of resolution. With this population, our mission is to have them use the techniques taught in order to manage their behavior and resolve the conflict, even if only within themselves, regardless of what anyone else on the face of the earth does. Conversely, their resolution should not create any problems for anyone else on the earth. These skills are not about winning; they are about taking care of oneself and finding courageous solutions to difficult situations.

There are two types of resolution. One is with the other party and one is within oneself when the other party, regardless of the reason, is not willing and/or able to be a part of the process of resolution. We are not suggesting they avoid the invitation but become better skilled at managing their thoughts, feelings, and behavior when the invitations are flying.

The previous Lesson dealt with situations where the other party was unable, or unwilling, to be any part of the resolution. In those cases, the individual needs to learn skills they can use to take care of themselves and not escalate the situation. Resolution in that situation also means using skills to not get “hooked” the next time that scenario presents itself.

**Definitions/Concepts to be introduced:** Please refer to the Glossary for the definition of Resolution.

**Lesson Plan:**

1. Physically relax, two attention getters, two affirmations, two unhooks
2. Who has done something courageous?
3. Review Resolution
4. Review Homework-Resolution. Practice some role plays out of the scenarios
5. Apology ingredients
6. Homework: Resolution Through Apology
7. Affirmations



**Lesson Description:** Start out class by having participants stand up and physically relax. As they are doing this, have them say two each of attention getters, affirmations, and unhooks.

Ask who has done something courageous? If their answers are not about using skills learned in class, nudge them in that direction.

Review Resolution with participants giving the definition in their own words. Have them give some examples of resolutions that maintain respect for self and others. Review the homework and use some of those scenarios to have participants role play responsible resolution. It is important to realize, and have the participants realize, that there is no correct answer. There are, in fact, a multitude of answers to each scenario. Be sure to ask them what they were saying to themselves and what part of that took courage.

Introduce apology ingredients. An important point to make from the very beginning is an apology should not be mandatory but, if people want resolution with the other party, the skills may be helpful to have.

1. Introduce the skill of apologizing by having facilitators do a role play using the skills you are about to teach. It is most effective when the participants do not see it coming. After the role-play, ask participants what skills they saw. List those skills. As a facilitator, nudge them to build on that list. The role-play allows facilitators to model skills. Be sure to rehearse before the performance.

**Scenario:** You agree to meet a friend at the mall to see a movie but you oversleep and miss the movie.

2. Next, ask them what was different in that role-play from others. One thing to look for is who had the power. Ask participants who looked more powerful and why. Who controlled the conversation and why? Were there any I Statements, and were they effective? Were there any first feelings or physical signs?
3. Teach ingredients in making an apology  
How to apologize... also known as the steps to a successful apology
  - a. Decide whether an apology is appropriate
  - b. Decide who you should give the apology to.
  - c. Decide on the best time and place to give the apology.
  - d. Decide if the apology should be given verbally or in writing.
  - e. Say your first feeling and use an "I" statement.
  - f. Include a promise to stop the problem behavior and make a commitment to more respectful, pro-social, or helpful behavior.

Remember a good apology does not require the person receiving the apology to do anything.

**Activities:**

1. Model a role play demonstrating the six skill of an apology

**Recommended Materials:**

1. Grease board and Pen

**Homework:** Resolution Through Apology

Goal: Participants learn about the six steps to an apology.

**Affirmations:**

Name: \_\_\_\_\_

## OPTIONS TO ANGER

### RESOLUTION THROUGH APOLOGY

Write down the 6 step to making an apology

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Write down 3 problem situations in your life where you think it would help improve things if you were to give someone an apology.

Problem situation #1:

Problem situation #2:

Problem situation #3:

Now choose one of your problem situations and write out an apology. Remember to do all 6 steps.

## ***SAMPLE***

Name: \_\_\_\_\_

# OPTIONS TO ANGER

## **RESOLUTION THROUGH APOLOGY**

Write down the 6 step to making an apology

1. Decide whether an apology is appropriate
2. Decide who you should give the apology to.
3. Decide on the best time and place to give the apology.
4. Decide if the apology should be given verbally or in writing.
5. Say your first feeling and use an “I” statement.
6. Include a promise to stop the problem behavior and make a commitment to more respectful, pro-social, or helpful behavior.

Write down 3 problem situations in your life where you think it would help improve things if you were to give someone an apology.

Problem situation #1: Tell my parents I’m sorry for not helping with the chores

Problem situation #2: Tell the vice principal I’m sorry for calling him a name

Problem situation #3: Write a letter to the victim of my crime

Now choose one of your problem situations and write out an apology. Remember to do all 6 steps.

An apology is appropriate because I want to get along with my parents and they are the ones I need to talk to. The best time to meet with them would be 4:00 on Sunday afternoon and do it in the living room. I want to talk to them in person. “I feel guilty when I don’t help out around the house because I should be helping you and I wish we could come up with a specific list of chores for me to do and a deadline for when they need to be done.” I want to be respectful by following through with my commitment.

# DEVELOPING OPTIONS TO ANGER

## LESSON # 26

**Title:** Practicing Skills

**Purpose:** Now is the time to put it all together by practicing skills taught in previous Lessons. It is also time to increase the pressure during the role plays. One way of doing that is having the role plays become more and more personalized. Participants are expected to demonstrate the skills and techniques they have learned to courageously find positive solutions to resolve conflict.

**Explanation:** Participants should now have many skill options to help them in difficult situations. They need to use these skills to not necessarily get their way but to keep from escalating a situation. Now is the time to put the skills to use. It is important to present scenarios where the participant can successfully use the skills. It is important that, in expressing themselves, they may not get the other person to agree with them. They need to express themselves and move on.

**Definitions/Concepts to be introduced:**

**Lesson Plan:**

1. Anchor, Attention Getters, Affirmations, Unhooks
2. Asked who has done something courageous
3. Role Plays, Role Plays, Role Plays
4. End the class with #1

**Lesson Description:**

As always, begin class with Anchoring, Attention Getters, Affirmations, Unhooks. Be very diligent about having participants personalize these as much as possible. Pay particular attention to the Affirmations.

Come prepared with many scenarios for the role plays. These scenarios can be gleaned from stories told throughout the program or one can use the scenarios at the end of this packet. After the role play, debrief with input from the rest of the group. Be sure to ask the person doing the role play what skills they were using *in their head*. This was learned from a role play where, when it was over, the participant was told that they wouldn't pass because they didn't use any skills. The individual then talked about the mental space, attention getters, affirmations, and unhooks he used throughout the role play.

A role play not mentioned is to ask for people who are ready. When a participant volunteers to do a role play, ignore him or her. When they push enough, simply say them "you haven't

worked hard enough in class to graduate, we don't have time to spend on you". That should get something going.

End the day with Anchoring, Attention Getters, Affirmations, and Unhooks

### Affirmations:



## TEACHING TIPS

1. Role plays are a key ingredient to this program for a variety of reasons. First, it is very difficult for people of all ages to do role plays. The program goal *courage* comes into play. As facilitators it also offers us an opportunity to be supportive and encouraging of participants' effort as they try new skills. If facilitators and participants feel uncomfortable doing role plays, at least in the beginning, they are on the right track.
2. At the end of the role play it is very important to ask the participant what skills they were using as some will not be obvious to the observers. As is with many of our ideas -we learned this from a participant in group. After completing a role play a youth was told that he wouldn't pass because he really wasn't demonstrating many skills. He told us that he was using the skills in his head and then listed off several of them. Needless to say he passed. What he taught us is that one may be using these skills within themselves while not exhibiting them publicly.

When in doubt do more role plays. Also remember that group facilitators are fair game when choosing people to do role plays either as the jerk or the person to use the skills.

3. The different types of role play **styles would be:**

#### **Facilitator role plays:**

- a. may be used to demonstrate poor social skills and provide an example for critique.
- b. may follow a didactic sequence with a realistic demonstration of a taught skill.
- c. may involve group members who resist learning skills or get "stuck"

#### **Facilitator-group member role plays:**

- a. used to demonstrate how a skill can be used successfully with a difficult person known by one or more group members. In this case the group member plays the person who is known well by him or her. The facilitator plays the person with skills.
- b. in the later half of the group facilitators may assume roles without warning.
- c. prior to group a member consents to be a "stooge" for a role play demonstration. The group debriefs afterward and makes suggestions for positive outcomes

**Member-member role plays:**

- a. members volunteer to test skills in realistic situations with each other using minimal cues or scripts.
- b. graduations role play exercise.
- c. real group issues are played out with different actors who improvise skilled solutions.

# Appendix A

## THE RECOVERY CYCLE



**Assignment:** Take the same example from the Automatic Anger Cycle and, using the skills learned in this class, tell us what you would do differently this time.



# **Appendix B**

## **Role Play Scenarios**

1. Someone you are expecting does not show up on visiting day.
2. Someone calls you a derogatory name as you enter the classroom.
3. A counselor accuses you of doing something you did not do.
4. You overhear a person you don't get along with very well mention your name in a conversation with their friends. You believe they are bad-mouthing you.
5. A peer claims to be better than you at ping pong and says the only reason you won was because you were cheating.
6. Someone chucks a tater tot at your head during meal time. You know which direction it came from, but not which person. Staff didn't witness it and everyone is laughing.
7. Someone you really don't like tells you that your friend is talking behind your back.
8. You are playing basketball in your new shoes that your Mom just bought you, and someone steps on your foot and leaves a mark on your shoe.
9. You come to your P.O.'s office on time for a meeting and you have to wait 30 minutes for your P.O. to return to their office.
10. You are called on to answer a question in class, and you have been talking with a peer and weren't listening.
11. You are on a TR from the Phoenix program and a friend invites you to a party where you know there will be alcohol and drugs.

12. Your Mom accuses you of not being where you said you would be after school.
13. You decide to better in class and study really hard for a test. When you get the test score back, the teacher marked on it test that she was given you an F because obviously you cheated.
14. You agree to meet a friend at the mall to see a movie but the friend doesn't show. Latter on, you hear that the friend went to a different movie with someone else.
15. Another student is staring at you from across the gym and will not stop.
16. Your father accuses you of stealing some of your mother's jewelry and you didn't.
17. Your father accuses you of stealing some of your mother's jewelry and you did.
18. You are at the mall with a friend and the friend asks you to help him steal some clothing. You have been earning trust back with your family and do not want to be involved in stealing.
19. You hear a rumor that your boy/girl friend is cheating on you and spending time with someone else. (who would you talk to and why are great questions for this scenario).

## Appendix C

# DEVELOPING OPTIONS TO ANGER

## GLOSSARY OF TERMS

**Affirmations:** A statement the individual makes *to themselves* to affirm their self worth. It is something that is always positive, always true *that they live*.

**Attention Getter:** A method used to get the individual's focus, or attention, back on themselves. When invitations are flying, there is a tendency to focus on the person giving the invitations and not taking care of themselves. They are giving their power away.

**Automatic Anger Cycle:** Anger is seen as happening in a cycle. The automatic cycle is the one most people, particularly the people in this population, is well known. On a good day, one is just **cruising along**, life is great, when all of a sudden, out of nowhere, **something happens** and, justifiably, one gets **angry**, as everyone else would have. As a result of that anger, there is always some type of **consequence**, often viewed upon as unfair. Between consequences and cruising along one goes through recovery. Recovery is the stage where anything is said and/or done to put the issue to rest. It does not necessarily mean that the person is sincere or that they are accepting accountability before returning to cruising along. Unfortunately, for many people, the cycle goes from anger to consequences back to anger and one never gets to **recovery** let alone **cruising along**. A problem with that is that issues never get resolved when one is in that vicious cycle.

**Awareness Cycle:** Modified Automatic Cycle which has Invitations and the Early Warning System between Cruising Along and Anger.

**Breathing:** Slow breathing and relaxation techniques can also slow down the process.

**BS Buzzer:** Our experience is that young people have a good sense of honesty and sincerity. Building in some type of sound that group members can use to say "Wrong", thus challenging the participant to be more courageous. We have the BS Buzzer which is a nasal honk. Having a peer do the BS Buzzer is so much more impactful than having the facilitator call them on a less than honest comment. A fun way to help them understand how this works is to have the group facilitator say they never get angry. That should result in the Buzzer. That should result in the Buzzer. If no one gives you the Buzzer, stop group and ask if they are going to let you get away with that comment.

**Challenge victim thinking:** This concept is very important, particularly with angry people. Do not allow for “he made me”, “she made me”, or “it made me”. It is a statement (thinking error) about being powerless over one’s anger. Of course, if someone else made me angry, I’m not really responsible for what I do. I’m just a victim of my situation. The person who comments about “I got angry” or “I chose to...” is being courageous.

**Cost Benefit Analysis:** A structured tool designed to sort out consequences and benefits of a behavior both short and long term.

**Courage:** Our definition, although not in the dictionary, is “rarely, if ever, the easy thing to do”. Anger is frequently chosen as the solution to a problem because it is the easiest thing to do. It is hard to think of alternatives and try new things that are both respectful to oneself and respectful to others. That’s where courage comes in.

**Early Warning System:** Emotions, thoughts and physical changes that precede anger

**First Feeling:** The very first feeling one experiences when an invitation gets to them. Anger is never the first emotion.

**Hard Expression:** A form of physical exertion where the individual is able to process the first feeling and prepare to move on. It is not about getting even or escalating anger.

**“I don’t know” is unacceptable:** A wonderful mechanism to avoid work or taking responsibility. When used in group, the Buzzer should be used, hopefully by participants. If not, use silence because right after “I don’t know” is the answer. If one truly doesn’t know, they are expected to ask for help, which, for many, takes courage.

**“I” Statements:** A tool to help the individual identify and express the first feeling. It is a way to let others know how we feel without blame. An “I” Statement is designed to express and take responsibility for feelings.

**“I” Statement and Leave:** A manner, with a specific formula, in which one, being alert to the fact that invitations are getting to them, can remove themselves from the situation in order to take care of themselves.

“I” Statement

Indicate that you will be gone

State your position

State a definite time you will return

Promise to work out the matter when you return

Return and resolve

**“I” Statements and Stay:** Basically the same technique without leaving. In many situations, the other party, usually an authority figure, will not allow the person to leave. This skill expects the uses the same skills but the person stays.

- I” Statement
- State your position
- Indicate you need time to think before you answer
- Think through at least three options
- Re-engage and resolve

**Indirect Expression:** Going to another source to seek counsel on working through the first feeling.

**Invitation:** Defined, in the context of this program, as “an opportunity to react.” It might help to have the group come up with a definition which is where this one came from. The key to the definition is that it leads to individual responsibility for how one reacts to a situation and that it is their *choice* to react the way they do.

**Mental Signs/Negative self-talk:** The part of the early warning system that consists of internalized put-downs and critical comments. May include calling people or oneself names (in one’s mind). Examples: I’m a loser, she is a whore, I can’t do it, I’m stupid, I will never be able to get anything right, nobody likes me, etc.

**One U Gave/One U Got:** an exercise to use after invitations are introduced. “The last time you got angry, what was an invitation you gave and what was an invitation you got.

**Pacing:** In anger situations, everything seems to speed up. This technique is used to slow down that process. One might want to take a few deep breaths before responded or have a slight pause before each word is said. The key is to focus more on breathing and speaking than on the conversation.

**Physically Relaxing:** A variety of different methods to help with physically relaxing including deep breathing, muscle relaxing, and shaking out the tension to name a few.

**Physical Signs:** What occurs to someone physically when an invitation gets to them.

**Resolution:** A combination of skills that allows a courageous solution to a problem where the individual is able to take care of themselves while maintaining respect for self and others.

**Responsible Uses of a feeling:** An exercise where the group can brainstorm ideas they can use to come up with a positive and/or pro social response to a feeling.

**Soft Expression:** A behavior on a less physical nature where one is able to work through that first feeling.

**Spacing Out:** A strategy for taking mental space without leaving the situation or letting anyone know you are taking space. It may just be a nanosecond where you go off to that enjoyable place ore memory in your head where you feel safe. This is not where negative thoughts come in. It is a safe place where you can relax for a second, take care of yourself and regroup (a few affirmations are appropriate here).

***Taking Space:*** A technique one can use, as they begin to notice invitations are getting to them, to separate themselves from the invitations and take care of themselves. It is not a skill learned to avoid the problem. It is a skill used to allow the individual to take care of themselves and not escalate a situation. The goal always is to work toward resolution in the matter.

***Unhooks-***the third part of a three part series to counter negative self talk which leads to anger. It is a work or short phrase which one uses to put the issue into perspective. How really important is it? Is the issue worth damaging relationships or losing something you care about?

## Appendix D

# DEVELOPING OPTIONS TO ANGER

## DISCUSSION GUIDE FOR DVD

This is intended to be a tool for debriefing each section of the DVD. It is another way of discovering how well the participants understand the material. It is important to note that they are being suggested by Class # as that is how it is referred to in the DVD. The Class # and the Lesson # do not necessarily correlate to each other. They are also being listed below in the order that they will be used in class, not numerical order.

### LESSON #1: Group Formation

No DVD

### LESSON #2: Group Formation II

#### **Class 2: The Automatic Anger Cycle**

- **The Automatic anger cycle, ground rules**
- **Stories of Kayla and the phone call / Ximena and her son / Jordan and his driving**

The Anger Cycle has already been introduced. This section has three scenarios from participants. After each one, the facilitator talks about each point on the cycle.

There are several uses of this section and are not limited to those suggested below.

- d. Depending on time, these questions come to mind:
- iv. What did people do when they got angry? Look for name calling, swearing, grabbing to name a few. In the first scenario, ask about both Kayla and her mother.
  - v. What might have been some consequences? Be particularly alert on the second one. If someone suggests modeling behavior i.e. child learns to throw things when angry, applaud the courage for recognizing that consequence.
  - vi. What was the recovery? In the first scenario, it is very obvious. Sometimes, however, there never really is recovery.

You can ask each question for each scenario or ask a separate question for each separate scenario.

- e. In the second scenario, the girl says “there was no something that happened.” Hit **Pause** and ask the group what was the something that happened?
- f. Immediately after the third scenario, hit **Pause**. Put a circle on the board and have the class fill out the information for each point of the cycle.

### **LESSON #3: Introduction to Invitations**

#### **Class 3: Invitations**

- **Rules, anger cycle, invitations, walking styles, personal strengths**
- **Stories of Ramon and the locker area / Solana on the phone**

**Pause** after Solana. Point out that when asked what an invitation is, she gave examples. Actually, this section never did give a definition.

**Pause** after Ramon. What were all of the invitations in this scenario.

Ask “How is how someone walks, or the clothes they wear, or how they have their hair an invitation?”

Stress how people react to the same invitation in entirely different ways. That emphasizes how our response to the invitation is a choice and therefore our responsibility.

Go all the way to the point where triggers are discussed and **Stop**.

### **LESSON #4 Invitations Part II**

#### **Class 4: More Invitations**

- **Anger cycle, invitations vs triggers**
- **Stories of Isaiah and his mom’s car and Jasmine fighting with her aunt**

**Pause** after discussion of Triggers. Emphasize that Triggers and Invitations *are not the same*. One is a mechanical event over which we have no power. The other offers us a choice therefore giving us the power.

Teach/Student Scenario. **Pause** after the second girl talks. Ask “what were the invitations?”. We are looking for invitations from both the teacher and the student. If they notice only those given by the student, challenge them to be more courageous. See if any of the participants come up with the much more subtle invitations given out by the two girls who interrupted, gave the BS Buzzer, and pointed out many invitations which he gave the teacher.

Later on, he talks about the bus being late. Do not let that go unnoticed. That is a huge invitation even though it is not likely the bus did that on purpose.

In the Jasmine scenario, point out the long term invitation she mentions about the aunt.

### **LESSON #5 Invitations Part III**

#### **Class 4: More Invitations**

- **Using same scenarios look for the invitations the youth gives**

This same DVD will be shown after 1 U Gave/1 U Got is introduced. Play the scenario between teacher and student to identify which invitations each gave and got. What do people suppose was the very first invitation? What invitations to Isiah give to his friend? What invitations did Jasmine give to her aunt?



**LESSON #6 Introducing the Early Warning System**  
**Class 5: Early Warning Signs-Part I**

This is a good introduction to the First Emotion or Feeling. It is important that the term “it makes me feel” is not accepted. More on that later. There will be a scenario about going to the theater. **Pause** when that is done and ask the group what emotions they can come up with in that situation. Do not allow pissed, annoyed, irritated, or any other variation of angry.

**STOP WHEN JOHN REFERS TO THE SCENARIOS!**

**LESSON #7 Continue the Early Warning System. Introduce Physical Signs**  
**Class 5: Early Warning Signs-Part II**

There are six very short individual scenarios. They are very good to watch and then have participants work on first feelings and physical signs.

Solana: Ask for I U Gave/I U Got. Ask people if they really believe if Solana responded in a nice polite way. How would they have responded? Do you suppose she maybe gave her foster mother The Look? (which is what in Options terms-invitation)? Ask what some of the emotions Solana may have experienced are. Push it a bit more about how the foster mother never apologized or the fact that she was even in foster care to begin with.

Isiah: What were the invitations? Make sure they list Isaiah’s (look for attitude). What were his first emotions?

Kayla: What were her feelings when her boy friend said that? Push this one to see what may be some of the emotions regarding the health of that relationship. Remember that each new emotion on the list is one more emotion they can draw upon.

Carlos: Very short scenario but should come up with some feelings that are shared by some people in group. Remind them that if Carlos responds in anger, he gets the consequences and never does deal with the underlying anger.

**Class 6: Whose Power?**

**LESSON #8 The Power of Thought**  
**Class 5: Early Warning Signs-Part II**

Ximena: What were the invitations? Don’t miss the one about leaving homework on the bus. What might have been her first feelings? Anyone notice any physical signs in themselves when the teacher accused Ximena of lying?

Peter: What invitations did they each give? What were Peter’s first feelings? Were there any physical signs?

**LESSON #9: The Awareness Cycle-Invitations through the Early Warning System**  
**Class 8: The Way**

- **Anger cycle, invitations, early warning signs and “I” Statements**

This is good for review. **Stop** when they start talking about “I” Statements. Go back over Peter’s situation and ask for invitations both given and received. Push them to look deeper than the obvious i.e. father coming to pick up, voice tones, body language, person wearing a uniform to name a few. What physical signs to Peter mention. What do you suppose he felt physically before he clenched his fists? Why do we ask that? What physical signs did they notice in themselves as the story unfolded? What first feelings can they identify in that scenario beyond those mentioned in the scenario? What feelings might the rent a cop have had? What about the father? What was Peter’s mental signs/negative self talk?

**LESSON #10: Anchoring**  
**Centering**

- **Relaxation exercises, steps to staying off the road to anger**

Guides you through the relaxation process

**LESSON #11: Anchoring-Part II**  
There is no DVD for this Lesson

**LESSON #12: Attention Getters**  
There is no DVD for this Lesson

**LESSON #13: Affirmations**  
There is not DVD for this Lesson

**LESSON #14: Unhooks**  
**Class 12: Self-Talk**

- **Self-talk, affirmation, attention getters, unhooks, taking space, relaxation techniques**

This is a good chapter to just watch all of the way through. It puts the Attention Getters, Affirmations, and Unhooks into a package.

**LESSON #15: Decision Making: Costs and Benefits**  
**Class 13: Hard Work**

- **Positive self-talk, attention getters, affirmations, unhooks, anchoring, courage**

**Efficacy**

**LESSON #16: Expression-“I” Statements**  
**Class 7: “I” Statements**

- **Anger cycle, review previous lessons**
- **Story of Jasmine needing to study. John makes an example of Ramone**

Starts with a review of the Awareness Cycle then switches to introducing skills a person can use once a person recognizes their Early Warning System.

The four parts of the cycle are introduced and explained

Then Jasmine talks about a problem with her mother

**Pause** when John asks for the first feeling. Ask the group what feelings they would have had if they were in the same situation as Jasmine.

**Hit Play** to see what feelings were on the DVD

**Pause** when Jasmine is about to give an “I” Statement

Later in class **Hit Play** and listen to Jasmine’s “I” Statement. **Pause** and ask the class how she did.

Later, when Jasmine says her mother wouldn’t like it, **Pause**. Explain to the group that the purpose of the “I” Statement is not necessarily to have the other person see it your way. The purpose is for the individual to express their feeling. If the other person doesn’t agree with it or like it, “I cared enough about you to let you know.” One doesn’t need to defend their feeling.

### **LESSON #17: Expression-“I” Statement Part 2, Hard Expression, Soft Expression,**

- **Indirect Expression**

There is no DVD for this lesson

### **LESSON #18: Taking Space-Part I**

#### **Class 10: Gaining Power**

- **Jordan role plays with John.**

Discuss “I” Statements, the pressure in using them, the weird feeling when using them and others not noticing a change. Tone of voice and attitude as invitations.

Used on the second day of Taking Space. Talks about what to do when people don’t respond the way one would like. Talks about alternatives ways to take care of oneself.

### **LESSON #19: Taking Space-Part II**

#### **Class 11: Take 2**

- **Taking space, the road to anger, visualization, relaxation, early warning signs, “I” Statements, pacing, take power and control.**
- **Story of Peter and the staff member and the new kid.**

Talks about different methods of taking space.

### **LESSON #20: Responsible Uses of Feelings**

There is no DVD for this Lesson

### **LESSON #21: Resolution-Part I**

There is no DVD for this Lesson

**LESSON #22: Resolution-Part II**

**LESSON #23: Practicing Skills**

There is no DVD for this Lesson

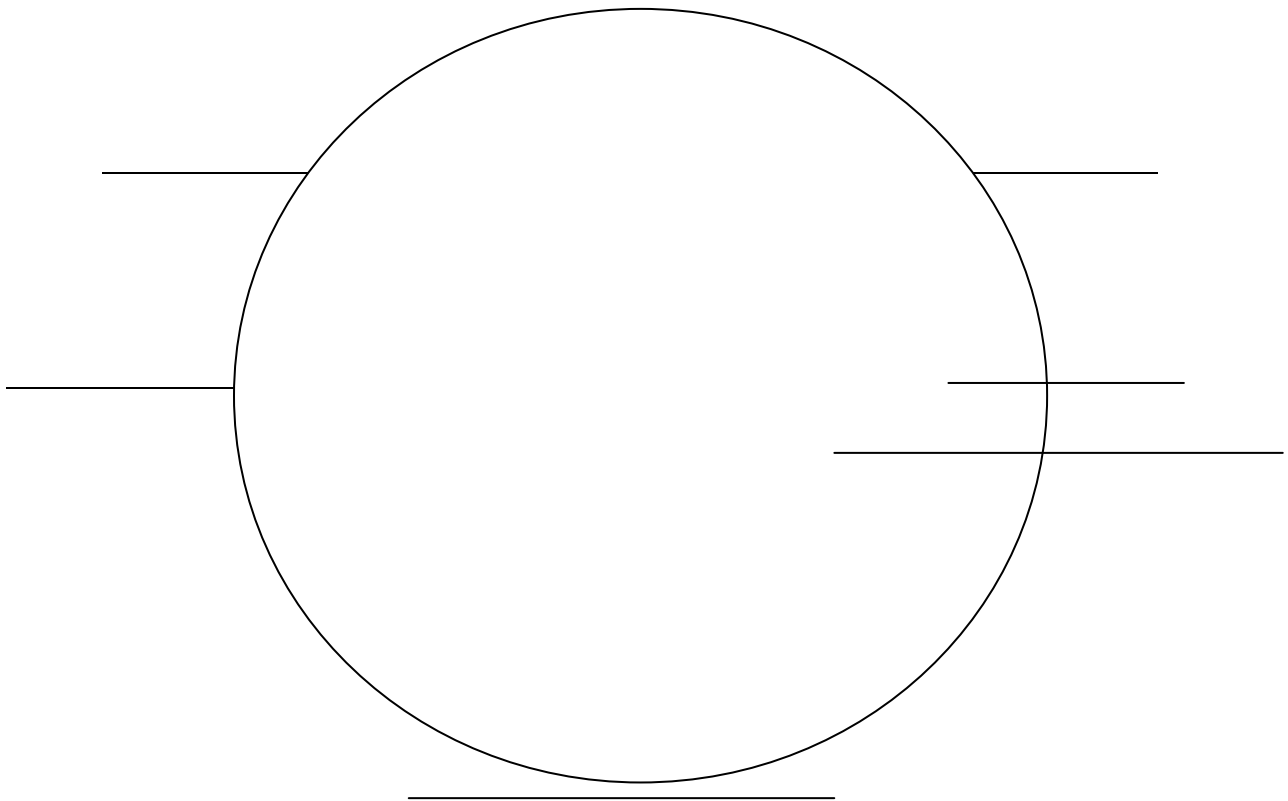
# Appendix E

Name: \_\_\_\_\_

## DEVELOPING OPTIONS TO ANGER TEST

### **TEST QUESTIONS**

1. Fill in the cycle



2. When and how would you take space?

When \_\_\_\_\_

How \_\_\_\_\_

3. What are two ways (different) to take space?

4. What are the 3 parts of an "I" statement.

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5. Give an example of an "I" statement.

6. Give an example of an unintentional, intentional, verbal, and non-verbal invitation.

7. What is required if anger situations are going to be resolved differently?

8. Other people can make me angry?

- True  
 False

9. When angry, I am not responsible for what I do?

10. List two feelings you have on the way anger.

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11. List 3 responsible things you can do when feeling sad.

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12.

13. List two physical signs you notice on the road to anger.

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14. The best time to do things about your anger:

- When angry
- After you are angry
- Before you get angry

15. Which of the following is not a 1<sup>st</sup> feeling:

- Anxious
- Scared
- Mad
- Powerless

16. What is the name of the person in your life that needs to change the most for your anger to change?

17. Who has been holding you back from changing/working on your anger?

18. The purpose of taking space is:

- To run away from problems
- To get away from the people that make problems for you
- Mad
- Powerless

19. Choose the primary purposes of anger:

- Entertainment
- Fun
- Control and Defense
- Victory

20. List the purpose and 2 examples of Attention Getters:

21. List the purpose and 2 examples of Affirmations:

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21. List the purpose and 2 examples of Unhooks:

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22. What are three ways to physically relax?

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23. What are some consequences you have had to face from your anger? List three.

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24. The purpose of an "I" statement is:

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25. Turning your desk around while the teacher is talking to the class, and facing a neighbor is an example of:

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Appendix F

***RESEARCH  
AND  
EFFECTIVENESS***

# Anger Management Overview of Program Evaluations

11-06

**Introduction** - The history of conducting program evaluations for juvenile justice services in Oregon is relatively new given the longer life of the corrections system itself. The most recent statewide focus on these efforts started with a legislative mandate, SB 267, that requires counties to use effective practices for programs which are funded with state money. All 36 counties and state agencies have aggressively worked to define “effective practices” and to develop plans for implementation and evaluation of these services.

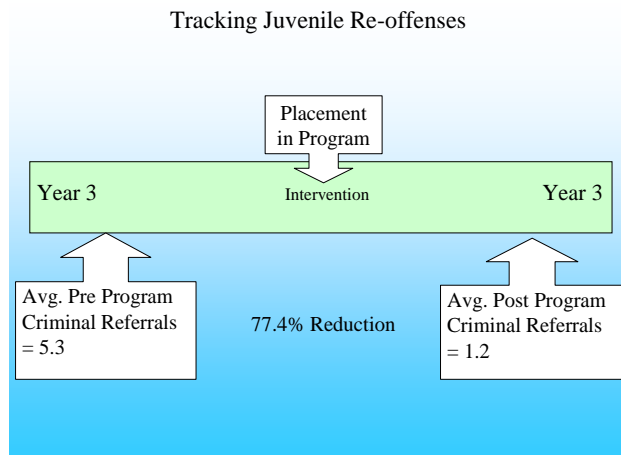
The Lane County Department of Youth Services (DYS) had been working on evaluating its services for years prior to the statewide mandate. The Lane County Board of County Commissioners approved a research position for the juvenile department in 1990. Prior to that, there had not been systemic review of the department’s programs and services. Lane was the first county in Oregon to have an in-house researcher in the juvenile justice department.

**Purpose** - One of the first programs reviewed at DHS was the Anger Management competency class. The purpose of this overview is to provide a summary of those findings. That summary will follow a brief background on DHS program evaluation methodology.

**Program Evaluation Methodology** – DHS program evaluations address these primary question,

- 1) “What is the change in re-offenses for each juvenile offender referred to juvenile justice services and treatment programs – how does their post intervention delinquency patterns compare to pre program patterns?”
- 2) “Are those changes in delinquency behavior a result of the program?”
- 3) “Is the cost of the program worth the observed changes in delinquency – is this program the best use of public funds?”

The first question is addressed by looking at criminal referrals to DHS before and after a youth starts a program. The model for that review includes:



Criminal referrals are tracked for twelve, twenty-four, and thirty-six months before and after the intervention (the total amount of post time is equal to the pre time). Hence, if there has only been one year since program referral, then the tracking for pre and post is limited to twelve months. In the above example, three years had passed since program placement. The group placed in the program had an

average of 1.2 criminal referrals after placement and 5.3 before placement producing a delinquency reduction of 77.4 percent.

This information shows that not only did crimes not increase for this group but they change in a positive direction – down. It is suggestive data, however. A comparison group is needed in order to conclusively say that this reduction is “due to the program,” or answer, “To what extent would crime have changed without the program?”

The availability of comparison groups in the juvenile justice field varies. The optimal evaluation design includes a random assignment to a program or to traditional services. It is not always possible to implement this type of design due to ethical reasons, e.g., practitioners are reluctant to withhold services from high risk groups even without conclusive information about the efficacy of those services. The concern is based on risk management and community safety. Even with those concerns, DYS has been able to utilize random assignments for many program evaluations. When a random design is not available, the evaluation design endeavors to include a comparison group to the extent possible. The stronger the comparison design, the stronger the confidence in the findings.

The complexity of each evaluation has increased over time as the technology to support these studies has become more sophisticated and accessible. Those changes are reflected in the methods and protocols used to review all services at DYS. Some of those changes include:

- DYS invested in technology to automate re-offense reports. The benefit of this work is seen in the quantity of analyses which can be conducted in a year. Prior to the technology, no more than five evaluation studies were produced during the year as the work was done by a manual search. The re-offense report allows for a review of re-offense data on eleven programs to occur within three days.
- Prior studies included a review of all criminal offenses and latter studies used criminal referrals as the measurement for re-offending. The difference is important. Referrals are police reports that contain incidents of criminal or status offenses committed by juveniles. An individual youth can have several referrals. Offenses includes the type and number of crimes listed on a referral. A referral can have several offenses. Using “referrals” is, in many ways, a “cleaner” count and the statewide standard for re-offense data moved to the referral count for this reasons. In response, DYS moved to using this variable for all program evaluations.

These changes has significantly increased the quantity of re-offense studies which are completed each year and, more importantly, increased the accuracy of those studies.

**Evaluation Findings** – The Anger Management class has received three formal evaluations and has on-going review of the data. Findings include:

This initial study conducted in 1991 looked at 94 juvenile offenders and tracked them for one year before and after their completion of the Anger Management class.

- They had a 39.4% graduation rate (37 of the 94)
- The graduates experienced a 73.9% reduction in re-offenses after one year (avg. of 9.95 pre offenses and 2.6 after).
- Juveniles referred to the program but who did not attend and those referred but dropped after a few classes also experienced a reduction in re-offenses. Those reductions were not as significant as the group who completed – respectively 62.2% (9.72 pre and 3.67 post) and 29.5% (10.16 pre and 7.19 post)

These early data were encouraging but inconclusive. Without a comparison group, it was not clear whether or not the “graduate group” were so successful because of the class or if it was a condition of “self-selection” - or, those most likely to graduate were least likely to re-offend just by the nature of that particular group.

The second study occurred in 1996 and included a sample of all youth referred to Anger Management in 1991, 1992, and 1993. These juveniles were tracked for twenty-four months. Findings included:

- 47% of juveniles referred completed the program (97) – this included juveniles who graduated and those who completed the class. The latter included juveniles who went through the class but for whom staff determined they did not assimilate the information in such a way that enabled them to “graduate.” This latter point proved to be subjective, so the two groups were combined into a “completed” group because they had gone through the class.
- The group who completed had a 51% reduction in re-offenses (average of 2.4 offenses after the program and 4.9 before).

The information was clustered around some specific points including about half of youth referred to the program complete and their re-offenses significantly decreased after the program. However, the extent to which this reduction could be attributed to the program had not been established. In the late 1990’s an evaluation was conducted with a comparison group to address this point.

The comparison evaluation looked at 171 juveniles referred to Anger Management and 171 who did not. To the extent possible, they were matched on critical indicators including:

- Age
- Gender
- Race / ethnicity
- Type of offense
- Offense number (was it their first, third, etc.)

This analysis was different from previous studies in some significant ways. In addition to the comparison group, the tracking period was extended to thirty-six months. This is the longest amount of time tracked in DYS program evaluations. It is known that the longer juveniles are tracked, their amount of crime increases.

Findings include:

- 46.8% of the youth completed Anger Management (80 of the 171)
- Of the group who completed, they experienced a 50.9% reduction in re-offenses after 36 months
- The comparison group matched to the “completed” group experienced a 40.5% reduction in re-offenses.

**Summary** – The evaluations of Anger Management have identified that it is more effective in reducing delinquency than corrections services that do not include this class. Findings include:

- About half of all youth referred to the program complete the class
- Those who complete, experience a 50% reduction in re-offenses which is ten percentage points better than a similar group of juvenile offenders who did not attend the class

The last evaluation question, is the cost of the program worth the difference of ten percentage points has not been answered. A cost avoided model has been developed at DYS and is now being used with each program. That review for this competency class is pending. It is not prudent to use archival data for that review as the program has been modified based on a more recent curriculum using principles of effective practices. Along with other DYS services, three reviews of the competency class will occur including:

- A process evaluation to measure the extent to which the class implemented the principles of effective practices
- An outcome evaluation to measure the impact on re-offenses with a comparison group design
- A cost avoided study to determine whether or not the cost of the program is worth the difference in re-offenses between the two groups (attendees and the comparison group).