RESOURCE MANAGEMENT SERVICES
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Teaching Social Skills to Youth (multiple worksheets to be used/compiled into a scheduled curriculum)

Basic Skills	8
Intermediate	56
Advanced	81
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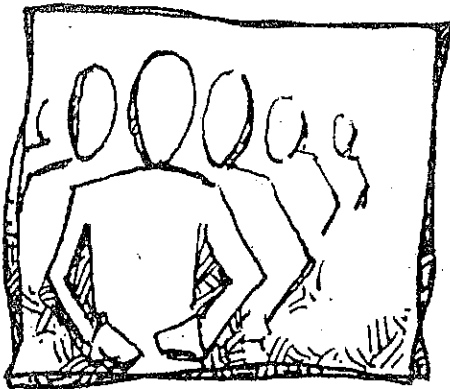|	
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STRATEGIES
for better
MENTAL HEALTH

STRATEGIES for ANGER MANAGEMENT
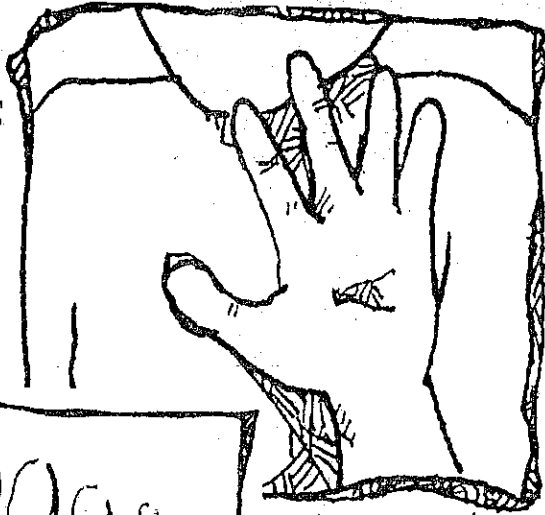
Reproducible
Worksheets
for Teens
and Adults

Kerry Moles, CSW

Illustrated by Amy L. Brodsky, LISW

Foreword

Strategies for Anger Management is a tool for educators, social service professionals and others working to help people cope with anger in healthier ways. The reproducible worksheets can be used in group or individual counseling or educational settings with teens or adults.

The goal of these activities is not to eliminate anger, because anger is a normal emotion experienced by everyone. Anger plays an important function in our individual and collective lives, as it motivates change and propels us to action. Anger can function as a defense mechanism, protecting us from emotions that we are not ready to deal with. Like many things, anger can do much good, but it can also be most destructive when it is not understood and channeled in healthy way. Hence, the term *anger management*. To manage, according to Webster's Dictionary, is "to exercise control over," "to handle, manipulate," "to succeed in accomplishing or handling, but with difficulty," "to be able to cope with a situation."

Before someone can manage something, they usually need to understand it. The first section of this workbook is dedicated to helping people understand their attitudes and beliefs about anger, and identify the emotions and situations at its root. Anger is not what I call a *primary* emotion. It is a *secondary* emotion that functions to 'cover up' some other, underlying emotion, such as hurt, fear, or rejection. Anger often results when one of these primary emotions is not adequately processed, expressed or addressed. For example, a person who feels rejected might be unable to identify and deal with the emotions associated with rejection, and will therefore experience feelings of anger against the person who rejected him or her. While understanding these situations and emotions will not always keep a person from experiencing anger, it can help to dilute the intensity and guide the person away from destructive, and toward constructive, responses to his/her anger.

The second section of this workbook is *Interventions for Anger Management and Conflict Resolution*. This section builds on the content of the first section, challenging people to examine their responses to emotional 'triggers.' It offers a range of activities to help people learn and practice new, more effective ways of responding to anger and the emotions that cause it. Some of these activities should be used in conjunction with others, particularly the series of worksheets relating to assertiveness. Others stand alone and suggest cognitive-behavioral techniques for anger management. They are all developed with the goal of helping people to gain insight into their behavior and develop conscious strategies for coping with anger in ways that meet their needs without being destructive.

The workbook concludes with a section, which very briefly explores the differences between anger and abuse. While there is certainly overlap between the two issues, it is important to be able to distinguish between them because their interventions should be different. Abuse is more than just the 'next step' in anger or anger gone 'out of control.' Abuse is a behavior that is used to gain power and control over another person. While people who have difficulty managing anger do so in all situations in which they become angry, abusive people usually target their 'angry' behavior toward one person or group of people. For example, perpetrators of domestic violence are often said to be 'out of control,' but if they only hit or verbally abuse their intimate partners, rather than everyone they get angry with, then they are in fact *in control* of their anger and choosing to take it out on their partners. The same holds true for people who target their aggression toward people of specific races, cultures, sexual orientations, etc. Anger management is not an appropriate intervention for these people, and it is strongly recommend that they be referred to professionals who specialize in working with abusive people. This section is not in any way intended to be a curriculum for working with abusive people, but a way for professionals working with anger management issues *to introduce* clients to the topic of abuse and to screen for abusive behavior so they may make appropriate referrals.
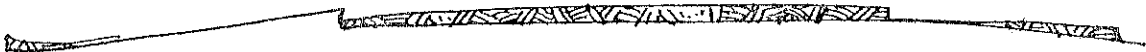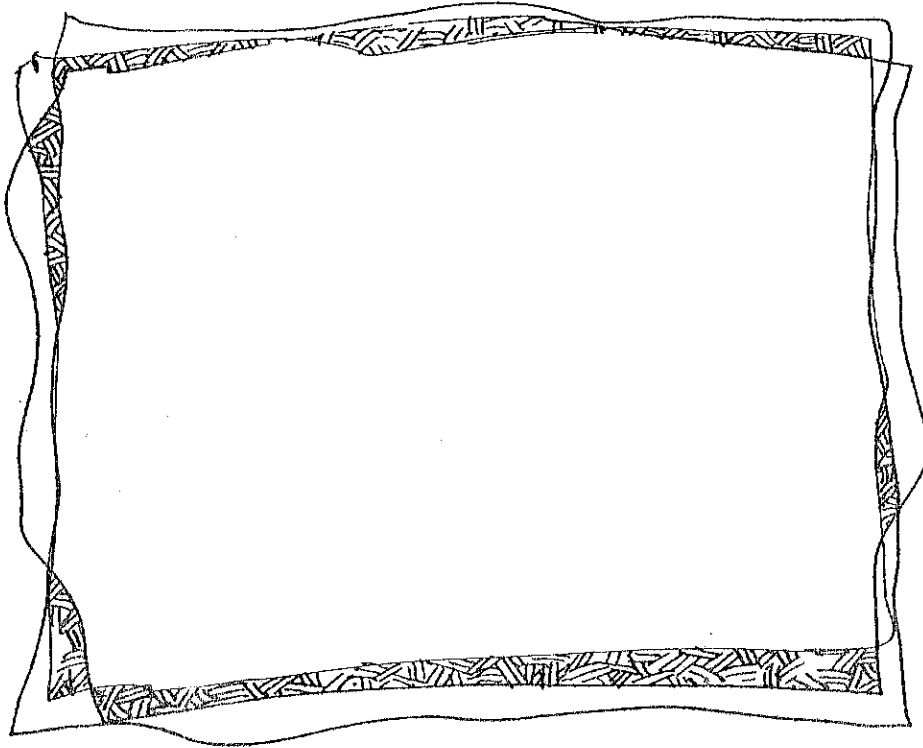
Using the Workbook

This workbook can be used by social workers, psychologists, occupational therapists, health care providers, counselors, educators or any other professional interested in helping people deal with anger in more constructive, productive ways. For the sake of simplicity, the professionals facilitating the workbook's activities are referred to throughout the book at the 'Facilitator,' while the term "Participant" is used for the client, patient, student, group member or other person participating in the activity.

Strategies for Anger Management – Reproducible Worksheets for Teens and Adults is designed in a spiral-bound, easily reproducible format. Each of the 33 activities includes one or more worksheets to be photocopied and given to the participant, as well as a 'Facilitator's Information' page with suggestions for using the worksheet(s) in group or individual settings. Facilitators can choose which activities to use based on presenting issues and goals of the group or individual, and in response to the content of previous sessions. The facilitator is able to customize a curriculum for each group or individual. The worksheets do not have to be used in the order in which they appear, although in some cases it is noted on the Facilitator's Information Page that a particular activity should be used in conjunction with another.

Participants working on material from this workbook are encouraged to develop an 'Anger Management Portfolio,' a place to collect and reflect on their work. Facilitators should provide participants with an empty portfolio, preferably a three-ring binder with a clear plastic pocket on the front. (Following this page is a sample portfolio 'cover page' that can be photocopied for participants to decorate and/or paste a photo on.) Aside from completed worksheets from this book, the participant can put other related material including pictures, letters, poems, drawings, articles, information collected o.· community resources. Anything that can't be hole-punched can be put into clear plastic page protectors, available at most office supply stores.

The portfolio can become a reflection of the participant's journey toward better anger management, a tangible object he or she can develop and take pride in. While participants should be encouraged to claim ownership over their portfolios, facilitators may want to store them in the office or setting where the work takes place for safekeeping between sessions. (If a participant chooses to bring it home, the facilitator should at least keep copies of everything that goes into the portfolio in case it is lost.) Upon termination of the group or individual work, the participant will take the portfolio with him or her. It will serve not only as a transitional object but as a practical resource to refer to when in need of information or a reaffirmation of the decisions made, strengths and skills developed, and values and beliefs defined during the course of this work.

My Anger Management Portfolio

TABLE OF CONTENTS — BY TOPIC

TABLE OF CONTENTS — ALPHABETICAL, BY WORKSHEET

I.
Understanding Anger

The Angry Volcano

Think of yourself as a volcano. As the heat rises in a volcano, so does the lava, sometimes building until it erupts.
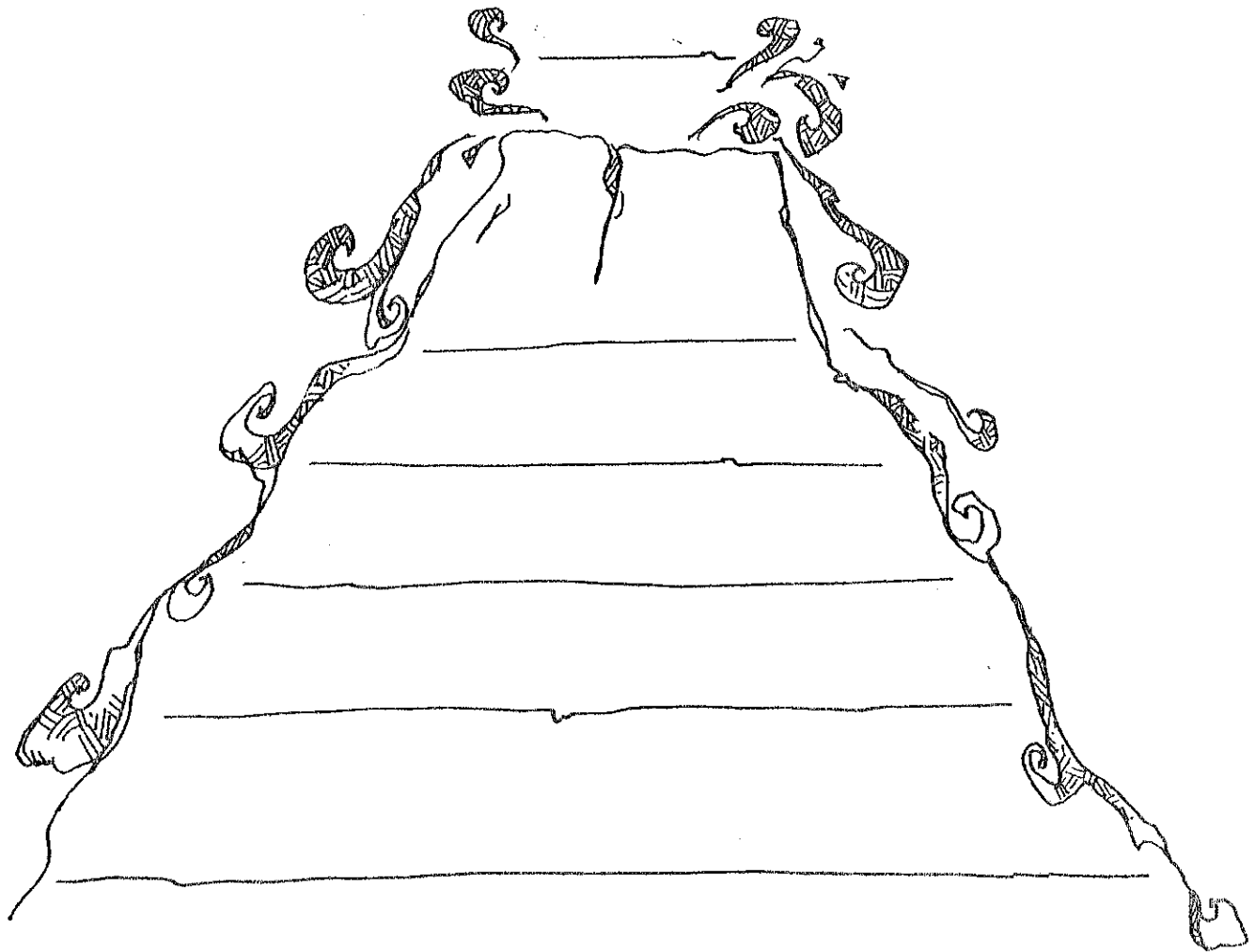
1. Identify a time when your emotions got so hot that they erupted. Describe your most angry behavior (the "eruption") on the line on top of the volcano, inside the lava.

2. On the top line inside the volcano, write what happened just before the 'eruption.'

3. Continue to write the events that led up to your 'eruption' down the inside of the volcano. The bottom line should be the earliest event you can identify that began the escalation of your anger.

Facilitator's Information for
The Angry Volcano

Purpose: To gain awareness of how anger escalates.

Background Information: Many people experience anger as a "sudden explosion," because they are unaware of when their anger is triggered and how it escalates over time. If participants can become aware of this process, they can begin to develop strategies for de-escalating their emotions before they explode.

Individual Activity: "LAVA RISING"
Materials: One copy of worksheet per participant, pens/pencils.

1. Give participant copy of worksheet and pen/pencil.
2. Read or have participant read directions aloud.
3. Assist participant in identifying a situation in which his or her anger exploded.
4. Assist participant in completing worksheet based on the above situation.
5. Process with a discussion of the following questions:
   - At each level of escalation, what were the participant's underlying emotions?
   - At each level of escalation, what was the participant's self-talk?
   - At each level of escalation, what were the choices the participant made? What were the consequences of those choices?
   - At each level of escalation, what were other possible choices the participant could have made?
   - What choices would the participant have made differently if s/he could do it again?

Group Activity: "LINE-UP"
Materials: One copy of worksheet per participant, pens/pencils, index cards (at least six or more depending on how many times the 'line-up' is to be repeated).

1. Distribute worksheets and pens/pencils.
2. Read or have a participant volunteer to read the directions aloud.
3. Instruct participants to complete the worksheet, offering assistance and clarification as needed.
4. After worksheets have been completed, ask for a volunteer who is willing to share his or her worksheet with the rest of the group.
5. Using the volunteer's worksheet, write each step in the escalation of anger on a separate index card.
6. Shuffle the index cards, and distribute one index card to each of six participants. (If there are less than six participants, give more than one card to some or have the participants line the cards up on the table instead of lining themselves up.)
7. Give participants the following instructions: Without talking, they are to line themselves up in the order that they think the events on their index cards took place. The person holding the index card with the event that first triggered the anger should be on the left end of the line, and the person holding the index card describing the 'explosion' should be on the right end of the line.
8. After participants have lined up, the volunteer whose worksheet is being used should tell the group whether they have lined themselves up in the correct order or not. If not, s/he should identify the 'cardholders' who are in the wrong place and give them an opportunity to move until they are in the correct order.
9. Process by asking the volunteer to answer the questions in number five of the Individual Activity above.
10. The 'line-up' activity may be repeated several times, so that every group member has had an opportunity to participate.

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*'Angry Volcano' Worksheet concept contributed by Lisa Collett, M.A.
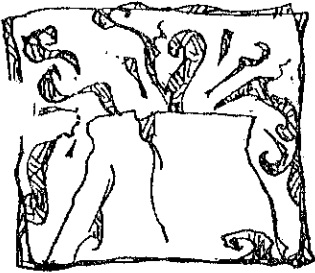
Thoughts, Feelings & Actions

EVENT	MY THOUGHTS	MY FEELINGS	MY ACTIONS

Facilitator's Information for
Thoughts, Feelings & Actions

Purpose: To increase awareness of the thoughts and feelings that precede one's actions.

Background Information: In this activity, participants are asked to take the events listed in the Angry Volcano exercise and examine them in more depth. By identifying the thoughts and feelings underlying each of their actions, they may be better able to understand the process of escalation of anger and conflict. With practice, this skill will allow participants to exercise more control over their own behavior
in future conflicts.

Group or Individual Activity: "CHARTING WHAT'S UNDERNEATH MY ACTIONS"
Materials: One photocopy of worksheet per participant, completed "Angry Volcano" worksheet(s), pen(s)/pencil(s).

1. Give participant(s) copies of their completed "Angry Volcano" worksheet and one copy each of the "Thoughts, Feelings & Actions" worksheet.
2. Explain that this activity is a follow-up to the Angry Volcano activity, and will take the concepts discussed in that activity further.
3. Tell participant(s) to take each of the events listed on the "Angry Volcano" worksheet and write it in the left column labeled "Events" on the "Thoughts, Feelings & Actions" worksheet, starting with the first event in the top box and working down.
4. Instruct participant(s) to think about the first event, and write in the "Thoughts" box whatever thoughts they had at the time of the event; then, write whatever feelings they had in the "Feelings" box, and the actions they took in response in the "Actions" box. Encourage participant(s) to reach for the underlying feelings and thoughts, rather than stopping at the first ones that cross their minds (i.e., if the first feeling that comes to mind is anger, remember that there are usually other feelings beneath the anger).
5. Process with the following questions:
   - How did your thoughts affect your feelings?
   - How did you thoughts and feelings inform your actions?
   - If your 'self-talk' about the event had been different/more positive, how might your actions have been different?
   - Imagine you were able to go back and stop time right after the event listed in the left-hand box, and *before* you took the actions in the right-hand box. If you could fill out this worksheet as a sort of road map to plan your actions in advance, what would you have written in the right-hand box?
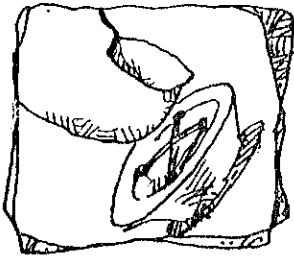
Anger Buttons

Have you ever heard the expression "Pushing My Buttons?" Everyone has their own 'Anger Buttons.' These are certain things that really get you upset and trigger your angry behavior. But keep in mind that you are not a computer — when someone 'pushes your buttons,' you have a choice as to how you behave in response.

On each arrow below, describe something that regularly triggers your anger. (For example "When someone makes jokes about my family.) Then, choose a one- or two-word phrase to represent that trigger and write it on the button that the arrow points to. (For example "Family Jokes.")

Be aware of your anger buttons. Practice recognizing when they are triggered or when they are about to be triggered, so you can make conscious choices about how you will react in response.

Facilitator's Information for
Anger Buttons

se: To identify common triggers of anger.

Background Information: The phrase 'pushing one's buttons' is often used to refer to actions that one person takes which trigger another person's anger. However, this term can be misleading because it can imply that the person whose anger is being triggered has no control over his or her own behavior once his or her button is pushed. Abusive people often use the concept 'pushing buttons' to blame their victims for their abusive behavior. Therefore, it is critical to emphasize that even when a person's anger is triggered, that person has control over, and is responsible for, his or her own behavior.

Individual Activity: "NAMING MY BUTTONS"
Materials: One photocopy of worksheet, pen/pencil.

1. Read or have participant read the introductory paragraph and discuss.
2. By asking participant to recall real-life situations in which his or her anger has been triggered, assist him or her in identifying common anger triggers, writing them on the arrows, and choosing one- or two-word phrases to write in the 'buttons.'
3. Facilitate discussion about the participant's responses to his or her 'anger buttons' being pushed, whether those responses are healthy/effective or not, and what other responses might be possible.
4. Process with discussion of the emotions that underlie each of the triggers and how recognizing those emotions in the moment of conflict might allow the participant to 'diffuse' the trigger and make more constructive choices about his or her response.
5. Suggest that between now and the next session, the participant keep a journal of each time his or her anger buttons are pushed, his or her reactions, and the emotions underlying the triggers. Follow up by processing the journaling in subsequent sessions.

Group Activity: "ANGER BUTTON SHUFFLE"
Materials: One photocopy of worksheet per participant, pens/pencils, pieces of differently colored construction paper cut into large circles, 3" in diameter, (one per participant), one marker per participant.

1. Distribute three circles and a marker to each participant.
2. Ask participants if they have ever heard the term "Pushing my buttons," discuss and clarify the concept.
3. Instruct participants to write an 'anger trigger' on their circles. Participants may write triggers for their own anger, or they may choose to write triggers that they have seen in characters in movies, on television, in books or song lyrics.
4. Collect the 'anger buttons.' Shuffle and redistribute them so no participant has his or her own 'anger button.'
5. Instruct participants to draw a line down the middle of the blank side of the circle they are holding.
6. Instruct participants to consider the anger trigger they have in front of them and to write three emotions that they think might underlie the anger in that situation on one side of the line.
7. Remind participants that when a person's 'anger button' is pushed, s/he has a choice in how s/he responds and is always responsible for his or her behavior. Instruct participants to consider three ways a person might respond when the 'anger button' they have in front of them is pushed, and to write those responses on the other side of the line.
8. Ask for volunteers to share their 'anger buttons' and their ideas for the underlying emotions and responses. Ask other group members to brainstorm other emotions and responses for each anger trigger.
9. Distribute worksheets and pens/pencils.
10. Read or have a participant read aloud the introductory paragraph.
11. Instruct participants to complete worksheets.
12. Ask for volunteers to share what they identified as their own anger buttons and process.

For groups with low literacy levels: Give participants the option of drawing pictures of anger triggers instead of writing them in words; after collecting buttons, the facilitator can hold each one up, identify the anger trigger, then facilitate brainstorming emotions and responses as a group.
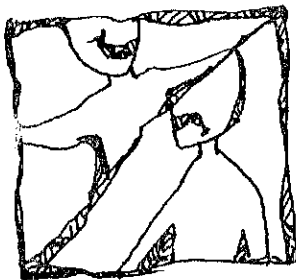
Identifying Emotions

A Time When I Felt...

Happy

Sad

Love

Frustrated

Accepted

Rejected

Joyful

Lonely

Supported

Embarrassed

Excited

Ashamed

Proud

Humiliated

Confident

Overwhelmed

Secure

Insecure

Silly

Shy or bashful

Surprised

Jealous

Hopeful

Remorse

Brave

Afraid

Other:

Other:

Facilitator's Information for
Identifying Emotions

P   ose: To practice identifying both positive and negative emotions and events that trigger them.

Background Information: Identifying a range of emotions is the first step in learning to express those emotions in healthy and productive ways. Done early on in group or individual work, this activity may result in discussion of only more superficial examples of the emotions. The facilitator should accept whatever examples participants give, but may want to repeat the activity in a later session when a greater level of trust has been developed and more 'intense' examples of emotional triggers may be shared.

Individual Activity: "REMEMBERING EMOTIONS"
Materials: One photocopy of worksheet, pen/pencil. Optional: Blank paper and markers.

1. Explain to participant that the purpose of this activity is to practice recognizing different emotions and times s/he has felt those emotions.
2. Read or have participant read aloud each emotion. Ask participant if s/he knows what that emotion means and if necessary, clarify the definition or meaning of the word. Ask participant to think of a time when s/he felt that emotion, and briefly write it on the line.
3. It's okay if the participant can't think of examples for each emotion. During future sessions, when emotions or memories of these emotions are triggered, the facilitator can help the participant identify those emotions and go back to fill in the blanks on this page.
4. Optional: Ask participant to choose one or more of the emotions discussed, and draw a picture of him/herself at the time s/he felt the emotion. Use this activity as a starting point for a more in-depth exploration of the events and emotions represented in the picture.

Group Activity: "EMOTIONS CHARADES"
Materials: Index cards with one emotion written on each card, one photocopy of worksheet per participant, pens/pencils.

1. Give each participant an index card with one emotion written on it. Instruct participants that they should keep the emotions on their cards secret.
2. Ask for a volunteer to act out the emotions on his/her card. The facilitator may choose to instruct participants to act out the emotions using no words, or tell them they can use words other than the one on the card.
3. Instruct other participants to guess the emotion being demonstrated.
4. Once someone has guessed the emotion, ask participants to give examples of times they have felt that emotion.
5. Repeat until each participant has acted out his or her emotion, and other participants have given examples of times they have experienced the emotion.
6. Hand out worksheets and pens/pencils, and instruct participants to fill in a time they have felt each emotion.

Alternate Group Activity: "EMOTIONS CHECK-IN"

1. This activity can be used as a check-in ritual at the beginning of each group session. Explain this check-in ritual to participants during the first group session.
2. Prior to each group session, choose one emotion to be the 'emotion of the day.' It is best to start with the more positive, less threatening emotions such as 'happy' or 'excited' during early group sessions.
3. At the beginning of each group session, the facilitator should state the 'emotion of the day' and if necessary, begin with a discussion of the meaning of the emotion.
4. The facilitator may choose to model by going first, stating the emotion of the day and giving an example of a time s/he felt that emotion.
5. Ask participants to take turns describing times they experienced that emotion.
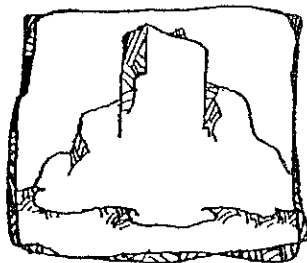
Anger:
The Tip of the Iceberg

Imagine you are a passenger on a cruise to Alaska. You see a giant iceberg that seems to be floating in the water. You may not realize that what you see above the surface of the water is only the very tip of the iceberg. Most of the iceberg is underneath the water's surface.

Anger is like the tip of the iceberg. People might see only the anger, without realizing that beneath the surface, there is much more to a person's emotions than anger.

Imagine the iceberg below represents your emotions. The tip of the iceberg is your anger. Below the water's surface, write all of the emotions that have been beneath the surface of your anger in the past.
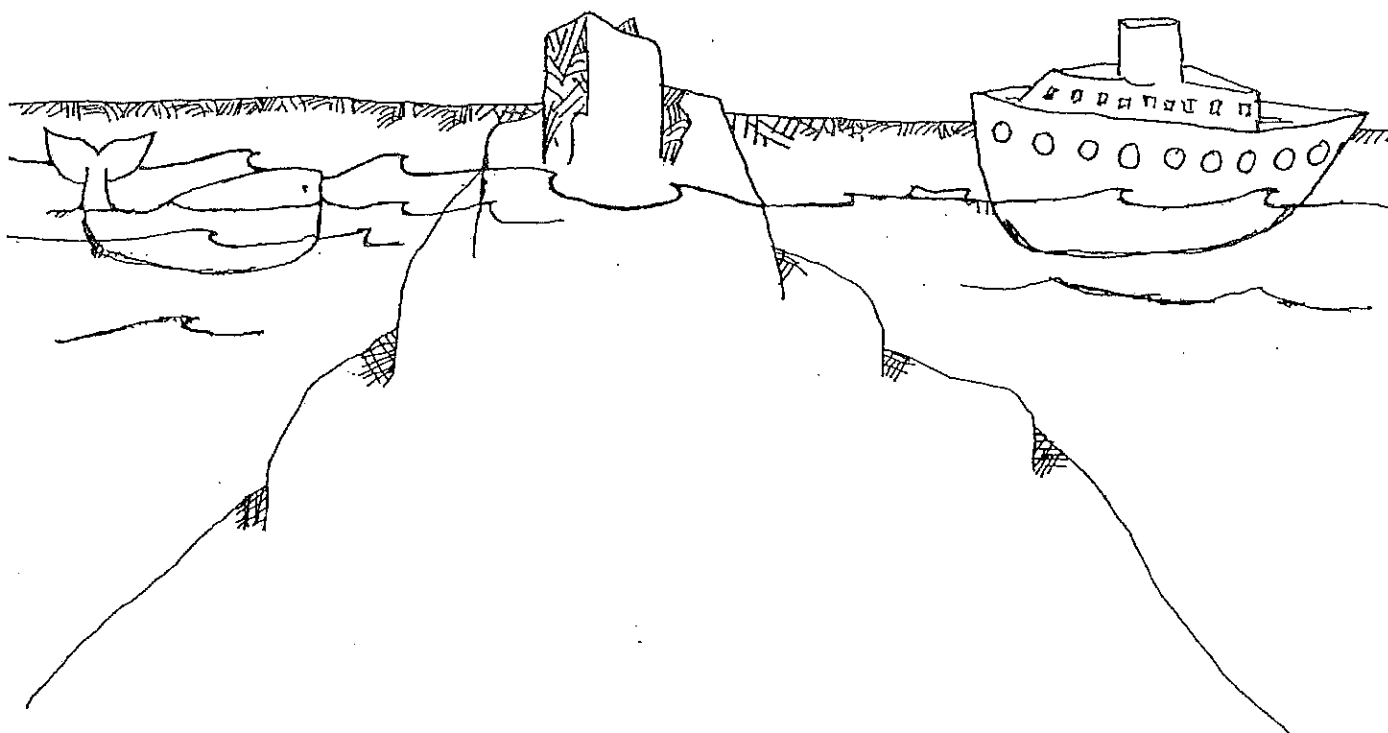
Below, practice recognizing the emotions under the surface of your anger:

A time when I expressed anger: _____

The emotions below the surface: _____

A time when I expressed anger: _____

The emotions below the surface: _____

A time when I expressed anger: _____

The emotions below the surface: _____

Facilitator's Information for
Anger: The Tip of the Iceberg

Purpose: To recognize feelings that underlie anger.

Background Information: The activities below can help participants understand the feelings underlying their own and other people's anger. This step is necessary before they can learn alternate, healthier ways of expressing those emotions. However, when people identify painful emotions, they sometimes use those emotions to justify behavior that is abusive in themselves or others. It is very important to emphasize that no degree of hurt feelings ever justifies abusive behavior.

Individual Activity: "DIVING BENEATH THE SURFACE"
Materials: One photocopy of worksheet, pen/pencil.

1. Read or have participant read the introductory paragraphs aloud and discuss.
2. Ask participant to think of examples of emotions that might be below the surface when people express anger, and write those examples inside the iceberg illustration on the worksheet.
3. Next ask participant to think about a situation in his or her own life when s/he expressed anger. Help him/her to identify and explore the feelings that were beneath the surface of the anger, and instruct him/her to fill in the blanks on the worksheet accordingly. Repeat with two more examples.

Group Activity: "LOOKING UNDERNEATH OUR ANGER"
Materials: Blackboard or flipchart and markers, one photocopy of worksheet per participant, pens/pencils.

1. Instruct participants to sit in a circle.
2. On board or flipchart, write "A time when I was angry was..."
3. Ask participants to take turns completing the sentence, until all participants have given an example from their personal lives of a time when their anger was visible to others.
4. Distribute worksheets and pens/pencils.
5. Draw a copy of the iceberg illustration on board or flipchart.
6. Read or have a participant read the introductory paragraphs aloud and discuss.
7. Lead participants in brainstorming emotions that underlie anger, telling them they can begin with the emotions that were beneath the anger they expressed in their earlier examples. Write the emotions on the portion of the iceberg that's beneath the surface of the water.
8. Instruct participants to write on their individual worksheets any emotions that have ever been under the surface of their own anger.
9. Instruct participants to fill in the blanks at the bottom of their worksheets, beginning with the example they gave earlier, and adding two more examples. Encourage participants to write additional emotions in their icebergs if they think of more while doing the second part of this activity.

Alternate Group or Individual Activity: "OTHER PEOPLE'S ANGER"
Materials: One or more videos depicting characters expressing anger.

1. Before or after completing one of the above activities, show participant(s) one or more clips from movies or videos in which a character expresses anger.
2. Instruct participants to guess at the emotions that might have been below the surface of the character's anger, and discuss.
3. Ask participants to volunteer to describe a situation in which someone else expressed anger at them, and to try to imagine what feelings might have been underlying that person's angry behavior. This activity can be used to help participants develop empathy and to understand other people's angry reactions to their own behavior.
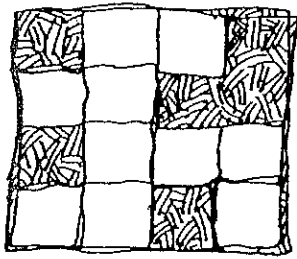
Crossword Puzzle: Feelings Underlying Anger

All of the answers in this crossword puzzle are feelings that can underlie anger.

Crossword Puzzle: Feelings Underlying Anger

(continued).

CLUES:

ACROSS

1. Feeling of being extremely embarrassed and disgusted with one's own bad behavior
4. Shy
6. Bashful
7. How you might feel when you know someone wants to hurt you
8. Sick
9. A flood of emotions can leave you this way
11. Like you're all alone
12. Full of envy, fearing competition
13. As if your every effort is thwarted
18. Wanting what another has
19. Self-conscious, not wanting to show your face
20. Opposite of hot
22. Can't do it
24. Down & blue
26. Wanting it all
29. With no one else
30. Agitated, nervous
33. Fidgety, on edge, worried about what will happen
35. Very concerned
37. Let down
38. Turned away, not good enough
40. Too _ _ _ _ _ to ask for help
41. Unclean
42. Not appealing
43. Sleepy
44. Not given what you asked for

DOWN

1. Frightened
2. Opposite of cold
3. Rhymes with bad and sad
4. Not good
5. Extremely embarrassed
6. Giddy
10. Exposed, unprotected
14. Astonished
15. Like no one gets you
16. Craving help and attention
17. Extremely sad
21. Like a couch potato
23. Cut off from others, alone
25. Feeling the need to protect oneself
27. Extremely unsettled, on edge
28. Can't get the job done
31. The urge to guard another
32. Void, filled with nothingness
34. Under pressure
36. Unfaithful
39. Pained

Facilitator's Information for
Crossword Puzzle: Feelings Underlying Anger

Purpose: To match words with descriptions of feelings that commonly underlie anger.

Background Information: This exercise offers participants another opportunity to practice defining and identifying emotions which often lead to angry feelings and behavior.

Individual Activity: "CLUEING IN TO MY EMOTIONS"
Materials: One photocopy of worksheet, pen/pencil.

1. Give participant worksheet and read or have participant read aloud the introductory statement at the top of the worksheet. Process the idea that when a person feels angry, there is usually another difficult emotion hidden beneath the anger, and that identifying and dealing with the 'hidden' emotion can help deal with the anger. Explain that the purpose of this exercise is to practice identifying and understanding some of those 'hidden' emotions.
2. If necessary, review the concept and rules of a crossword puzzle.
3. Assist participant in reading clues and filling in the answers. As each answer is filled in, encourage participant to discuss times s/he has felt that emotion and how s/he handled it.
4. After activity is complete, ask participant to keep a log or make a mental note of each time s/he feels one of the emotions named in this puzzle until the next session. Be sure to follow up by processing this assignment during the next session.

Group Activity: "CROSSWORD GAME"
Materials: One photocopy of worksheet per participant, pens/pencils, overhead projector, copy of crossword puzzle on transparency for overhead.

1. Give each participant a photocopy of the worksheet and pen/pencil.
2. If necessary, review the concept and rules of a crossword puzzle.
3. Give the following instructions:
    "We are going to do this crossword puzzle together, by making it into a game. Everyone should look at their worksheets and try to figure out answers to the clues that fit into the puzzle. As soon as you have an answer, raise your hand and I will call on you. When you tell us a correct answer, you also get to call on another group member to give us an example of a time they felt that particular emotion. Group members can raise their hands to let us know they want to be called on. When we get to the point that we can't figure out any more answers on our own, we can put our heads together and try to come up with the answers together, or I will give you clues because I have the answer key."
4. Facilitate activity as described above, writing answers on the transparency as you go along.
5. Process with a discussion of why it is important to be able to identify emotions that underlie anger; whether any of the emotions in the puzzle were new to any of the participants, or whether the description of the emotions in the 'clues' were surprising to anyone.
6. Suggest that participants keep logs or make mental notes of times they feel these emotions until the next session. Be sure to follow up by processing this assignment during the next session.

Answers:

ACROSS		DOWN	
1. ashamed	24. sad	1. afraid	25. defensive
4. bashful	26. greed	2. hot	27. agitated
6. shy	29. alone	3. mad	28. incompetent
7. threatened	30. edgy	4. bad	31. protective
8. ill	33. nervous	5. humiliated	32. empty
9. overwhelmed	35. worried	6. silly	34. stressed
11. lonely	37. disappointed	10. vulnerable	36. disloyal
12. jealous	38. rejected	14. shocked	39. hurt
13. frustrated	40. proud	15. misunderstood	
18. envious	41. dirty	16. needy	
19. embarrassed	42. unattractive	17. depressed	
20. cold	43. tired	21. lazy	
22. unable	44. denied	23. isolated	

How Would You Feel...

If you were asked a question in class/at a staff meeting that you should have known the answer to, but didn't...

If you saw your boyfriend/girlfriend with his/her arm around someone you didn't know...

If you found out a co-worker who works half as hard as you, but is an old friend of the boss, got a promotion instead of you...

If the cashier at the grocery store gave you less change than you should have gotten, insisting you gave him a $5 bill when you actually gave him a $20...

If you were voted 'employee of the month'...

If two friends who you introduced went out to dinner in your neighborhood last night and didn't invite you...

If you tripped and fell in a restaurant as you were waving hello to your date...

If suddenly a news reporter thrust a microphone in your face, said you were on live T.V., and asked you what you thought about the latest news issue...

If you went into an expensive store to browse, and on the way out the security guard stopped you and asked to check your bags...

Facilitator's Information for
How Would You Feel...

rpose: To practice anticipating, identifying and expressing emotions evoked in stressful situations.

_ackground Information: This activity encourages the expression of emotions through visual images, rather than the written word. Participants should be encouraged to use a variety of media to express emotions creatively. It will probably be necessary to remind participants that while it is perfectly acceptable to draw a picture of a face expressing a particular emotion, this is not the only way to convey an emotion through art. They can be as abstract or as simple as they want, and use colors, shapes and symbols in their expression.

Individual Activity: "DRAWING OUT MY FEELINGS"
Materials: One photocopy of worksheet per participant, an assortment of colored pencils, crayons and/or markers.

1. Give participant worksheet and colored pencils, crayons or markers.
2. Together with participant, read each scenario and discuss how s/he would feel in each situation.
3. As the emotions involved in each scenario are discussed, encourage participant to use the pencils, crayons or markers to create a visual image of the emotions being discussed.
4. Process by discussing how emotions are experienced by all five senses and how emotional expression can take different forms, including verbal, visual and auditory.

Group Activity: "EXPRESSIONS"
Materials: One photocopy of worksheet per participant, one pencil per participant, several pieces of heavy paper or cardboard per participant (11" X 17" or larger) and a variety of art supplies including: colored pencils and markers, paints, colored paper, glue, tape, scissors, old magazines, and other scrap materials.

1. Distribute worksheets and pencils. Scatter art materials on the table.
2. Instruct participants to read the scenario in each box and think about how they would feel in that situation. Then they can either draw a picture of how they would feel, or write it in words in the box.
3. Instruct participants to choose the feelings described in one of the boxes, and create a larger picture of those feelings using the art materials available. They can draw, paint or make a collage to express the feeling they have chosen. Specify the amount of time you have allowed for them to complete their projects, depending on time available.
4. After projects have been completed, seat participants in a circle.
5. Ask participants to take turns showing their completed projects to the group. The group can guess what emotions are being expressed, and the participant showing his/her work can explain why s/he chose the images s/he did.
6. Process by discussing how emotions are experienced by all five senses and how emotional expression can take different forms, including verbal, visual and auditory.
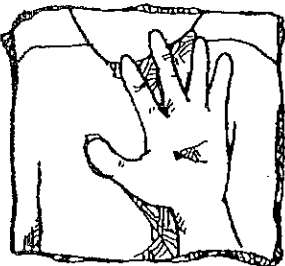
Are You Threatening Me?

Anger is usually a response to threat. The threat can be to one of the following things:

Your sense of self-worth
Your core beliefs
Your physical well-being
The well-being of someone else who you believe it is your role to protect

First, decide what each of these things means to you.

YOUR SELF-WORTH:

What are the things that you believe makes you valuable and worthy as a person?

_____

_____

_____

_____

YOUR CORE BELIEFS:

What are the ideas and values that are at the very foundation of your belief system, your morals, what you think matters most in the world?

_____

_____

_____

YOUR PHYSICAL WELL-BEING:

What do you need to survive and to be physically healthy?

_____

_____

_____

_____

Facilitator's Information for
Are You Threatening Me?

Purpose: To understand anger as a reaction to threat, and to identify situations in which one has or is likely to become angry in response to threat.

Background Information: If you probe deeply enough, you will almost always find that anger is on some level a response to a threat to one's sense of self worth, core values and beliefs, physical well-being or that of a loved one. In the case of self worth, this concept is a 'middle layer' between anger and the emotions underlying anger (such as fear, hurt, inadequacy). The 'core beliefs' discussed often include deeply held religious convictions, discrimination issues, politics, etc.

Individual Activity: "WHAT'S THE THREAT?"
Materials: One photocopy of worksheet, pen/pencil.

1. Give participant worksheet and together read opening paragraph and discuss.
2. Assist participant in completing the first four boxes and process in terms of understanding the things listed as potential 'anger triggers' when any of them is threatened or de-valued.
3. Assist participant in completing the middle section of the second page in order to identify specific times when s/he has reacted with anger to the above things being threatened or de-valued.
4. Instruct participant to identify a specific incident in which s/he became angry, and write it in the space provided in the last box. Assist him/her in completing the rest of the box and exploring in more depth the specific threat, emotions associated with it, whether it was a real or just perceived threat, and what s/he can do in the future to protect him/her self from similar threats, if anything.

Group Activity: "PICTURE MY SELF"
Materials: One photocopy of worksheet per participant, flipchart/markers or blackboard/chalk, 'human figures' cut out or traced on large pieces of construction paper, fine-tipped colored markers.

1. On flipchart or board, write the following four questions:
   - What are the things that you believe make you valuable or worthy as a person?
   - What are the values or beliefs that are most important to you?
   - What do you need to survive and be physically healthy?
   - Who are the people you most need or want to protect?
2. Give each participant a 'human figure.' Instruct participants to put their names at the top of the paper.
3. Instruct participants to begin by drawing on the inside of the figures all of the things that they believe make them valuable or worthy people. They can use words or pictures to convey these things. They should write or draw all of these things in the same color marker.
4. Next, instruct participants to switch to a differently colored marker and write or draw all of the ideas, values and beliefs that are most important to them (clarify and process the idea of 'core beliefs,' giving examples as necessary).
5. Again, instruct participants to change marker colors and write or draw everything they need to be physically healthy.
6. Switching markers again, instruct participants to write the names or draw pictures of anyone they believe it is their role to protect (this can include pets or even inanimate objects if those objects hold a special significance).
7. After completing the human figures, explain to participants that they have created a picture of themselves in terms of what makes up their self-worth, core belief systems, physical needs and protective needs. Next ask them to imagine that someone or something was threatening to take away any one or more of the items in their human figures. Ask how they would feel, and write a list of the feelings they respond with on flip chart or board. Circle the word angry.
8. Explain to group members that anger is a natural response when any one of the things inside these figures is threatened. In other words, it is their job to protect these things, and if they perceive one or more of them as being threatened, they might react in anger.
9. Seat participants in a circle and ask them to take turns sharing examples of times when they perceived a threat to one of these things, and how they reacted.
10. Challenge group members to think about a time when they became angry that they do not believe was in response to a threat, and see if other group members can suggest ways in which a perceived threat might have been involved in the given situation.
11. Hand out worksheets and pens/pencils, and instruct group members to complete on their own based on the group conversation.

Are You Threatening Me?

THE WELL-BEING OF SOMEONE WHO YOU BELIEVE IT IS YOUR ROLE TO PROTECT:

Who are the people you most need or want to protect?

_____

_____

_____

_____

Next, consider your reaction in times when you have felt these things have been threatened:

Name a time you reacted with anger to a physical threat (to yourself or to someone you believed it was your role to protect):

_____

Name a time you reacted with anger to a threat to your sense of self-worth:

_____

Name a time you reacted with anger to a threat to your core beliefs:

_____

THINK ABOUT IT ANOTHER WAY:

Name a recent time you became angry:

_____

Were you feeling threatened?

_____

Why?

_____

Was there a real threat of danger?

_____

What emotions were underlying your perception of threat?

_____

What do you need to do to protect yourself from this threat, if anything?

_____

21
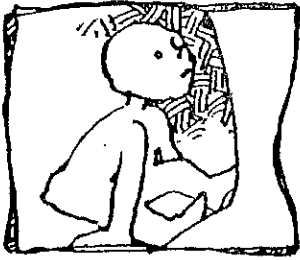
Early Anger Messages

Take a look at the messages you got about anger and anger management from your early role models. The role models you choose for this activity can include parents, family members, teachers, coaches, neighbors, clergy, community members, peers and even 'celebrity' role models — anyone who made enough of an impression on you to affect the way you behaved (and may still behave today).

Often children adopt behaviors from their role models without even thinking about it, and carry those behaviors into adulthood. As a child, you had no choice about the way your role models behaved or the lessons they taught you. However as an adult, you do have a choice. If you examine the lessons or 'anger values' you learned from your role models now, you can make conscious choices about which ones you want to carry on in your adult life, and which ones you want to "say 'no' to."

Role Model: _____

How did this person express negative or painful emotions?

_____

_____

Describe a specific memory of a time this person was angry and how s/he handled it:

_____

_____

What did gender have to do with the way this person handled anger? (his/her gender or the gender of the person s/he was angry with?)

_____

_____

These are the 'anger values' I learned from this person which I believe are healthy and I now choose to keep as my own values:

_____

_____

These are the 'anger values' I learned from this person which I believe are unhealthy and I now choose to reject:

_____

_____

Facilitator's Information for
Early Anger Messages

Purpose: To understand how the anger management styles of early role models have influenced the partici-pants' current anger management patterns and to make conscious decisions about which anger-related values to keep and which ones to reject.

Background Information: This activity can be empowering for people who grew up in abusive homes, as it teaches participants that they are more than just products of their environments, and can make choices about how they behave and what values they hold.

Individual Activity: "REMEMBERING MY ROLE MODELS"
Materials: One or more photocopies of worksheet, pen/pencil.

1. Give participant worksheet and together read the introductory paragraphs. Discuss the impor-tance of understanding how behavioral patterns are influenced by role models. Discuss the term 'role model' and clarify that while we often use the term to refer only to positive role models, a role model can be anyone who has had an influence on our behavior, and can set negative or pos-itive examples.
2. Instruct participant to choose a role model — one of the people s/he feels had the most influ-ence on him/her while growing up. For most people this will be a parent or other primary care-giver.
3. Assist participant in completing the first box. When exploring 'anger values,' clarify that this term can mean anything a person has learned to believe as a 'truth' about anger. Some examples of anger values are:
   * 'Never show your anger'
   * 'Don't get mad, get even'
   * 'Anger leads to change'
   * 'Anger is painful'
   * 'It's not to good to be angry'
   * 'It's okay for men to get angry, but not women'
   * 'It's okay to be angry as long as you express it appropriately'
   * 'I don't have control over my anger'
   * 'Anger = Violence'
   * 'Talk out your anger'
   * 'It's best not to talk about being angry'
   * 'Don't be mad'
4. If desired, provide additional copies of worksheet and explore other role models.

Group Activity: "STICKING WITH MY VALUES"
Materials: One photocopy of worksheet per participant, pens/pencils, several packages of 'sticky' notes, fine-tipped markers, plastic page protectors, waste-paper basket.

1. Hand out worksheets and pens/pencils.
2. Read or have participants read aloud the introductory paragraphs.
3. Instruct participants to complete worksheets individually, as in the Individual Activity above, pro-cessing as you go along.
4. After each participant has completed the worksheet, spread out 'sticky' notes and markers on table. Instruct participants to write all of their learned 'anger values,' negative or positive, on 'sticky' notes (one value per 'sticky' note).
5. Instruct participants to continue writing 'anger values' they may have learned from other sources, including peers, religion, culture, media, etc. They should write all of the values they can think of, negative or positive, on a 'sticky' note.
6. Instruct participants to stand in a circle, holding all of their 'sticky' notes with anger values. Put waste-paper basket in the center of the circle.
7. Tell participants to take turns holding up one of their sticky notes and reading the value that is written on it. They are to then decide whether it is a value they want to keep, or one they want to throw away. If it is a value they want to throw away, they should crumple the paper up and throw it into the waste-paper basket in the center of the circle. If it is a value they want to keep, they should stick it on their clothing to display their values.
8. Continue until all participants have made a choice about whether to keep or throw away each of their values.
9. Give each participant a plastic page protector and instruct him or her to place the values s/he has chosen to keep inside the page protector or on the back of the worksheet. Participants can keep these as reminders of their values and display them or put them in their portfolios or workbooks.
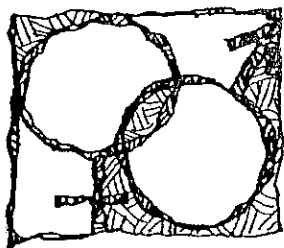
Gender Roles and Anger

Everyone gets angry, male or female. The way people experience and express anger often has a lot to do with gender. Males and females learn different gender roles, and as a part of those gender roles they learn that different feelings and behaviors are acceptable for men and women.

What are the messages you have received about what MEN are supposed to get angry about?

_____

What are the messages you have received about what WOMEN are supposed to get angry about?

_____

Do you agree with these messages? Why or why not?

_____

What did the following teach you about how anger should be handled...	by MALES	by FEMALES
Your parents/primary caretakers...		
Other family members...		
Friends/peers...		
Other male role models...		
Other female role models...		
Television shows...		
Movies...		
Music...		
Print media...		
Other...		

We all learn gender roles from many different places. But ultimately, you decide whether the roles you've been taught are the roles you want to play in your own life. Read through each role you've listed above, and decide whether it is a role you accept (circle it) or a role you reject (put a line through it).

Facilitator's Information for
Gender Roles and Anger

urpose: To understand how gender roles relate to the experience and expression of anger. To examine one's own learned gender roles relating to anger, and to make conscious choices about the acceptance or rejection of those learned gender roles.

Background Information: Gender role expectations play a tremendous role in how people experience and express anger. This dynamic is particularly intense in the male expression of anger through violence against women. Facilitators detecting any signs of domestic violence should refer the participant involved to a program that specializes in domestic violence. Anger management programs are not appropriate to address issues of domestic violence.

Individual Activity: "MAKING CHOICES"
Materials: Photocopy of worksheet, pen/pencil.

1. Read or have participant read aloud the introductory paragraph and discuss/process as necessary.
2. Assist the participant in exploring the messages s/he received about what men/women are supposed to get angry about, and completing the first three questions.
3. Review the table and assist participant in exploring messages about how anger should be handled s/he received from each of the categories listed. Ask participant to give specific examples whenever possible.
4. After the table is completed, read through each row and encourage participant to decide whether to accept or reject each value. Instruct participant to circle the values s/he accepts and put a line through the ones s/he rejects. Process with a discussion of how these choices can be put into practice in the participant's life.

Group Activity: "EXPLORING ANGER AND GENDER ROLES"
Materials: Video clip or clips depicting gender role socialization toward anger (see resource section), one copy of worksheet per participant, pens/pencils, flip chart and markers/blackboard and chalk.

1. On flipchart or board, draw two columns, one with the heading "What men get angry about" and one with the heading "What women get angry about."
2. Ask participants to brainstorm the kinds of things that men and women typically or stereotypically get angry about. Discuss and process as you go along.
3. Show video clip and process with a discussion about what the different characters have learned about how men and women are supposed to experience and express anger differently.
4. Hand out worksheets and seat group in a circle. Ask group members to take turns sharing something they learned growing up from one of the categories listed about how men or women were supposed to handle anger.
5. Hand out pens or pencils and instruct participants to complete the worksheets on their own, offering assistance and processing as needed.
6. After group members have completed worksheets, ask members to share with the group examples of anger gender roles they learned, and which ones they are choosing to accept or reject or why.
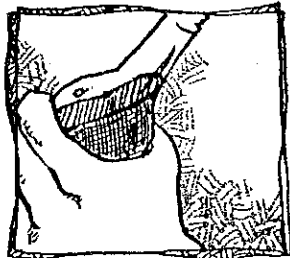
Drugs, Alcohol & Anger: What's the Link?

Built-up anger makes many people more likely to use drugs and alcohol as a way of relieving stress or forgetting about the anger.

What percentage of the times that you use drugs and alcohol are you doing it, at least in part, to relieve stress or forget about anger? _____ %

At the same time, drugs and alcohol make things worse for people who are already experiencing anger or aggressive impulses. Some effects of drugs and alcohol include:

- ☐ Reduced impulse control, making people more likely to 'act out' angry feelings in aggressive or violent ways
- ☐ Difficulty thinking clearly, making people less able to think things through
- ☐ Decreased problem-solving ability, making people less able to make good decisions

If you have a tendency to become aggressive (verbally or physically), what percentage of the times that you have been aggressive have you been using drugs or alcohol? _____ %

While under the influence of drugs or alcohol, have you ever:

- ☐ Overreacted to something someone said or did and behaved verbally aggressively toward them?
- ☐ Gotten into a physical fight?　　　　　☐ Used weapons?
- ☐ Driven under the influence?　　　　　☐ Made a suicide attempt?
- ☐ Engaged in other risky behaviors such as unsafe sex?

If you answered yes to any of the above, consider stopping your drug or alcohol use. If you don't think you can stop alone, get help.

Drugs and Alcohol are NOT an EXCUSE! Many people who act aggressively while under the influence blame their behavior on being drunk or high. This is a way of avoiding responsibility. The truth is, drugs and alcohol alone do not cause aggressive behavior in people who are not otherwise aggressive. Drugs and alcohol do reduce people's inhibitions so they are more likely to act on their aggressive impulses. Remember, you are still responsible for your behavior while you are drunk or high. So if you don't think you can control yourself while drinking or using drugs, stop using. If you can't stop, get help.

YOU DECIDE: DOES YOUR ALCOHOL or DRUG USE CONTRIBUTE TO DIFFICULTY IN MANAGING ANGER? Yes _____ No _____ Unsure _____

Resources for help with alcohol and substance abuse problems:

Alcoholics Anonymous: _____

Narcotics Anonymous: _____

Local programs: _____

_____

Facilitator's Information for
Drugs, Alcohol & Anger: What's the Link?

Use: To understand the link between drug and alcohol use and anger. To determine whether participant is more likely to use drugs or alcohol when angry, and/or whether participant is more likely to behave aggressively when under the influence of drugs or alcohol.

Background Information: This worksheet touches only briefly on the link between drug and alcohol use and anger, and will not necessarily apply to people who are experiencing addiction. Any client exhibiting signs of substance abuse should be referred to a program that specializes in treatment of drug and alcohol addiction.

Individual Activity: "ASSESSING AFFECTS OF ALCOHOL AND DRUGS"

Materials: Photocopy of worksheet, pen/pencil, phone numbers for local chapters of Alcoholics Anonymous, Narcotics Anonymous, and/or other local substance abuse treatment organizations.

1. Read or have participant read through each section, discussing as you go along and assisting participant in completing worksheet.
2. Use activity as a way of engaging participant in exploration and assessment of his/her own behavior as related to drug and alcohol use.
3. At the end of the worksheet, participant is asked to indicate whether s/he believes his/her alcohol or drug use contributes to difficulty in managing anger. If yes, assist him/her in determining whether s/he is in need of, and ready to seek help from a substance abuse program. If so, assist with appropriate referral.

Group Activity: "LINKING ANGER"

Materials: One photocopy of worksheet per participant, flipchart and markers/blackboard and chalk, one or more video clips depicting a link between anger and drugs/alcohol use (see resource section for suggested videos).

1. Introduce activity by explaining that during the current session the group will be exploring the link between drugs, alcohol and anger.
2. Ask group to brainstorm ways in which drugs, alcohol and anger are linked.
3. Show video clip(s) and process by discussing how characters' anger is affected by drugs and alcohol/drug and alcohol use are affected by anger. Process by discussing whether a character's behavior is caused solely by the drugs/alcohol, how the drug/alcohol use intensifies or de-intensifies anger, whether a character is using drugs/alcohol as a coping mechanism to deal with anger, etc.
4. Hand out worksheets, and instruct participants to complete on their own or as a group.
5. Provide phone numbers for local substance abuse treatment resources on board or flipchart and instruct participants to copy them into the box at the bottom of their worksheets, whether or not they intend to use them.

II.

Interventions for Anger Management & Conflict Resolution
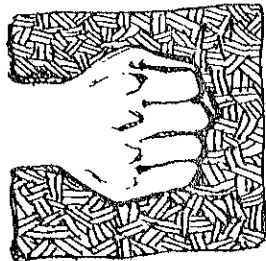
Physical Cues to Anger

Anger is a normal reaction to a perceived threat. All animals have certain physiological reactions to threat which allow us to respond physically: for example, to run away from danger, to fight to protect ourselves or our family, or to "freeze" in order to avoid being seen by another creature that poses a danger.

On the illustration below, circle any physical symptoms you experience when your anger is escalating, and write in any others that are not listed.

HEAR RINGING IN MY EARS

CLENCH MY JAW

GET VERY QUIET

GET A HEADACHE

FEEL MY EARS BURN

FEEL THE HEAT RISE IN MY FACE

CRY

FEEL HEART BEAT VERY FAST

GET KNOTS IN MY STOMACH

EXPERIENCE A BACKACHE

MAKE FISTS

GET SWEATY PALMS

FEEL MY LEGS SHAKING

TAP MY FEET
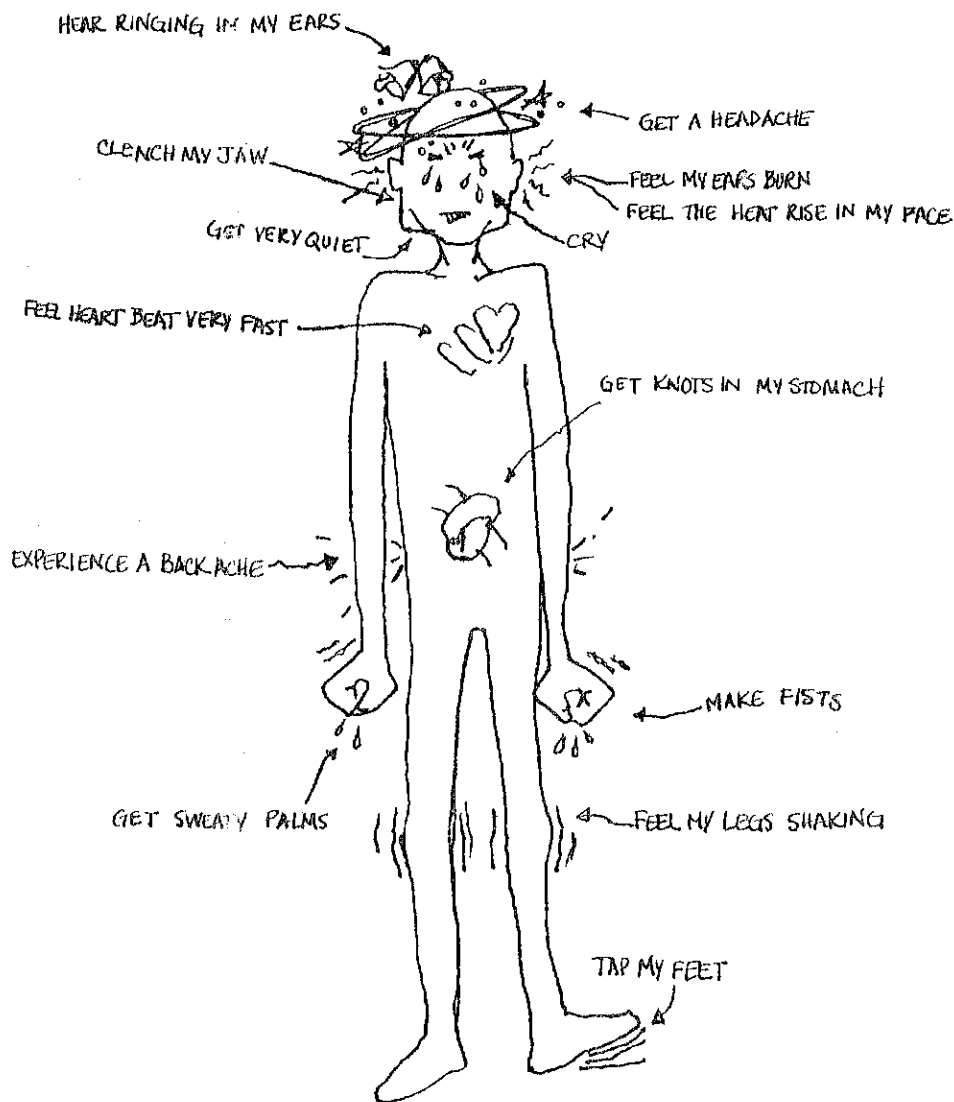
Other: _____   Other: _____   Other: _____

The symptoms you circled above can be used as 'cues' to let you know when your anger is escalating and you need to take control before things get out of hand. Some of these cues may take place sooner than others. If you tune into these physical cues to anger, you can learn to recognize them earlier and respond to your emotions in more planned and effective ways.

Facilitator's Information for
Physical Cues to Anger

Purpose: To identify the physical/physiological symptoms associated with anger.

Background Information: There are a number of activities in this workbook that address emotional cues to anger, which can be used in conjunction with this activity to help participants identify anger escalation early.

Individual Activity:

"COLORING MY CUES"
Materials: One photocopy of worksheet and colored pencils, markers or crayons.

1. Ask participant to recount a recent incident in which s/he became extremely angry.
2. Stop the participant at the point in the story where his/her anger is at a peak (just before the aggression or retreat, if there was any.) Ask him/her to tune in to and describe the physical feelings s/he experienced in each part of his/her body: hands, feet, arms, legs, head, face, mouth, eyes, chest, stomach, back, etc. Allow ample time for participant to think about and describe these physical symptoms of anger.
3. Give participant worksheet and have him/her circle any symptoms that apply to him/her, and/or use colored pencils, markers or crayons to color in the areas of the body where s/he experiences physical symptoms of anger.
4. Ask participant if s/he can identify which physical symptoms occur first, toward the beginning of the anger escalation, and which occur later, closer to the peak of anger. If possible, identify a sequence or 'early' 'middle' and 'late' cues, and use different colored pencils/markers to code where each cue falls chronologically.
5. Process with a discussion of how participant can use these cues to identify escalating anger earlier. Discuss the benefits of identifying anger earlier in order to plan effective responses.

Group Activity:

"ANGRY AL"
Materials: One photocopy of worksheet per participant, pencils/pens, paper large enough for a life-sized body tracing (several pieces of flipchart paper taped together will do), colored markers.

1. If the group is larger than six, split into smaller groups and have each group do the drawing portion of this activity separately.
2. Lay paper out on floor or table. Ask for a volunteer to have his/her body traced. Have the person having his or her body traced choose another participant to do the tracing. If body tracing is too physically intimate for group participants, simply draw an outline of a human body.
3. Write "Angry Al" or another name on the top of the paper (do not use the name of a group member) or allow the group to come up with its own name.
4. Explain that the objective of this activity is to demonstrate through a life-sized drawing what a person experiences physically when s/he is angry. For example, some people's hearts beat very fast when they are angry, so they might want to find a way to illustrate a fast-beating heart. They should try to include every part of the body they think is affected by or affects anger.
5. Lay the markers out and instruct participants to start drawing.
6. After completing activity, hang the drawing(s) on the wall and ask participants to explain everything they drew.
7. Hand out worksheets and instruct participants to circle or write in each physical symptom they personally experience when they are angry.
8. Process with a discussion of how participants can use these cues to identify escalating anger earlier. Discuss the benefits of identifying anger earlier in order to plan effective responses.

Weekly Anger Log

Use the Weekly Anger Log to track every time you get angry this week. Fill in each of the fields described below:

1. *Date, Time and Place:* This will help you see if there's a pattern of your anger escalating at any particular time of day or any specific location.

2. *Subject of my anger:* Who or what was your anger directed at?

3. *Anger-related behavior:* What behaviors or actions did you take at the height of your anger?

4. *Anger Level:* Rate the level of escalation of your angry behavior, on a scale of one to ten, ten being the most violent explosion you've ever had and one being totally calm, cool and collected.

5. *Triggering event(s):* What happened that triggered your anger — this could be an outside event, something happening to you, or some internal conflict.

6. *Anger cues:* What were your early 'cues' — your thoughts, feelings and behaviors — that could have cued you in to the fact that your anger was beginning to escalate?

7. *Underlying emotions:* What emotions were surrounding the triggering event, that might have been at the root of your anger?

8. *What I did right:* What about the situation do you feel you handled well?

9. *What I could have done better:* What about the situation would you do differently next time?

10. *Abusive behavior:* Using the following definition of abuse, did you behave abusively to anyone during this incident? *"Abuse is any attempt to gain power or control over another person using physical, emotional, verbal, sexual or financial tactics"*

---

1. Date: _____ Time: _____ Place: _____
2. Subject of my anger: _____
3. Anger-related behavior: _____
4. On a scale of 1-10, my anger level was:
   Cool, calm and collected **1   2   3   4   5   6   7   8   9   10** Violent explosion
5. Triggering event(s): _____
6. Anger cues: Thought _____
   Feelings _____
   Actions _____
7. Underlying emotions: _____
8. What I did right: _____
9. What I could have done better: _____
10. Did I behave abusively toward another person during this incident? _____ Yes _____ No

---

Weekly Anger Log

1. Date: _____ Time: _____ Place: _____
2. Subject of my anger: _____
3. Anger-related behavior: _____
4. On a scale of 1-10, my anger level was:
   Cool, calm and collected **1 2 3 4 5 6 7 8 9 10** Violent explosion
5. Triggering event(s): _____
6. Anger cues: Thought _____
              Feelings _____
              Actions _____
7. Underlying emotions: _____
8. What I did right: _____
9. What I could have done better: _____
10. Did I behave abusively toward another person during this incident? _____ Yes _____ No

1. Date: _____ Time: _____ Place: _____
2. Subject of my anger: _____
3. Anger-related behavior: _____
4. On a scale of 1-10, my anger level was:
   Cool, calm and collected **1 2 3 4 5 6 7 8 9 10** Violent explosion
5. Triggering event(s): _____
6. Anger cues: Thought _____
              Feelings _____
              Actions _____
7. Underlying emotions: _____
8. What I did right: _____
9. What I could have done better: _____
10. Did I behave abusively toward another person during this incident? _____ Yes _____ No

1. Date: _____ Time: _____ Place: _____
2. Subject of my anger: _____
3. Anger-related behavior: _____
4. On a scale of 1-10, my anger level was:
   Cool, calm and collected **1 2 3 4 5 6 7 8 9 10** Violent explosion
5. Triggering event(s): _____
6. Anger cues: Thought _____
              Feelings _____
              Actions _____
7. Underlying emotions: _____
8. What I did right: _____
9. What I could have done better: _____
10. Did I behave abusively toward another person during this incident? _____ Yes _____ No

Facilitator's Information for
Weekly Anger Log

Purpose: To keep a log of times when anger escalates in order to identify patterns related to anger.

Background Information: This anger log requires participants to be familiar with concepts and skills introduced in other parts of this workbook, including the identification of anger triggers, anger cues, emotions underlying anger and abusive behavior.

Individual Activity: "PRACTICE LOGS"
Materials: One photocopy of first worksheet and several copies of second worksheet, pen/pencil.

1. Give participant worksheet and explain that you are going to ask him/her to use these worksheets to keep a weekly 'anger log' to record any incidents in the next week when s/he becomes angry.
2. Review the 'directions' at the top of the page, discussing each area as you go along.
3. Suggest that together you do a 'practice' run by filling out a log for one or more recent incidents in which the participant became angry. Assist the participant in practicing the anger log until s/he seems to understand the process.
4. Ask participant to take several copies of the worksheets with him/her, and complete an anger log each time s/he becomes angry until your next session together.
5. Follow up during the following session by together reading and processing each anger log and assisting the participant in identifying patterns related to his/her anger or abusive behavior.
6. If abusive behavior is identified, discuss with participant the differences between anger and abuse (see foreword and section on The Differences Between Anger and Abuse). Consider referring participant to a program specializing in working with abusive people.

Group Activity: "SHARING ANGER LOGS"
Materials: One photocopy of first worksheet and several copies of second worksheet for each participant, pens/pencils, flipchart or board with one 'anger log' largely reproduced.

1. Hand out copies of anger logs and pens/pencils to all participants.
2. Review the directions, reviewing and discussing concepts as necessary.
3. Explain that you are going to do a practice anger log together. Ask for a volunteer to discuss a recent situation in which his/her anger escalated.
4. Ask the volunteer to briefly describe the situation, then talk through each of the items in the anger log and fill in the blanks.
5. If time allows, ask one or two more volunteers to complete anger logs with the group.
6. Assign group members to complete anger logs between now and the next session.
7. Follow up during the next session by asking group members to share their anger logs, give and receive feedback from other group members and try to identify patterns related to angry or abusive behavior.
8. If abusive behaviors are identified, discuss with participants the differences between anger and abuse (see foreword and section on The Differences Between Anger and Abuse). Consider referring participants to a program specializing in working with abusive people.
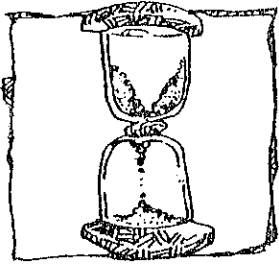
Time-Out Plan: The 5 W's and H

W **ho should take a time-out?**
Anyone involved in a conflict in which anger escalates to a point where at least one person is not acting or thinking clearly. *Has this ever been you?* _____

W **hy should you take a time-out?**
To stop the escalation of anger so you can think rationally and make an informed decision about how you want to deal with the conflict. *Name some situations in which you might need to take a time-out:* _____
_____

W **hen should you take a time-out?**
As soon as you can recognize anger (yours or the other person's) beginning to escalate. *List the 'anger cues' that let you know it is time to take a time-out. Don't forget to include physical, behavioral and thought cues:*
_____
_____

W **here should you go?**
It's best to leave the house or site of the conflict, but not to drive, drink or use drugs, or hang out with people who are likely to get you even more riled up. If you feel threatened, you should go to a safe place where the person threatening you won't find you. *List several options for places you can go to take a time-out:*
_____
_____

W **hat should you do?**
It's okay to just sit and think, or to engage in physical but non-competitive, non-aggressive activity. In some cases it's helpful to talk to an objective outside person — but be careful to choose someone who's truly objective. The time should be used to think about the feelings underlying the anger, and plan how you will address the conflict assertively, not aggressively — in a way that is not threatening to anyone else. *Write what you will do during your time-outs:* _____

H **ow will you communicate your need to take a time-out?**
If your conflict is with someone you are in a relationship with (including an intimate partner, family member, friend or co-worker) you should let him or her know you need to take a time-out but that you will return to finish the conversation. *How will you let people know you are taking a time-out?* _____

MORE TIME-OUT TIPS:

- Time-outs should be long enough for you to calm down physically and emotionally. Don't return until you are ready to address the conflict without being verbally or physically aggressive.
- If the other person tries to keep you from leaving by blocking your way, don't try to move him or her out of the way; instead, try to find another exit or go to another room and lock the door if possible.
- Don't use time-outs as a way of punishing your partner or avoiding an issue. You should always return to address the problem when you're calm enough to do so without being aggressive (unless you think you think returning may put you in danger).
- Both people in a relationship have the right to take a time-out whenever they feel they need to, and no one should tell another person they need to take a time-out.

Facilitator's Information for
Time-Out Plan: The 5W's and H

Use: To develop an action plan for taking time-outs effectively.

Background Information: Although the time-out is used by many people, it is often used ineffectively because the time-out is not long enough, used in a way that makes anger escalate more, not used to adequately process the feelings associated with the conflict, or used as a way to punish another person..

In intimate relationships where domestic violence or any form of abuse is present, time-outs can be used as a tactic to manipulate or control the abused partner. For example, an abusive partner may say s/he is taking a time-out and then leave for the night, leaving the partner to worry that s/he is unsafely drinking, driving, using drugs, or being unfaithful. The time-out can be used as a way of 'withholding' oneself as a punishment, or as a way of shutting down the partner's complaints. The message is, "If you challenge me, I will abandon you." Participants should be given very specific guidelines around taking time-outs to avoid such misuse of this technique.

Individual Activity: "MAKING MY PLAN"
Materials: One photocopy of worksheet, photocopy of completed 'Thoughts, Feelings, Actions' worksheet, pen/pencil.

1. Give participant worksheet and introduce the concept of the time-out. Discuss whether participant has used the time-out before, and whether it has been effective.
2. Explain that often people try to use time-outs but find that they don't work because they do not have a thorough plan for the time-out or they use it for the wrong reasons. Explain that the purpose of this activity is to develop a plan for making time-outs work.
3. Read or have participant read each section and assist him/her in filling in the blanks.
4. In discussing the "When" question, it may be helpful to use a completed copy of the 'Thoughts, Feelings, Actions' worksheet. The goal here is to identify 'cues' that will help the participant recognize that his/her anger is escalating, as early in the conflict as possible.
5. After completing worksheet, read or have participant read the "More Time-Out Tips" box.
6. Process with a discussion of whether past use of time-outs has included each of these elements, and if not, how this plan might make time-outs more effective in the future. Be sure to follow-up in future sessions with discussion of how the time-out plan has worked, and if necessary, by helping the participant to refine this plan.

Group Activity: "TIME-OUT IN THE MOVIES"
Materials: One photocopy of worksheet per participant, TV, VCR, flipchart and markers/ blackboard and chalk and one or more video clips depicting a conflict that has escalated (see video list in the resource section of this book; one recommended scene is the basketball scene in "The Great Santini").

1. Distribute worksheets and read or have participant read aloud each section, but explain that participants will not need to complete the worksheets until after the next part of this activity.
2. Show video clip.
3. On flipchart or board, write "Who, Why, Where, When, What and How" (one word underneath the other, with room to write next to each).
4. Ask participants to identify who in the scene could have taken a time-out. Participants may at first identify the character they see as being at fault in the conflict, but point out that even a person who is not at fault can take a time-out when they see things beginning to escalate.
5. Continue down the list, asking participants to complete the 5W's and H of the time-out for the character(s) in the video. You may wish to complete the 5W's and H for more than one character.
6. After processing the video scene, give participants ample time to complete the worksheets to develop their personal time-out plans.
7. Read or have participant read aloud the box "More Time-Out Tips" and discuss as necessary.

In Conjunction With: THE RELATIONSHIP WORKBOOK, *"Cues to Violence,"* (page 19)

Passive Styles

A *passive* person is indirect, anxious and inhibited. He or she often does not address problems with others, and does not speak up for his or her rights. Other people often respond to this behavior by taking advantage of or ignoring the passive person. Sometimes, this person's anger will build up inside and he or she will eventually explode or develop problems such as depression, physical aches and pains or anxiety.

Below is a list of behaviors and characteristics that are common among people with passive styles of dealing with conflict. Think about each characteristic and check whether it sounds like you most of the time, sometimes or rarely.

This is true of me:	Most of the time	Sometimes	Rarely
1. I have a hard time saying no to people			
2. I often say "nothing's wrong" when it is			
3. I don't usually let others know my problems			
4. I often assume I'm wrong when there's a conflict with someone else			
5. I often look at the ground when someone I'm upset with or intimidated by is talking to me			
6. I often find myself being interrupted or 'talked over'			
7. I feel paralyzed when directly confronted with a conflict			
8. I tend to have poor posture (slouching or slumping)			
9. I withhold information from people I'm upset with			
10. I often question whether my opinions are valid			
11. I often feel resentful of other people			
12. I will walk out rather than deal with a conflict			
13. I sometimes apologize even if I don't believe I'm wrong			
14. I try to avoid conversation about sensitive or controversial topics			
15. I suffer from frequent headaches or stomachaches			
16. When I'm upset with someone close to me, they usually don't even know it			
17. I often have a hard time sleeping			
18. I tend to feel depressed			
19. I have a hard time speaking up for my rights			
20. Other people often take advantage of me			

Give yourself 2 points for each statement that applies to you "Most of the time," one point for every "Sometimes" answer, and no points for every "Rarely" answer.

Your Score: _____

Facilitator's Information for
Passive Styles

Purpose: To identify tendencies toward passive behavior, and to explore advantages and disadvantages of passive behavior.

Background Information: This activity should be done in conjunction with Aggressive Styles, Passive-Aggressive Styles and Assertive Styles (Assertive Styles should be done last). The four activities can be done in the same session if time allows, or spread out over several sessions.

Individual Activity: "HOW PASSIVE AM I?"
Materials: One photocopy of worksheet, pen/pencil.

1. Give participant copy of worksheet and pen/pencil.
2. Read or have participant read aloud the description of the passive person, and process as necessary.
3. Instruct participant to read each statement and check whether the statement applies to him or her most of the time, sometimes or rarely. Remind participant to consider statements carefully and try to be as honest as possible in answering.
4. After completing checklist, assist participant in adding up his or her "Passive Score."
5. After completing worksheets on *"Aggressive Styles"*, *"Passive-Aggressive Styles"* and *"Assertive Styles"*, compare the final scores and determine which style the participant tends most toward.
6. Process with the following questions:
   • What are some of the advantages of dealing with conflict passively?
   • What are some of the disadvantages of dealing with conflict passively?
   • How do other people tend to react to passive people?
   • Do you tend to get your needs met when you behave passively?
7. Use these activities as a starting point to explore specific behaviors indicated by the participant and to help participant gain greater awareness of non-assertive tendencies and improve assertiveness skills.

Activity: "PASSIVE STYLES"
Materials: One photocopy of worksheet per participant, pens/pencils, flipchart and markers/blackboard and chalk.

1. On flipchart or board, write the word "Passive" and ask participants to brainstorm definitions and/or examples of passive behaviors.
2. After brainstorming, read the description of the passive style written on the top of worksheet.
3. Distribute worksheets and instruct participants to read each statement and check whether the statement applies to them most of the time, sometimes or rarely. Remind participants to consider statements carefully and try to be as honest as possible in answering.
4. After participants have completed worksheets, instruct them to add up their 'passive scores.'
5. Read each of the four questions on the bottom of the page aloud, and facilitate a discussion about each of these points. Invite participants to use examples from their own lives to add to this discussion.
6. After completing activities on *"Aggressive Styles"*, *"Passive-Aggressive Styles"* and *"Assertive Styles"*, suggest participants develop role-plays in which one conflict scenario is presented, and then resolved in four different role-plays, each one demonstrating one of the four different styles.
7. Process with the following questions:
   • What are some of the advantages of dealing with conflict passively?
   • What are some of the disadvantages of dealing with conflict passively?
   • How do other people tend to react to passive people?
   • Do you tend to get your needs met when you behave passively?

Aggressive Styles

An *aggressive* person is someone who is threatening and attacking toward others. He or she is often bossy and dominating, loud and sarcastic, and blames others but doesn't accept responsibility for his or her part in a conflict. Other people react to aggressive people by feeling hurt, humiliated or threatened, and act angry or vengeful in response. This person does not gain the respect of others. While he or she may seem to get his or her way, in the long run she or he does not have the support of others and therefore doesn't go far.

Below is a list of behaviors and characteristics that are common among people with aggressive styles of dealing with conflict. Think about each characteristic and check whether it sounds like you most of the time, sometimes or rarely.

This is true of me:	Most of the time	Sometimes	Rarely
1. I tend to speak loudly, especially when I'm trying to get a point across			
2. I'm known to be "opinionated" and blunt			
3. I have a hard time keeping my opinion to myself			
4. When I want something, I go after it, no matter what			
5. I have a history of getting into physical fights			
6. When in a conflict, I tend to physically move toward the other person			
7. I tend to have an "I don't care" attitude about other people's feelings			
8. I tend to interrupt other people			
9. I can be very sarcastic			
10. I tend to be bossy			
11. When in a confrontation, my eye contact could be said to be 'glaring'			
12. I often use 'you' messages, telling other people what they are thinking or doing wrong			
13. I rarely admit I'm wrong or apologize			
14. Other people tend to act vengeful toward me			
15. Sometimes I feel my anger is 'out of control'			
16. I feel the need to be in control in my relationships			
17. I tend to give other people advice, whether or not they have asked for it			
18. Sometimes I blame others for my problems			
19. When someone criticizes me, my natural reaction is to defend myself by criticizing back			
20. When I think someone is wrong, I can't wait to tell them about it			

Give yourself 2 points for each statement that applies to you "Most of the time," one point for every "Sometimes" answer, and no points for every "Rarely" answer.

Your Score: _____

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Facilitator's Information for
Aggressive Styles

]ose: To identify tendencies toward aggressive behavior, and to explore advantages and disadvantages of aggressive behavior.

Background Information: This activity should be done in conjunction with Passive Styles, Passive-Aggressive Styles and and Assertive Styles (Assertive Styles should be done last). The four activities can be done in the same session if time allows, or spread out over several sessions.

Individual Activity: "HOW AGGRESSIVE AM I?"
Materials: One photocopy of worksheet, pen/pencil.

1. Give participant copy of worksheet and pen/pencil.
2. Read or have participant read aloud the description of the aggressive person, and process as necessary.
3. Instruct participant to read each statement and check whether the statement applies to him or her most of the time, sometimes or rarely. Remind participant to consider statements carefully and try to be as honest as possible in answering.
4. After completing checklist, assist participant in adding up his or her "Aggressive Score."
5. After completing worksheets on *"Passive Styles"*, *"Passive-Aggressive Styles"* and *"Assertive Styles"*, compare the final scores and determine which style the participant tends most toward.
6. Process with the following questions:
    * What are some of the advantages of dealing with conflict aggressively?
    * What are some of the disadvantages of dealing with conflict aggressively?
    * How do other people tend to react to aggressive people?
    * Do you tend to get your needs met when you behave aggressively?
7. Use these activities as a starting point to explore specific behaviors indicated by the participant, and to help participant gain greater awareness of non-assertive tendencies and improve assertiveness skills.

..p Activity: "AGGRESSIVE STYLES"
Materials: One photocopy of worksheet per participant, pens/pencils, flipchart and markers/blackboard and chalk.

1. On flipchart or board, write the word "Aggressive" and ask participants to brainstorm definitions and/or examples of aggressive behaviors. Be sure to clarify the difference between assertive behavior and aggressive behavior as necessary; the two are often confused.
2. After brainstorming, read the description of the aggressive style written on the top of worksheet.
3. Distribute worksheets and instruct participants to read each statement and check whether the statement applies to them most of the time, sometimes or rarely. Remind participants to consider statements carefully and try to be as honest as possible in answering.
4. After participants have completed worksheets, instruct them to add up their 'aggressive scores.'
5. After completing activities on *"Passive Styles"*, *"Passive-Aggressive Styles"* and *"Assertive Styles"*, suggest participants develop role-plays in which one conflict scenario is presented, and then resolved in four different role-plays, each one demonstrating one of the four different styles.
6. Process with the following questions:
    * What are some of the advantages of dealing with conflict aggressively?
    * What are some of the disadvantages of dealing with conflict aggressively?
    * How do other people tend to react to aggressive people?
    * Do you tend to get your needs met when you behave aggressively?

Passive-Aggressive Styles

A **passive-aggressive** person does not address problems directly, but tries to 'get back at' the person s/he is upset with in a way that will hurt the other person without drawing attention to him or herself. Because this person does not address the real problem, he or she rarely gets his or her needs met.

Below is a list of behaviors and characteristics that are common among people with passive-aggressive styles of dealing with conflict. Think about each characteristic and check whether it sounds like you most of the time, sometimes or rarely.

This is true of me:	Most of the time	Sometimes	Rarely
1. I often sulk and pout			
2. I tend to talk about people behind their backs			
3. I often give people the 'silent treatment' when I'm upset with them			
4. In an intimate relationship, I might punish my partner by withholding affection			
5. I procrastinate a lot			
6. I usually pretend everything's okay, even when it's not			
7. If I'm angry with someone close to me, they will know it, but they might not know why			
8. When I'm angry with someone I will just stop talking to them			
9. I believe in the phrase "Don't get mad, get even"			
10. I don't like to draw attention to myself when I'm upset			
11. I tend to be suspicious and distrustful of others			
12. I tend to let my anger fester until I make a plan to get back at the other person			
13. When I'm upset with someone, I refuse to make eye contact with them			
14. When I'm upset with someone, I purposely do little things that I know will annoy them			
15. I can really hold a grudge			
16. If I see someone I'm upset with, I might turn and go in the other direction just to avoid them			
17. I'm not good at expressing my feelings			
18. I sometimes get involved with 'behind-the-scenes' troublemaking			
19. I do clever things to get back at people.			
20. When I'm upset with someone, I might say 'yes' to them but not do what I agreed to			

Give yourself 2 points for each statement that applies to you "Most of the time," one point for every "Sometimes" answer, and no points for every "Rarely" answer.

Your Score: _____

Facilitator's Information for
Passive-Aggressive Styles

pose: To identify tendencies toward passive-aggressive behavior, and to explore advantages and disadvantages of passive-aggressive behavior.

Background Information: This activity should be done in conjunction with Passive Styles, Aggressive Styles and Assertive Styles (Assertive Styles should be done last). The four activities can be done in the same session if time allows, or spread out over several sessions.

Individual Activity: "HOW PASSIVE-AGGRESSIVE AM I?"
Materials: One photocopy of worksheet, pen/pencil.

1. Give participant copy of worksheet and pen/pencil.
2. Read or have participant read aloud the description of the passive-aggressive person, and process as necessary.
3. Instruct participant to read each statement and check whether the statement applies to him or her most of the time, sometimes or rarely. Remind participant to consider statements carefully and try to be as honest as possible in answering.
4. After completing checklist, assist participant in adding up his or her "Passive-Aggressive Score."
5. After completing worksheets on *"Passive Styles"*, *"Aggressive Styles"* and *"Assertive Styles"*, compare the final scores and determine which style the participant tends most toward.
6. Process with the following questions:
   • What are some of the advantages of dealing with conflict passive-aggressively?
   • What are some of the disadvantages of dealing with conflict passive-aggressively?
   • How do other people tend to react to passive-aggressive people?
   • Do you tend to get your needs met when you behave passive-aggressively?
7. Use these activities as a starting point to explore specific behaviors indicated by the participant, and to help participant gain greater awareness of non-assertive tendencies and improve assertiveness skills.

up Activity: "PASSIVE-AGGRESSIVE STYLES"
Materials: One photocopy of worksheet per participant, pens/pencils, flipchart and markers or blackboard and chalk.

1. On flipchart or board, write the word "Passive-Aggressive" and ask participants to brainstorm definitions and/or examples of passive-aggressive behaviors.
2. After brainstorming, read the description of the passive-aggressive style written on the top of worksheet.
3. Distribute worksheets and instruct participants to read each statement and check whether the statement applies to them most of the time, sometimes or rarely. Remind participants to consider statements carefully and try to be as honest as possible in answering.
4. After participants have completed worksheets, instruct them to add up their 'passive-aggressive scores.'
5. After completing activities on *"Passive Styles"*, *"Aggressive Styles"* and *"Assertive Styles"*, suggest participants develop role-plays in which one conflict scenario is presented, and then resolved in four different role-plays, each one demonstrating one of the four different styles.
6. Process with the following questions:
   • What are some of the advantages of dealing with conflict passive-aggressively?
   • What are some of the disadvantages of dealing with conflict passive-aggressively?
   • How do other people tend to react to passive-aggressive people?
   • Do you tend to get your needs met when you behave passive-aggressively?
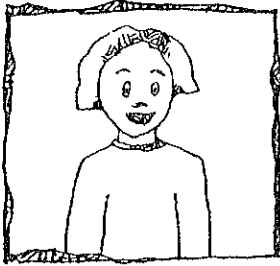
Assertive Styles

An *assertive* person is confident, clear and in control of him or herself. He or she addresses problems directly and seeks fair resolutions. This person knows his or her rights, respects the rights of other people, and usually gets his/her needs met without hurting other people.

Below is a list of behaviors and characteristics that are common among people with assertive styles of dealing with conflict. Think about each characteristic and check whether it sounds like you most of the time, sometimes or rarely.

This is true of me:	Most of the time	Sometimes	Rarely
1. I pay careful attention to my feelings and express them directly and honestly			
2. People generally know where they stand with me, but do not feel judged by me			
3. I feel in control of my emotions			
4. I stand up for my rights while respecting the rights of others			
5. When in a conflict, I tend to use "I" messages to tell people how I feel about the situation, rather than blaming 'you' statements			
6. I usually have a clear idea of what I want			
7. I make good eye contact when speaking with others			
8. I have good posture			
9. I am able to listen to and consider another person's point of view without interrupting, before responding with my own point of view			
10. I can say 'no' without feeling guilty			
11. I try to get all the facts before jumping to conclusions or making decisions			
12. My intimate relationships tend to be based on equal partnerships			
13. When I have something to complain about, I try to offer a solution as well			
14. When I have to criticize someone, I try to constructively criticize the person's behavior rather than the person			
15. I maintain my personal space boundaries, and respect others'			
16. I am generally confident about myself			
17. I speak in a clear, even tone of voice			
18. I may not always get what I want, but I usually get my needs met			
19. I can respond to criticism without getting angry or defensive			
20. I am able to apologize when I know I'm wrong			

Give yourself 2 points for each statement that applies to you "Most of the time," one point for every "Sometimes" answer, and no points for every "Rarely" answer.

Your Score: _____

Facilitator's Information for
Assertive Styles

⁂se: To identify tendencies toward assertive behavior, and to explore advantages and disadvantages of assertive behavior.

Background Information: This activity should be done after Passive Styles, Aggressive Styles and Passive-Aggressive Styles. The four activities can be done in the same session if time allows, or spread out over several sessions. It is important to continuously clarify the difference between aggressive behavior and assertive behavior. Since assertive behavior is the behavior that is most effective in resolving conflicts, the greatest amount of time should be spent with participants practicing how to turn non-assertive tendencies into assertive behavior.

Individual Activity: "HOW ASSERTIVE AM I?"
Materials: One photocopy of worksheet, pen/pencil.

1. Give participant copy of worksheet and pen/pencil.
2. Read or have participant read aloud the description of the assertive person, and process as necessary.
3. Instruct participant to read each statement and check whether the statement applies to him or her most of the time, sometimes or rarely. Remind participant to consider statements carefully and try to be as honest as possible in answering.
4. After completing checklist, assist participant in adding up his or her "Assertive Score."
5. Compare the final score on this worksheet with those on *"Aggressive Styles"*, *"Passive Styles"* and *"Passive-Aggressive Styles."*
6. Process with the following questions:
   • What are some of the advantages of dealing with conflict assertively?
   • What are some of the disadvantages of dealing with conflict assertively?
   • How do other people tend to react to assertive people?
   • Do you tend to get your needs met when you behave assertively?
7. Use these activities as a starting point to explore specific behaviors indicated by the participant, and to help participant gain greater awareness of non-assertive tendencies and improve assertiveness skills.

Group Activity: "ASSERTIVE STYLES"
Materials: One photocopy of worksheet per participant, pens/pencils, flipchart and markers/blackboard and chalk.

1. On flipchart or board, write the word "Assertive" and ask participants to brainstorm definitions and/or examples of assertive behaviors.
2. After brainstorming, read the description of the assertive style written on the top of worksheet.
3. Distribute worksheets and instruct participants to read each statement and check whether the statement applies to them most of the time, sometimes or rarely. Remind participants to consider statements carefully and try to be as honest as possible in answering.
4. After participants have completed worksheets, instruct them to add up their 'assertive scores.'
5. Read each of the four questions on the bottom of the page aloud, and facilitate a discussion about each of these points. Invite participants to use examples from their own lives to add to this discussion.
6. Suggest participants develop role-plays in which one conflict scenario is presented, and then resolved in four different role-plays, each one demonstrating one of the four different styles.
7. Process with the following questions:
   • What are some of the advantages of dealing with conflict assertively?
   • What are some of the disadvantages of dealing with conflict assertively?
   • How do other people tend to react to assertive people?
   • Do you tend to get your needs met when you behave assertively?
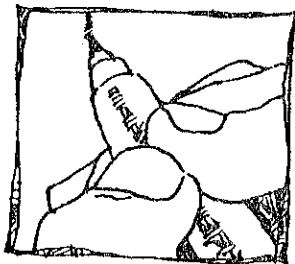
"I" Letter

Briefly describe a situation in which you became angry with another person:

_____

_____

_____

Now describe how the situation made you feel, besides angry:

_____

_____

In the future, what would you like this person to do differently?

_____

_____

What will you do differently the next time you are in a similar situation?

_____

_____

Now, take all of the above information and make it into an "I Statement" letter. Pretend you are writing a letter to the person who you became angry with, and telling them 1) How you felt, 2) Why you felt that way, 3) What you would like them to do differently next time and 4) What you will do differently next time.

Dear _____ ,

When _____

I felt _____ ,

because _____ ,

The next time, please _____

If this happens again, I will _____

(Anything else you want to tell this person?) _____

_____

Signed,

_____

Facilitator's Information for
"I" Letter

Use: To practice using "I" statements.

Background Information: The "I" statement is a common tool of conflict resolution that can be very effective if done correctly; it often requires a great deal of practice, so this activity can be done repeatedly. Probably the most common "I" statement mistake to be avoided is turning the "I" statement into a disguised "you" statement with phrases such as "I feel <u>you</u> are dishonest..." or "I feel disrespected by <u>you</u>." The goal of the "I" statement is for the person making the statement to remain non-threatening by taking ownership of his or her own feelings, and avoiding making accusatory statements which will only put the other person on the defense and therefore limit his or her ability to be open to solving the conflict.

Individual Activity: "PRACTICING 'I' LETTERS"
Materials: One photocopy of worksheet, pen/pencil, one photocopy of "Identifying Emotions" worksheet or another list of emotions.

1. Give participant worksheet and read or have participant read aloud the first section. Encourage participant to keep it simple at first by describing a situation that is not too charged emotionally.
2. Instruct participant to fill in how the situation made him or her feel. Prompt the participant to reach for the feelings beneath the anger, such as hurt, embarrassment, rejection, fear, jealousy, etc. Remind the participant that anger is usually a 'cover up' for other emotions. If necessary, provide participant with a copy of "Identifying Emotions" worksheet or another list of emotions.
3. Instruct participant to describe what s/he would like the other person to do differently next time, but keep it realistic and reasonable.
4. Instruct participant to describe what s/he will do differently next time. This can be a way of taking responsibility for part of the conflict, "I will try not to react by yelling at you" and/or, an assertive statement about consequence "If you do this to me again, I won't go out with you any more." However, caution participant not to give ultimatums or threats that s/he does not intend to
follow through with; again, keep it honest and realistic.
5. After the top section has been completed, instruct participant to compose a letter to the person who made him or her angry, using the form that's provided, or if s/he prefers, a blank piece of paper.
6. Process by asking participant whether s/he wants to send or share the letter with the other person, or whether s/he could verbally make the "I" statement.

Group Activity: "CHECKING MY 'I' STATEMENTS"
Materials: One photocopy of worksheet per participant, pens/pencils, one photocopy of "Identifying Emotions" worksheet or another list of emotions.

1. Distribute worksheets and pens/pencils.
2. Allow participants ample time to complete worksheets individually, with instructions/prompts as described in the "Individual Activity" above.
3. After all participants have completed worksheets, seat them in a circle.
4. *Option A:* Ask for volunteers to share their letters for the purpose of receiving feedback from other participants about whether the letters meets the following criteria:
    a. It is truly an "I" statement, not a disguised "You" statement.
    b. The tone of the letter is not accusatory or emotionally threatening
    c. The "request" part of the letter (Next time please _____) is realistic and fair.
    d. The "response" part of the letter (Next time I will_____) is realistic and fair.
            AND/OR
    Option B: Ask for volunteers to role-play making their "I" statements in person to the person they are writing to. Volunteers can choose someone to play the part of the other person.

Self-Talk

What is Self-Talk?

Self-talk is that "little voice inside your head." It is what you tell yourself about yourself, or about a situation. Self-talk can be positive, like when you tell yourself "I can do this" to help you get through something you're nervous about. Or, it can be negative, like when you tell yourself "I'm so stupid" and beat yourself up about a mistake you've made.

What does Self-Talk have to do with anger management?

A lot. Self-Talk has a huge influence on your feelings and can make you feel better or worse about any given situation. If your self-talk tends to be negative, you probably spend a lot more time feeling angry (at yourself or at others) than someone whose self-talk tends to be positive.

Example:

Situation: John is in a movie theatre on his way back to his seat from the concession stand. Someone bumps into him and knocks half of his super-sized bucket of popcorn onto the floor. The guy who bumped into him just kept walking.

Negative self-talk: "That jerk probably bumped into me on purpose. He's trying to make me look like a fool. Embarrassing me in front of all these other people, they are probably all thinking I'm a punk if I don't do something about it. I can't let him disrespect me like that."

Positive self-talk: "The guy is probably oblivious — doesn't even realize what he just did. Either that, or he's got some serious issues going on. Everyone who saw this is probably thinking what a jerk he is. I'm not going to let it ruin my night. Anyway, he just cut my calorie intake for the night in half."

Pick a recent situation in which your anger escalated. Describe it briefly below:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Self-Talk

Describe your self-talk before, during and after the situation you described on the previous page:

BEFORE:	**DURING:**	**AFTER:**
Self-talk about myself:	Self-talk about myself:	Self-talk about myself:
Self-talk about the person I was angry with:	Self-talk about the person I was angry with:	Self-talk about the person I was angry with:
Other self-talk (about other people involved, family, the world in general, etc.):	Other self-talk (about other people involved, family, the world in general, etc.):	Other self-talk (about other people involved, family, the world in general, etc.):

Now, go back to the above description of your self-talk and circle every example in which your self-talk was negative. For any of the examples of negative self-talk you circled, re-write the self-talk to be more positive and constructive.

How do you think the situation might turn out differently if you could go back and do it again, using your positive self-talk?

Facilitator's Information for
Self-Talk

Purpose: To understand the concept of self-talk and identify ways in which self-talk affects one's anger.

Background Information: Our pre-conceived ideas about ourselves, other people and certain situations, have a significant effect on how we respond to conflict, because our feelings often follow our thoughts. Changing the "scripts" we use to talk to ourselves can be easier than many people think, and changed attitudes, beliefs and behaviors can follow.

Individual Activity:

"CHANGING MY SCRIPT"
Materials: One photocopy of each worksheet and pen/pencil.

1. Give participant worksheets and pen/pencil. Review the explanation and examples of self-talk. Discuss and clarify the concepts as necessary.
2. Ask participant to recall an example of a situation in which anger escalated and briefly describe it in the space provided on the first worksheet. Assist him/her in identifying examples of self-talk before, during and after the situation, and writing them on the second worksheet.
3. After identifying examples of negative self-talk, suggest the participant imagine that s/he were preparing to go back and relive the situation. Ask him/her to practice saying out loud the positive self-talk s/he would like to use to replace the negative self-talk.
4. After practicing the positive self-talk, encourage participant to write it in the space provided and to also write how s/he thinks the situation might turn out differently were s/he to be able to go back and do it over.
5. Process by helping participant to identify common areas of negative self-talk (people, situations, issues around which s/he commonly uses negative self-talk). Explore the roots of the negative self-talk and help him/her identify triggers and practice positive self-talk for specific situations.

Group Activity:

"SELF-TALK ROLE-PLAYS"
Materials: One photocopy of each worksheet per participant, pens/pencils.

1. Distribute worksheets and review the explanation and examples of self-talk. Discuss and clarify the concepts as necessary.
2. Allow participants time to complete the worksheets on their own or as a group, offering assistance and processing as you go along.
3. Divide participants into groups of two to three members and tell them they will be developing role-plays. Give them the following instructions:
   - In your small groups, write a conflict scenario which causes the main character's anger to escalate.
   - Make a list of all of the 'positive self-talk' and 'negative self-talk' statements you can imagine a person might make in that situation.
   - Write two outcomes to the scenario, one based on the positive self-talk and one based on the negative self-talk.
   - The 'self-talk' must somehow be portrayed in each role-play.
4. Give participants ten to fifteen minutes to develop their role-plays, and reconvene the larger group.
5. Instruct small groups to perform their role-plays for the rest of the participants. After each role-play, process with discussion of the affects of self-talk in each situation.
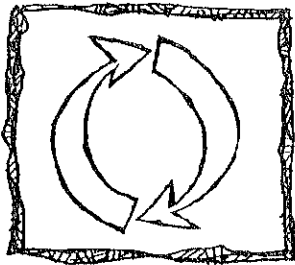
The Conflict Cycle

Stage 1: 'Conflict Occurs' Conflict occurs when there are two or more opposing attitudes, values or beliefs. The conflict can be *internal* (a conflict within yourself, such as when you have two opposing beliefs), or *interpersonal* (between two or more people). A conflict can also occur between two or more groups of people (as in an international conflict).

☐ Write an example of an *internal* conflict you have experienced:

_____

_____

☐ Write an example of an *interpersonal* conflict you have experienced:

_____

_____

Stage 2: 'Response' How people respond to conflict can determine the consequences of the conflict. Your response to conflict is the easiest part of the cycle to control.

☐ How did you respond to the interpersonal conflict above?

_____

_____

☐ How did the other person/people involved respond?

_____

_____

Stage 3: 'Consequences' There are consequences to every conflict, but it is important to remember that the consequences can be negative or positive.

☐ List any negative consequences that came out of the interpersonal conflict above:

_____

_____

☐ List any positive consequences that came out of the interpersonal conflict above:

_____

_____

Stage 4: 'Reinforcement' or 'Change' As a result of the consequences, the conflict cycle can be reinforced, so it continues in the same old way. Or, the consequences can lead to change, so that the parties involved either exit the cycle altogether or continue but change the patterns in the cycle.

☐ Was the conflict cycle described above reinforced or changed, and how?

_____

_____

The Conflict Cycle

Reinforcement or Change?

Conflict Occurs

Exit
Here

On the lines in the conflict cycle,
describe a conflict you experienced,
your response to the conflict,
the consequences, and whether the cycle
was reinforced or changed as a result.

Response

Consequences
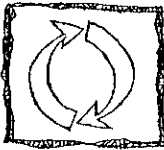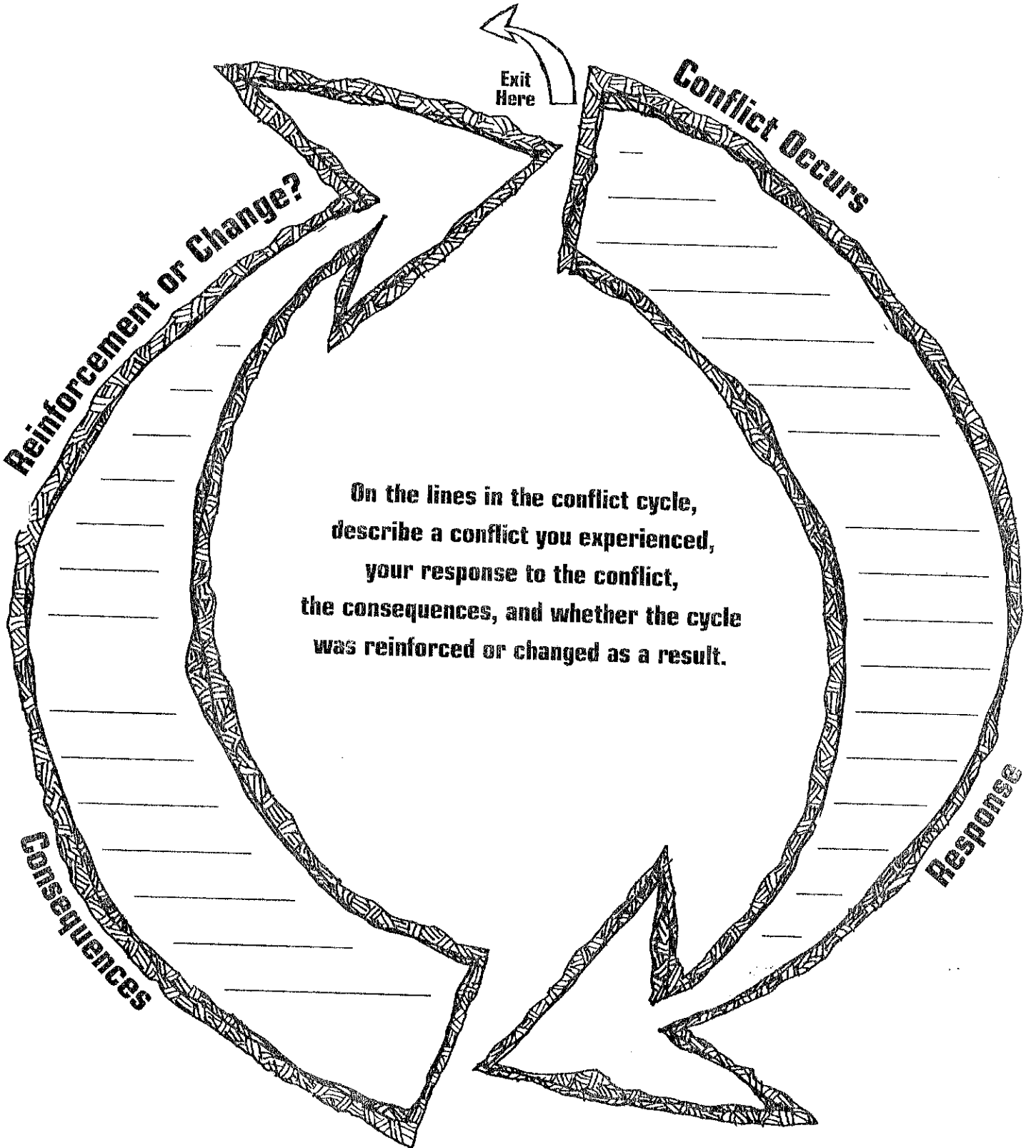
Facilitator's Information for
The Conflict Cycle

ose: To identify stages of the cycle of conflict.

Background Information: While discussing these concepts with participants, it should be emphasized that not all conflict is negative — there are many positive outcomes to conflict, and in most cases conflict is necessary before positive change can occur. It is recommended that this activity be introduced after participants have learned concepts of assertive, aggressive, passive and passive-aggressive responses to conflict. This theory on the cycle of conflict was adapted with permission from material from the EARS Peer Mediation Student Manual, Bronx, New York and the Community Board for Policy and Training, San Francisco.

Individual Activity: "UNDERSTANDING MY CONFLICT CYCLE"
Materials: One photocopy of each worksheet, pen/pencil.

1. Give participant worksheet and pen/pencil, and review the Conflict Cycle illustration, explaining and discussing concepts as you go along.
2. Read or have participant read aloud the description of each stage of the Conflict Cycle, and assist him or her in completing the worksheet questions.
3. Instruct participant to identify a recent conflict and fill in the stages of the conflict cycle on the second worksheet. This can be repeated as often as necessary to explore different conflicts.
4. Use this as a starting-point for a more in-depth exploration of the participant's internal conflicts, patterns of interpersonal conflict, common responses to conflict, and attitude toward conflict in general.

Group Activity: "CONFLICT CYCLES IN THE MOVIES"
Materials: One or more video clips with scenes depicting conflict (see list of videos in resource section of this book; if possible show one clip depicting an interpersonal conflict and one clip showing a person dealing with an internal conflict), one photocopy of each worksheet per participant, pens/pencils, flipchart and markers/blackboard and chalk.

1. Draw a copy of the conflict cycle on flipchart or board.
2. Hand out copies of worksheet and pens/pencils.
3. Review the conflict cycle with participants, discussing concepts, asking for examples and instructing participants to fill in the worksheet questions as you go along.
4. Show video clip and ask participants to answer the following questions regarding the video:
   a. Did the clip depict an interpersonal, internal or inter-group conflict?
   b. If an interpersonal or inter-group conflict, what were the conflicting attitudes, values and/or beliefs held by the different parties involved?
   c. If an internal conflict was depicted, what were the person's conflicting attitudes, values and/or beliefs?
   d. How did each person or group of people involved respond to the conflict? Did they use assertive, aggressive, passive or passive-aggressive conflict response styles?
   e. What were the positive and negative consequences to each person or group of people involved?
   f. Do you think the person or people involved exited the conflict cycle, or did the conflict cycle continue the same or change? If it continued, did it intensify, de-intensify or continue at the same intensity?
   g. What could each person involved have changed in his/her response so that the conflict cycle could have been de-intensified or exited?
5. Instruct participants to fill in the stages of the conflict discussed on the second worksheet.

Alternate Group Activity: "CONFLICT ROLE-PLAYS"
Materials: One photocopy of worksheet per participant, pens/pencils, flipchart and markers or blackboard and chalk.

1. Begin activity as in group activity numbers 1-3 above.
2. Break participants into small groups of 3-4 people each.
3. Instruct groups that they are to develop conflict role-plays. They may use one of the examples used on a participants' worksheet, or make up their own conflict.
4. Allow ten minutes for groups to develop their role-plays, then reconvene the larger group.
5. Instruct groups to take turns performing their role-plays, then ask audience members to answer the questions in group activity number 4 above.
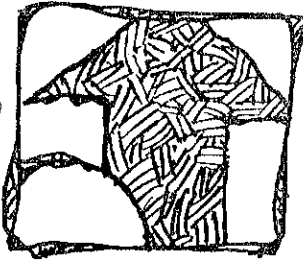
Choices

1. In the circle, briefly describe a conflict.
2. In each arrow, write a different possible response to the conflict.
3. In each square, write what you think would be a likely consequence of that response.
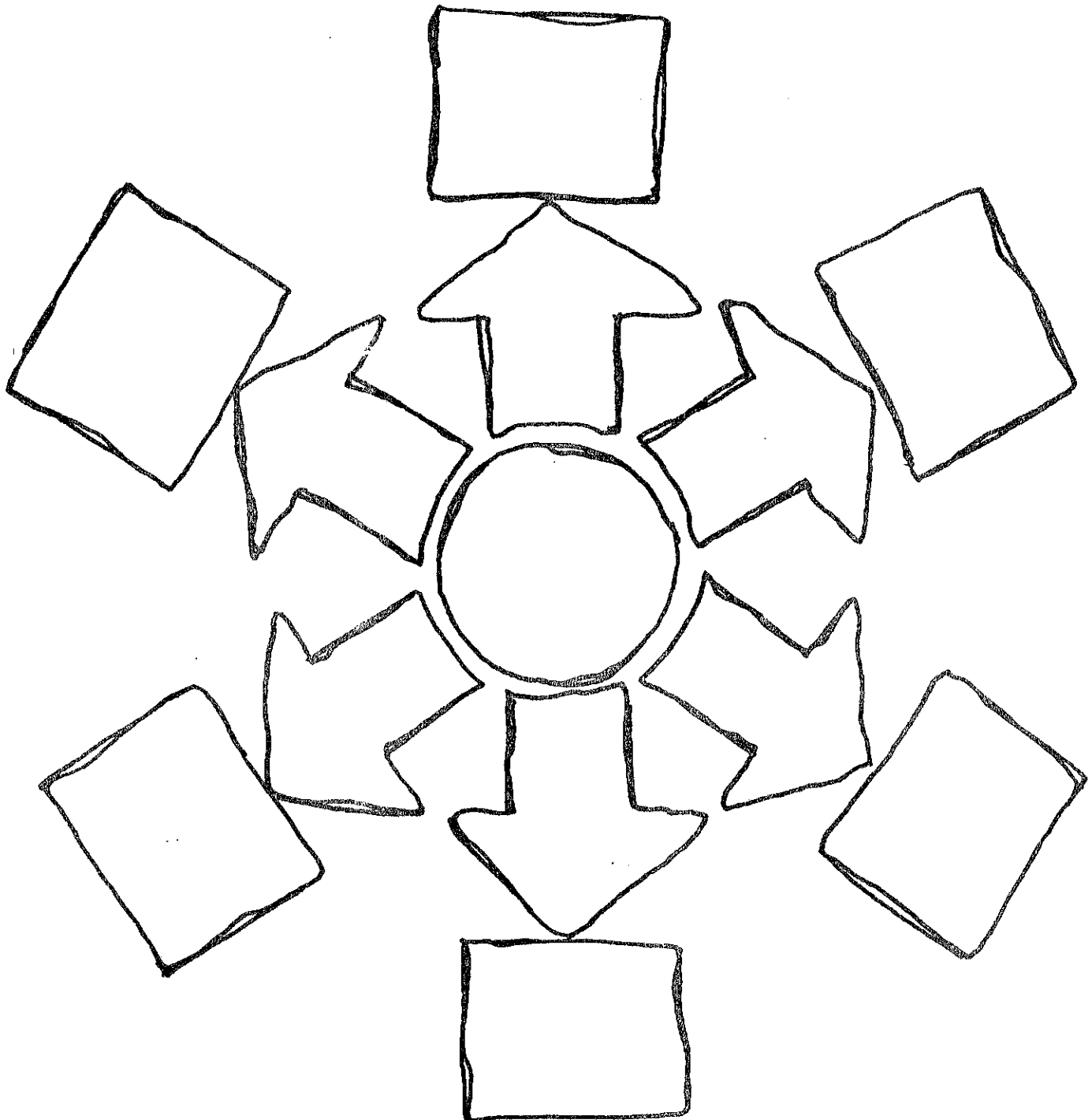
Facilitator's Information for
Choices

bse: To recognize that one always has a number of choices about how to respond to conflict. To recognize that when violence is used, it is used by choice.

Background Information: We often hear people justify violence by saying "I had no choice." It's a simple but important and empowering concept to understand that there are always choices. In this activity, participants are not asked to make judgments about whether certain choices are right or wrong; they are only asked to recognize that the options are there and that each option can carry a different consequence.

Individual Activity: "MAP OF MY CHOICES"
Materials: One photocopy of worksheet, pen/pencil.

1. Identify or ask participant to identify an interpersonal conflict that has been discussed in a previous session.
2. Instruct participant to briefly describe the conflict in the circle.
3. Instruct participant to write his or her response to the conflict in one arrow. Then assist him or her in identifying other possible responses to the conflict.
4. Instruct participant to write the consequence of his or her response, then possible consequences of the other responses, in the boxes. Process each response/consequence as you go along, emphasizing the individual's ability to make choices based on the presumed consequences of those choices.

Group Activity: "CHOICES AND CONSEQUENCES"
Materials: Blank index cards (one per participant), pens/pencils.

1. Distribute one index card and a pen/pencil to each participant.
2. Instruct each participant to write a brief conflict scenario on the index card. The conflict scenarios can be real or hypothetical, but they must be realistic.
3. Collect the index cards and seat group members in a circle.
4. Read aloud the conflict scenario on one index card.
5. Instruct participants to go around in a circle, each giving a different possible response to the conflict and a likely consequence of that response.
6. Repeat until all of the index cards have been read.
7. Process with a discussion about individual choice and the importance of taking responsibility for one's choices.
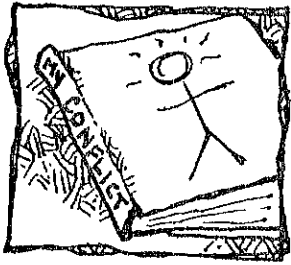
Story Board

Think about a conflict that you wish you had handled differently. Use the story board below to draw what happened.

How the conflict began →

The outcome ←

Now use the second story board to create change. Draw what you would like to have done differently and how that might have changed the outcome.

How the conflict began →

The outcome ←

Facilitator's Information for
Story Board

**Purp**   To identify alternative responses and outcomes to conflict.

Background   "Story Boarding" helps break conflict situations down into a beginning, critical 'turning points'
Information: and an end or outcome. When participants do the second story board to change the situation,
they should focus on changing their own behavior. Changes in other people's behavior should
only be indicated when it is in response to the participant's own behavior.

Individual   "FUNNY PAPERS"
Activity: *Materials:* One photocopy of worksheet, pen/pencil.

1. Ask participant to identify a conflict that s/he would like to have handled differently.
2. Give participant the worksheet, and ask him/her to draw the conflict in no more than eight seg-
   ments, like in a cartoon in the 'funny papers'. If necessary, review the conflict and help the par-
   ticipant to identify the beginning of the conflict, the main 'turning points' and the end or outcome
   of the conflict.
3. After the first story board is complete, ask the participant to identify what s/he could have done
   differently in the conflict. S/he should focus on changing his or her response to conflict, rather
   than changing someone else's behavior. Assist participant in drawing the second story board with
   realistic changes and a more positive outcome.

Group   "FREEZE FRAME"
Activity: *Materials:* One photocopy of worksheet per participant, pens/pencils.

1. Break group into small workgroups of 3-4 people each.
2. Instruct workgroups to discuss and agree on a conflict situation that they are going to portray
   for the rest of the group. The conflict can be a real-life experience of one of the participants
   or something from a movie, television show or book.
3. Explain to the participants that they are going to experiment with a 'twist' on role-plays. Instead
   of acting out the conflict, they are to portray the conflict through a series of no more than eight
   "freeze frames." In each "freeze frame," the characters in the conflict can make no sound and
   no movement — they are like the characters in a movie when you hit the pause button. When
   a group is presenting its "freeze frame," for extra effect, the facilitator or a group member can
   turn out the lights in between each frame.
4. Give the small workgroups ten to fifteen minutes to plan their presentations.
5. Reconvene the larger group, and have workgroups take turns presenting their "freeze
   frames." Have other group members guess at what's going on in the conflict, then allow presen-
   ters to clarify.
6. After each group has presented, tell the small workgroups to reconvene and take five to
   ten minutes to make changes to their "freeze frames" so that the conflict will have a more
   positive outcome.
7. Reconvene the larger group and again have the small workgroups present their changed "freeze
   frames." After each presentation, process how the characters chose to handle the conflict differ-
   ently, and how the outcome was changed.
8. Handout worksheets and instruct participants to complete them individually, based on a real-life
   conflict they have experienced.
9. If time allows, invite participants to share their worksheets with other group members.
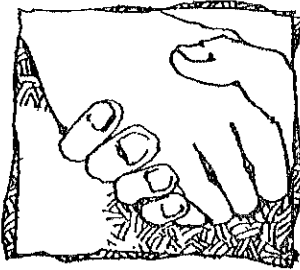
Do's and Don'ts of Dealing with Conflict

DO

☐ Take a step back and a deep breath before you go any further. Continue to take slow, deep breaths as you communicate with the other person.

☐ Check your voice level. Speak softly.

☐ Check the pace of your speech. Talk slowly and articulate your words to be sure you can be understood.

☐ Make eye contact. Look the other person directly in the eye.

☐ Sit or stand at eye level with the other person so that neither of you is above or below the other.

☐ Check your body language. Try to appear non-threatening, yet open to communication. Uncross arms and legs, unclench your hands, use a relaxed posture, and make sure both parties have plenty of 'personal space.'

☐ Take the time to think about what the other person is saying before responding.

☐ Acknowledge the other person's position. Recognize that he or she has needs. Use statements like "I understand what you're saying..." or "Thank you for being honest about the way you feel."

☐ Use words like 'maybe,' 'what if,' 'I feel,' 'I think,' 'I wonder.'

☐ Use 'I' Messages. Tell the person how you feel and what you need.

☐ Repeat and clarify messages. For example, say things like "I think what you're saying is.." or "Could you explain that to me again..."

☐ Focus on the present — stick to the situation that's causing the problem now.

☐ _____

☐ _____

☐ _____

DON'T

☐ Jump into an argument when you're too heated to communicate calmly or rationally.

☐ Shout or raise your voice.

☐ Talk too fast. You want to be able to think about what you're saying before you say it, and you want the other person to be able to understand you.

☐ Continuously look down or away from the other person; this is non-assertive behavior.

☐ Hover above or sit below the other person. This sends a message of inequality.

☐ Point your finger, ball your fists, get in the other person's face, or use body language that's in any way intimidating or threatening.

☐ Interrupt or react defensively to what you think the other person means without taking the time to really hear them out and clarify their meaning.

☐ Blame the other person for everything without recognizing their feelings or position.

☐ Use words like 'always' or 'never.'

☐ Use 'you' messages, telling the other person what's wrong with them instead of what bothers you about the situation.

☐ Make assumptions or interpretations or draw conclusions about what the other person is saying.

☐ Bring up all of the problems you've had with the other person in the past, or 'throw the past in the other person's face.'

☐ _____

☐ _____

☐ _____

Facilitator's Information for
The Do's and Don'ts of Conflict Resolution

**Purpose:** To identify effective and ineffective strategies for conflict resolution.

Background Information: This is a basic 'laundry list' of behaviors that, in general, are helpful and unhelpful in conflict resolution. Because most of the 'do's' are principles of assertive behavior, while the don'ts are principles of non-assertive behavior, this activity will tie in well with assertiveness training activities.

Individual Activity:

"WHAT I DO AND WHAT I DON'T"
Materials: Two photocopies of worksheet, pen/pencil.

1. Ask participant to describe a conflict in which s/he was involved, where there was some effort at resolving the conflict by both parties. (As an alternative, use a scenario from a movie, book or television show, or one involving a third party that the participant witnessed.)
2. As the participant describes the conflict, prompt him/her to describe both parties' non-verbal communication (how they stood, what their gestures and facial expressions were, tone of voice, etc.) as well as the words they used.
3. Next, review the lists of 'Do's' and 'Don'ts' with the participant and ask him or her to check off which behaviors *the other party displayed* during the conflict. Process as you go along by discussing how each behavior made the participant feel and react.
4. On the second copy of the worksheet, instruct participant to check off the behaviors that *s/he displayed* during the conflict. Process by exploring how s/he thinks the other party might have felt in response to his/her behaviors.
5. Follow activity with a discussion of which effective conflict resolution strategies the participant is already practicing, which ones s/he needs to work on, and which ineffective behaviors s/he needs to work on stopping.

Group Activity:

"CONFLICT RESOLUTION IN THE MOVIES"
Materials: One photocopy of worksheet per participant, pens/pencils, flipchart and markers/blackboard or chalk, one or more video clips (see recommended videos in resource section of this book), TV and VCR.

1. On flipchart or board, write the heading 'Conflict Resolution' and underneath draw two columns labeled 'Do's' and 'Don'ts'.
2. Begin with a discussion of the term 'conflict resolution.' Ask participants for ideas about what the terms means and what a true 'resolution' to a conflict should look like. Explore the idea that while a resolution does not always mean that both parties are 100% happy with the outcome, it generally means that they have come to some agreement about how they are going to handle the conflict (even if they 'agree to disagree').
3. Ask participants to brainstorm a list of ideas, strategies or techniques that they have experienced or heard about that are effective in conflict resolution (the 'Do's') as well as behaviors that are not effective (the Don'ts').
4. After brainstorming, hand out worksheets and review. Instruct participants to add to the worksheet in the space provided any strategies they came up with that are not on this list.
5. Show video clip(s).
6. As a group, review the list of 'Do's and Don'ts' on the flipchart or board and check the behaviors each character displayed.
7. Process with the group how each behavior effected each character involved and the outcome of the situation.
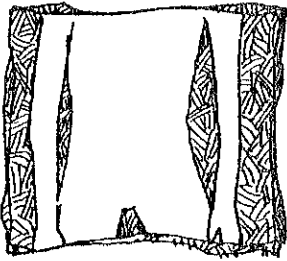
Body Language

Body language is an important part of conflict resolution. A good goal is to present yourself in a way that makes other people feel comfortable, safe and willing to engage as partners with you in the process of resolving conflict. People are not likely to respond positively if you present yourself in a way that makes them feel like they are going to be attacked, either physically or emotionally, or like you don't care or aren't willing or able to work at resolving the conflict.

Circle the person below with whom you would feel most willing to work out a conflict.

Below each picture, list what the person is doing with each of his or her body parts and facial expressions, and why that body language would make you comfortable or uncomfortable trying to work out a conflict with that person.

AGGRESSIVE BODY LANGUAGE

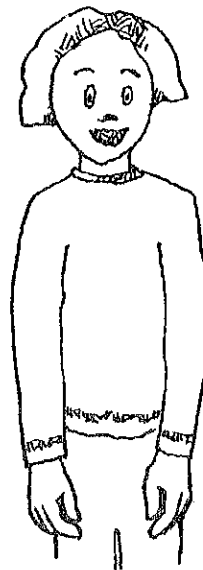**ASSERTIVE BODY LANGUAGE**
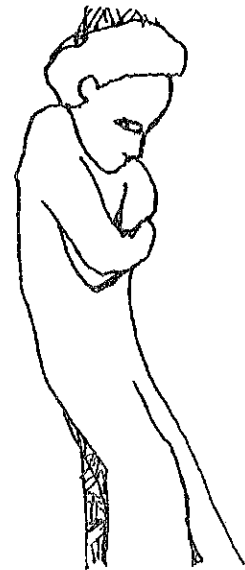
PASSIVE BODY LANGUAGE

Facilitator's Information for
Body Language

Purpose: To identify elements of assertive, aggressive and passive body language and facial expressions.

...ground Information: Often people focus on saying the right things in conflict resolution, but do not realize that their non-verbal communication can mean more than their words. Likewise, people often feel threatened by or hostile toward another person without being able to put their finger on why, because they may not have consciously thought about how the person's body language has affected them. If participants can identify how other people's non-verbal communication makes them feel, they may be able to use assertive behavior to address these feelings.

Individual Activity: "NAMING BODY LANGUAGE"
Materials: One photocopy of worksheet, pen/pencil.

1. Give participant worksheet and pen/pencil, and read or have participant read introductory paragraph aloud.
2. Assist participant in labeling body language characteristics for each picture as instructed.
3. Process with discussion of what kind of messages participant thinks s/he uses in different situations, depending on his/her feelings and level of confidence in the situation.
4. Ask participant to identify a recent conflict, recall the body language of the other person, and describe how that body language made him/her feel and react.
5. Process with a discussion of other forms of non-verbal communication, besides body language.
6. Point out that sometimes people 'misread' other people's body language and other nonverbal communication, so it is important to be able to verbally clarify the message; discuss how this can be done by using assertive "I" messages and asking clarifying questions.

Group Activity: "BODY LANGUAGE COLLAGES"
Materials: One photocopy of worksheet per participant, pens/pencils, a variety of magazines (and comic books if desired), scissors (at least one pair for every two participants,) glue, three pieces of poster board and one thick marker.

1. Allow participants ten minutes to look through magazines and cut out pictures of people. Instruct them to pay special attention to looking for people with a range of facial expressions and body language. Also instruct them to look for larger pictures, because they will be held up in front of the group to be studied.
2. While participants are cutting out pictures, hang up the three pieces of poster board and label one "Assertive," another "Aggressive," and the third "Passive."
3. Ask for a volunteer to show the group one of his/her pictures, and use the picture to begin a discussion about body language. Ask what the person is communicating through his or her facial expression, the way s/he is standing or sitting, the position of his/her head, arms, legs, hands, etc. Ask participants how they would feel toward a person who approached them with this kind of body language.
4. If necessary, review the meaning of the terms "Assertive," "Aggressive" and "Passive."
   - Assertive people are confident, cool and in control of themselves. Others tend to feel comfortable and safe communicating with them.
   - Aggressive people are hostile, threatening and 'in your face.' Others tend to feel defensive and react by being aggressive back or withdrawing from them.
   - Passive people lack confidence and do not seem to care or be willing to communicate. Others tend to react by either 'walking all over them' or not bothering to try to communicate with them.
5. Ask participants to decide which category the picture falls into, and paste the picture on the appropriate poster board.
6. Repeat this process with all of participants' pictures. If a picture does not seem to clearly fit into one of the categories, put it aside.
7. Point out that sometimes people 'misread' other people's body language, so it is important to be able to verbally clarify the message; discuss how this can be done by using assertive "I" messages and asking clarifying questions.
8. Process with a discussion of other forms of nonverbal communication, besides body language.
9. Hand out worksheets and review introductory paragraph. Allow participants ten to fifteen minutes to complete them on their own, then share their lists of body language characteristics with the group.
10. If time allows during this session or another session, follow up with role plays in which participants use assertive, aggressive and passive body language in conflict resolution scenes.

, the above activity, participants may cut out 'sexually provocative' pictures. You may engage in a short discussion about ..dy language is used to sell products and how sexuality can also be aggressive, passive or assertive. However do not allow this to sidetrack the group. Depending on the direction of the discussion, it might be appropriate to discuss the common dynamic in acquaintance rape, when one person perceives the other's non-verbal communication as being provocative, and takes that as license to force themselves on the other. This is a perfect example of why it is so important to use words

Rebel with a Cause

According to Webster's dictionary, a rebel is 'a person who resists authority.' This isn't all bad — after all, authority isn't always right. To some extent, rebelling is normal — in fact, if you're a teenager, it's your job (what psychologists call your developmental task) to begin to separate from your parents or caregivers by asserting your independence, showing your individuality, breaking away from what is expected and 'doing your own thing.'

Rebellion can be a response to anger, like when someone feels oppressed or treated unfairly by an authority figure. This, too, can be a good thing. Many changes have taken place throughout history because of the rebellion of people who have been treated unfairly. At the same time, there are rules and limits in society, families and institutions for good reasons. The most important reason is safety.

If you are going to rebel, it's a good idea to know why you are doing it. Below, write the reasons you have rebelled in the past or have thought about rebelling in the future:

_____

_____

_____

There are healthy and unhealthy ways of rebelling.

Below, write a list of healthy ways to assert your independence and show your individuality (i.e., dressing 'differently'):

_____

_____

_____

_____

_____

_____

_____

_____

On this side, write a list of 'rebellious' behaviors that are unhealthy, dangerous or could be harmful to others (i.e., drug use):

_____

_____

_____

_____

_____

_____

_____

_____

Facilitator's Information for
Rebel with a Cause

P To identify reasons for rebellious behavior. To identify healthy and unhealthy ways of rebelling.

Background Information: Many people, especially teens, engage in 'rebellious' behavior as a response to anger against authority. This is normal and can be healthy. However, when there is no conscious understanding of the reason for rebellion and no connection between the underlying feeling and the resulting behavior, the rebellious behavior can become unsafe or destructive. This activity can help participants plan for safe ways of expressing their rebellious urges and asserting their independence.

Thanks to Arielle Korb, who contributed the idea for this activity.

Individual Activity: "MY REBELLIOUS SIDE"
Materials: One photocopy of worksheet, pen/pencil.

1. Give participant worksheet and read or have participant read aloud introductory paragraphs, and discuss as necessary.
2. Explore with participant times s/he has rebelled in the past, the underlying feelings prompting the rebellious behavior, and the consequences.
3. Assist participant in developing a list of healthy ways of asserting his/her independence, and unhealthy, dangerous or destructive ways of rebelling.

Group Activity: "REBEL BRAINSTORM"
Materials: One photocopy of worksheet per participant, pens/pencils, flipchart/markers or blackboard/chalk.

1. Write the words "To Rebel" on flipchart or blackboard and ask participants to define the term, writing answers and discussing as you go along.
2. Distribute worksheets and read or have a participant read aloud the introductory paragraphs, and discuss as necessary.
3. On flipchart or board, draw two columns and label one "Healthy Ways of Asserting Independence" and one "Unhealthy, Destructive or Dangerous Ways of Rebelling." Ask participants to brainstorm activities for each column.
4. Instruct participants to complete worksheets individually, writing their own reasons for rebelling. and lists of behaviors that they believe are healthy and unhealthy ways of rebelling.
5. Seat participants in a circle. Instruct them to take turns describing to the group the following:
   a. A time they rebelled.
   b. The reason they were rebelling.
   c. Whether it was a healthy or unhealthy way to rebel.
   d. If it was unhealthy, healthier ways they could have rebelled.
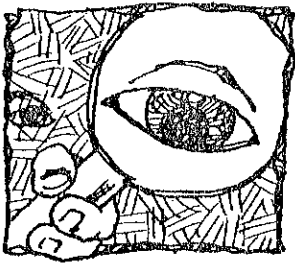
Word Search: De-Escalating Anger

Once you've made a decision not to use physical aggression to deal with your anger, you may need to find ways to blow off steam, relieve stress, relax or just take some space before moving on to the next step in conflict resolution.

Hidden among the letters below are 26 words or phrases that are examples of healthy ways to release anger or 'de-stress.' All words or phrases go straight across (left to right) or down. How many can you find?

B	N	K	P	L	A	Y	A	N	I	N	S	T	R	U	M	E	N	T
R	Z	S	K	L	O	V	C	Q	W	H	I	K	E	X	Z	J	K	L
M	A	K	E	C	R	A	F	T	S	P	N	O	J	A	P	A	Q	W
E	E	A	R	T	Y	U	I	O	P	L	G	M	N	D	A	N	C	E
D	A	T	S	D	F	G	J	D	H	S	Y	L	I	X	I	V	I	S
I	V	E	R	X	Z	T	D	F	S	H	O	W	E	R	N	B	O	W
T	A	K	E	A	W	A	L	K	F	G	G	H	S	B	T	C	P	I
A	Q	W	A	R	T	K	U	F	D	D	A	F	W	T	A	J	R	M
T	K	L	D	D	F	E	T	G	P	L	A	Y	A	S	P	O	R	T
E	S	A	A	A	L	A	U	C	H	Y	F	D	T	Q	F	G	Q	V
Z	X	C	B	F	A	B	V	L	S	P	N	D	C	R	I	X	A	E
Q	W	J	O	L	G	A	R	D	E	N	B	W	H	G	P	A	D	X
L	K	J	O	F	S	T	F	A	D	C	V	S	A	J	J	S	G	E
A	B	I	K	E	B	H	Y	O	F	X	F	P	M	B	O	Q	I	R
D	D	L	L	G	C	L	I	S	T	E	N	T	O	M	U	S	I	C
R	J	W	O	B	K	A	D	Q	G	Z	D	S	V	N	R	P	T	I
L	P	B	F	T	A	L	K	T	O	A	F	R	I	E	N	D	W	S
B	R	E	A	T	H	E	D	E	E	P	L	Y	E	C	A	H	D	E
P	O	J	V	F	S	R	Z	R	K	I	K	S	G	Z	L	C	G	B
A	W	R	I	T	E	A	L	E	T	T	E	R	I	W	K	S	M	V

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Facilitator's Information for
# Word Search: De-Escalating Anger

Purpose: To identify healthy, non-aggressive ways to release stress and anger.

Background Information: While processing this activity, point out to participants that some of the activities listed could actually escalate anger if used in the wrong way. For example, playing sports is generally a healthy outlet for stress, but competitive sports can be physically aggressive and might lead a person who is already angry to simply redirect his/her anger and become aggressive toward other players. People should also consider their choices in movies (a good comedy vs. a violent film) and friends (some friends will 'talk you down' when you're upset, others will 'talk you up').

Group or Individual Activity:

"WORD SEARCH"
Materials: One photocopy of worksheet per participant, pen(s)/pencil(s).

1. Give participant(s) one worksheet and a pen or pencil each.
2. Read or have participant(s) read aloud opening paragraph on the worksheet and discuss as necessary.
3. Instruct participant(s) to search for and circle as many words or phrases as s/he can find. Depending on the ability level of the participant(s), you may wish to provide the list of words/phrases in the answer key below and/or assist as needed.

1. Take a walk	10. Journal	19. Breathe deeply
2. Jog	11. Make crafts	20. Bike
3. Sing	12. Garden	21. Skate
4. Dance	13. Take a bath	22. Yoga
5. Listen to music	14. Shower	23. Hike
6. Read a book	15. Play an instrument	24. Paint
7. Watch a movie	16. Play a sport	25. Laugh
8. Meditate	17. Exercise	26. Swim
9. Write a letter	18. Talk to a friend	

4. After allowing a sufficient amount of time for the word search, process by asking participant(s) which activities s/he has done or does regularly, which new activities s/he could try, and other ideas for activities that are not in the word search.
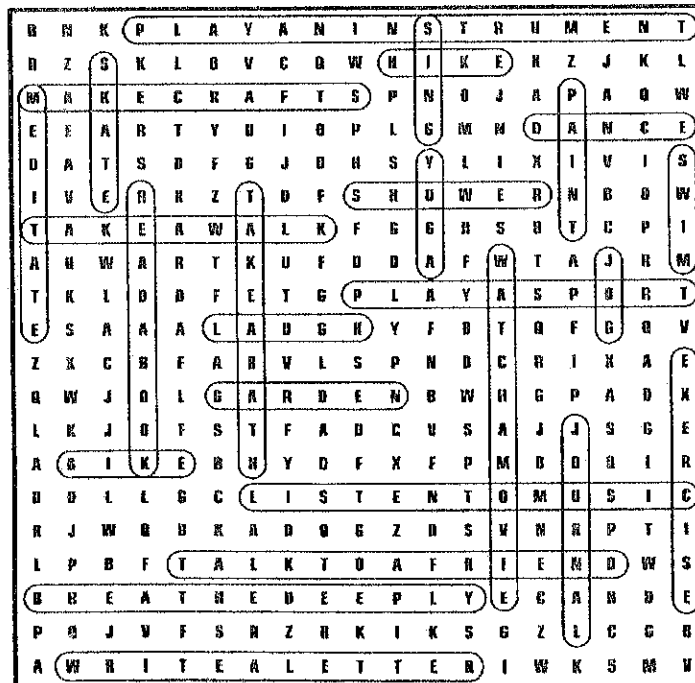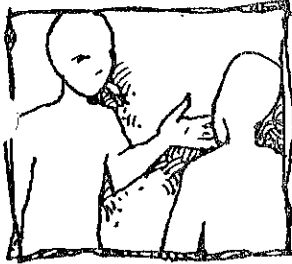
To Forgive or Not to Forgive?

If someone has hurt you, betrayed you or wronged you in a way that you have found 'unforgivable,' answer the following questions:

Who is the person you have not forgiven? _____

What is it that you haven't forgiven him or her for? _____

What do you think is the effect of your not forgiving on the other person? _____

_____

What is the cost of not forgiving to you? _____

_____

Forgiveness means different things to different people. What does forgiveness mean to you? Below are some ideas about what forgiveness is and is not. Check the ones you agree with, and add your own thoughts on the subject.

What forgiveness is:

☑ Acknowledging what happened and your feelings

☐ Letting go of your anger and bitterness

☐ Refusing to allow the person who hurt you have the power over you

☐ Something you do for yourself

☐ A choice

☐ A necessary step in the process of healing

☐ Freeing yourself from the past

☐ Accepting that the past can not be changed

☐ Being unwilling to wish harm on the other person

☐ _____

☐ _____

What forgiving is not:

☑ It is not forgetting what happened

☑ It is not attempting to undo what happened

☐ It is not denying your feelings about what happened

☐ It is not condoning or excusing what the other person did

☐ It is not the same as letting the other person get away with it

☐ It does not necessarily mean you need to continue to have a relationship with the person you are forgiving

☐ It does not mean your hurt over what happened will automatically go away

☐ _____

☐ _____

If you were to forgive this person, what might be the benefits to you?

_____

_____

What would it cost you?

_____

_____

Have you made up your mind?

Is forgiving the person who has hurt you something you want to do? _____

If you answered yes, forgiving still might be a process, rather than happening overnight. What are the steps you need to take in order to forgive? _____

_____

Facilitator's Information for
To Forgive or Not to Forgive?

P---): To consider the costs and benefits of forgiving. To make thoughtful decisions about whether one chooses to forgive.

Background Information: Holding grudges can be toxic, and can lead to pent-up anger and rage that's healthy for no one. Forgiving is an important step in the process of healing, however many people can not forgive as long as they view forgiving as the same as excusing, condoning or forgetting the hurtful behavior.

Individual Activity: "UNFORGIVEN"
Materials: One photocopy of worksheet, pen/pencil.

1. Identify or ask participant to identify the person on whom s/he has most focused his/her anger.
2. Assist participant in completing the first section of the worksheet in order to identify and define the current situation.
3. Next, read through the list of ideas about what forgiving is and is not, and assist participant in processing and considering each idea as it applies to his/her own situation. Encourage participant to write in his/her own ideas about what forgiving means to him/her.
4. Assist participant in assessing and writing down the benefits/costs of forgiving in this situation, and deciding whether s/he wants to forgive, and if so, what steps need to be taken to do so.

Group Activity: "FORGIVE, FOR WHAT?"
Materials: One photocopy of worksheet per participant, pens/pencils, flipchart and markers/blackboard and chalk.

1. On flipchart or board, write the words "To Forgive."
2. Ask participants to brainstorm the meaning of this term.
3. After brainstorming, distribute worksheet and pens/pencils to participants.
4. Read or have a participant read aloud the lists of ideas about what forgiving is and is not. Discuss and process each idea as you go along, and add those that participants agree with to the brainstormed list.
5. Seat participants in a circle, and ask them for volunteers to take turns identifying a person they have been unable or unwilling to forgive. Explain that it is not necessary to tell the group what that person did to hurt them, but they should discuss the following points:
    * How not forgiving that person is effecting them
    * What would be the benefits and costs of forgiving that person
    * Whether they think they are ready to forgive
6. After participants discuss the above points, they should indicate whether they would like feedback on their situation from other group members, and if so, allow time for group members to offer supportive feedback.

Letter for Letting Go

Below, write a letter to a person you have been angry with and unable to forgive. You don't have to send the letter if you don't want to. Write everything you would say to this person if you were guaranteed that there would be no negative consequences.

To _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signed _____

Purpose: To aid participant(s) in the process of forgiving or letting go of unhealthy anger.

B⎯⎯ ⎯⎯nd Writing letters, even if they are never to be sent, is a powerful tool for letting go of anger.
Information: It allows the writer to organize his or her thoughts, identify his or her feelings, and to come to a deeper understanding of the reasons for his or her own anger. After writing the letter, the writer can decide whether or not to send it or to share it with others. Since self-forgiveness is difficult for many people, this activity can be done writing a letter to oneself.

Individual "LETTER WRITING"
or Group *Materials:* Several photocopies of worksheet per participant, pens / pencils.
Activity:

1. Ask participant(s) to identify a person for whom s / he is carrying around unresolved anger.
2. Hand out worksheet(s) and pen(s) / pencil(s). Instruct participant(s) to write a letter to that person, and to feel as free as possible to write anything s / he would like to say to that person if s / he knew there would never be any negative consequences to saying it. Specify that participant(s) will not have to share these letters with the facilitator or any other group members, and can choose to destroy or keep the letter after writing it.
3. Allow ample time for participant(s) to write letters. Supply extra photocopies of worksheet so participant(s) can feel free to throw away drafts and start over if need be.
4. Allow the opportunity for completed letters to be read aloud to facilitator / group. The participant may read his / her own letter, the facilitator may read it, or the group participant may choose another group member to read it.
5. Process by focusing on how it felt for participant(s) to write the letter rather than on the content of the letter. Discuss how it would feel to send the letter, and whether participant(s) will choose to do so now, or might ever choose to do so in the future.
6. Allow participant(s) the option of keeping the letter in a safe place, mailing or giving it to the person it was written to, or destroying it.
7. Consider leading a guided imagery exercise, in which the participant imagines tying his / her letter to a helium balloon and releasing it into the air, or putting it in a bottle to float out to sea.

Alternative "THROWING ANGER AWAY"
Group or *Materials:* Small pieces of paper (10-20 per participant), pens / pencils, garbage pail, paper
Individual shredder (optional), bucket of water (optional — see #4 below).
Activity:

1. Instruct participant(s) to take a piece of paper and to write in a few words something s / he is angry about. Assure participant(s) that no one will see what is on the paper.
2. Instruct participant(s) to continue writing everything s / he can think of that s / he is angry about on the pieces of paper. Allow about ten minutes to do so.
3. After participant(s) has finished, instruct him / her to crumple up each piece of paper and throw it into the garbage pail.
4. *Optional:* After participant(s) has thrown his / her paper in the garbage pail, destroy the papers or at least render them unrecognizable. Since lighting the paper on fire is in most cases not a safe option, consider running it through a paper shredder, pouring a bucket of water on it and mixing it up until they fall apart, flushing it down a toilet (if the plumbing system allows) or coming up with any other creative but safe method of ruining it. Make sure this is done in front of participant(s).
5. Process with participant(s) how this symbolic process of 'doing away with' anger made him / her feel, how it would change his / her life if s / he could really do away with all of his / her angry feelings, and what it would take to do that.
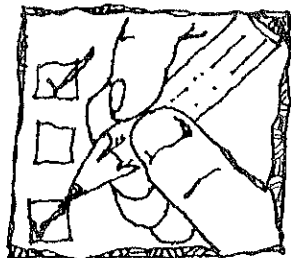
Action Plan for Anger Management

This workbook has suggested a number of strategies for anger management and conflict resolution. Not all of them work for every person. Choose the strategies that you are using or plan to try, and fill in the blanks to personalize your action plan.

☐ **Identifying and Addressing Underlying Emotions**

I will work on identifying the emotions underlying my anger, and then try to address those underlying emotional needs before they escalate to anger. *These are some of the emotions that frequently underlie my anger:*

_____

☐ **Being Aware of My 'Anger Buttons'**

I will practice recognizing when my 'anger buttons' are triggered or when they are about to be triggered, so I can make conscious choices about how I will react in response. *These are some of the 'anger buttons' I need to recognize:*

_____

☐ **Knowing When I'm Feeling Threatened**

I will practice recognizing when I'm experiencing a threat to my sense of self-worth, core beliefs, or the physical safety of myself or someone I care for. Then, I will try to resolve the threat without reacting aggressively. *These are some of the situations in which I often feel threatened:*

_____

☐ **Early Anger Messages**

I will re-examine the messages I got about anger from my early role models, and work toward developing a new belief system about anger and emotional expression. *These are some of the 'early anger messages' that I now choose to reject:*

_____

☐ **Re-examining Gender Roles**

I realize that the way I express anger is influenced by stereotypes about how men/women are supposed to behave. I plan to re-examine my beliefs about gender roles and resist conforming to them. *This is the kind of male / female role model I want to work toward being to younger people:*

_____

☐ **Addressing Drug / Alcohol Use**

I have decided that my drug and / or alcohol use contributes to my difficulty managing anger. I will seek the assistance of a substance abuse counselor. *This is the person / organization I will ask for help with this issue:*

_____
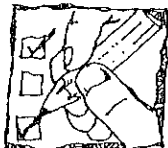
Action Plan For Anger Management (continued)

☐ **Keeping an Anger Log**

I will keep an 'Anger Log' for at least _____ weeks in order to identify patterns in my anger.

☐ **Taking Time-Outs**

I will develop a 'Time-Out Plan' and take time-outs any time I feel my anger escalating. *These are the cues that will let me know it is time to take a time-out:*

_____

☐ **Assertiveness Training**

I realize that ☐ Aggressive ☐ Passive or ☐ Passive-Aggressive behavior impedes my ability to manage anger and conflicts. I will work at improving my assertiveness skills.

☐ **Changing My Self-Talk**

I regularly engage in negative self-talk, which escalates my anger. I will practice replacing my negative self-talk with positive self-talk. *One positive self-talk statements I will repeat to myself is:*

_____

☐ **Increasing Physical Activity**

I will establish an exercise routine or engage in regular (safe and healthy) physical activity to help me 'blow off steam' and de-escalate the physiological symptoms of anger. *These are the physical activities I will engage in:*

_____

☐ **Learning to relax**

I will establish a routine of meditation, yoga, relaxation exercises or a hobby that helps me relax and de-escalate stress. *These are some of the activities I will engage in to try to help myself relax:*

_____

☐ **Forgiving**

I have identified my inability to forgive (myself or someone else) as an obstacle to healing and moving beyond my anger. *A person or persons I need to work at forgiving are:*

_____

☐ **Seeking Intervention for Abusive Behavior**

I have identified my behavior as being physically, verbally, emotionally, sexually or financially abusive because it is aimed at gaining power and control over a person or group of people. I will seek help from a program specifically designed for abusive people. *This is the person or organization I will ask for help with my abusive behavior:*

_____

Facilitator's Information for
Action Plan for Anger Management

ose: To review and choose strategies for managing anger.

Background Information: This activity touches briefly on the content of most of the worksheets in this book, and can be used to sum-up a series of sessions on anger management using the worksheets in this book.

Group or Individual Activity:

"ACTION PLANNING"

Materials: One photocopy of worksheet per participant, pens/pencils, 'portfolios' with completed worksheets from this workbook.

1. Introduce activity as a review of anger management strategies that have been explored and an opportunity to develop a personalized 'action plan' for anger management strategies to be implemented.
2. Hand out worksheets and pens/pencils, along with 'portfolios' with copies of completed worksheets from this workbook.
3. Read or have a participant read aloud each strategy. As you go along, facilitate a discussion about the pros and cons of each strategy, whether it is relevant to each individual participant, and whether participant(s) think it might be helpful to them.
4. Instruct participant(s) to decide whether they will use each strategy, and if so, to check that box and fill in the blanks with the information requested. Participant(s) may go back to the worksheets in their portfolios to review the relevant worksheets if they are available.
5. If working with a group, ask group members to take turns presenting to the rest of the group their completed 'action plan,' with the anger management strategies they are using or plan to use. Allow the group to ask questions or give supportive feedback in order to help participants further tailor their action plans.

Alternative: This worksheet can be offered as an introduction to the topic of anger management, and participants can check off the strategies they plan to use as they complete the related worksheets.

III.
The Differences
Between
Anger & Abuse

Defining Abuse

Consider the following definition of abuse:

"Any attempt to CONTROL or MANIPULATE another person using physical, verbal, emotional, psychological, sexual or financial tactics."

Use this definition as a guideline to create your own, more specific definition of abuse. Under each category, write at least five examples of behaviors that are meant to control or manipulate another person.

PHYSICAL:

_____
_____
_____
_____
_____
_____
_____
_____

VERBAL:

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EMOTIONAL:

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PSYCHOLOGICAL:

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SEXUAL:

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FINANCIAL:

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Facilitator's Information for
Defining Abuse

se: To identify a range of tactics of abusive behavior.

Background Information: Many people think of the word 'abuse' and only think of physical violence. This activity is intended to draw out examples of other, more subtle and more commonly used forms of abuse. This hand-out can be used in conjunction with *Understanding Power and Control* and *Understanding Equality:* THE RELATIONSHIP WORKBOOK (page 29 and 33) or THE TEEN RELATIONSHIP WORKBOOK (page 24 and 27).

Individual Activity: "BREAKING IT DOWN"
Materials: Worksheet and pen/pencil.

1. Give participant worksheet and read or have participant read aloud introductory paragraph with the definition of abuse, and discuss.
2. Review each category listed, defining terms as necessary. Point out that there is a great deal of overlap between the categories (one act may be physically, sexually, emotionally *and* psychologically abusive). Also point out the subtle differences between some categories: psychological abuse deals with the mind (as in 'mind games'); emotional with feelings; verbal with words; but again, these categories often overlap.
3. Assist participant in completing worksheet as instructed, encouraging him/her to use examples of abusive behavior from television, movies, music, books or from his/her own life (as victim or perpetrator), or in friends or family members' lives. Process as needed.

Group Activity: "PUSHING THE STOP BUTTON ON ABUSE"
Materials: Flipchart and markers or blackboard and chalk; TV, VCR and video or video clips depicting abusive behavior (see Resource Section for recommended videos), one photocopy of worksheet per participant, pens/pencils.

1. On flipchart or board, write the definition of abuse and each of the five categories of abuse as named on worksheet.
2. Read or have participant read aloud the definition of abuse from the top of the worksheet, and discuss.
3. Review each category listed, defining terms as necessary. Point out that there is a great deal of overlap between the categories (one act may be physically, sexually, emotionally *and* psychologically abusive). Also point out the subtle differences between some categories: psychological abuse deals with the mind (as in 'mind games'); emotional with feelings; verbal with words; but again, these categories often overlap.
4. Explain that while viewing the video clip(s), participants should watch for examples of any of the categories of abuse. When someone identifies abuse, they should yell out "Stop!"
5. Show video clip(s); each time a participant yells out "Stop," hit the pause button and ask the participant to explain what s/he saw as abusive behavior, and discuss. Write the examples on the board or flipchart under the appropriate category.
6. Optional: set up the above activity as a contest, either awarding a prize each time a participant identifies abusive behavior or splitting the group into teams and giving points for each identified abusive incident.
7. Give out worksheets and pens/pencils, and instruct participants to write in examples of abuse under each category. The examples do not have to be from the videos.

Power Groups and Non-Power Groups

In every society, there are some groups of people who hold more power than other groups. These groups can be divided by race, gender, economics, age, sexual orientation, and many different roles people play in society. It is the imbalance of power in relationships that creates the environment that allows abuse to take place.

1. In the left-hand column, list as many different 'power groups' you can think of; write the corresponding 'non-power group' in the middle column.

POWER GROUPS	NON-POWER GROUPS	FORMS OF OPPRESSION

2. In the column on the right, give an example of a form of oppression that is used by each power group against each non-power group.

3. Most people are in, or have been in, both POWER GROUPS and NON-POWER GROUPS. Go down your list and circle every group of which you have been a member.

Facilitator's Information for
Power Groups and Non-Power Groups

Purpose: To begin to explore concepts of oppression and power differentiation by identifying social groups which hold more power than others, and identifying which groups participants belong to.

Background Information: During the course of these exercises, most participants will identify with having been members of power groups and non-power groups. When followed up with the exercise "Exploring Power Group Experiences," it can be useful in helping abusive people to develop empathy for those whom they oppress.

Variations of this exercise are widely used and the original source is unknown. The author was originally introduced to the concepts and activities on this worksheet and The Exploring Power Group worksheet by the Pasadena YWCA Rape Crisis Center volunteer training program.

Individual Activity: "PROCESSING POWER GROUP EXPERIENCES"
Materials: One photocopy of worksheet, pens/pencils.

1. Give participant worksheet and pen/pencil, and read or have participant read aloud the introductory paragraph and number one. Explain concepts as outlined in step #2 of the group activity below.
2. Assist participant in brainstorming list of power groups and non-power groups and writing in the left hand column..
3. Assist participant in following the directions in numbers two and three on the worksheet.
4. Use this activity as a starting point for exploring the participant's experiences with oppression, both as a member of power groups and non-power groups. This discussion may include processing tactics that have been used to oppress or abuse the participant as well as tactics s/he has used to oppress or abuse others.

Group Activity: "POWER GROUP BRAINSTORM"
*Materials:* One photocopy of worksheet per participant, pens/pencils, blackboard and chalk/flipchart and markers.

1. On board or flip chart, write "Power Groups" and "Non-Power Groups" with a line dividing the two.
2. Explain to participants that in every society, there are groups of people who hold more power than other people. This does not mean that individuals within the non-power groups can not be powerful, but that the non-power group as a whole has less control and less influence than the power group as a whole. People in the non-power group have been labeled, and placed in a 'one-down' position.
3. Ask for an example of a 'power group' and a 'non-power' group, or if necessary, give an example from the list below. Write the examples in the appropriate columns, and continue to brainstorm. Instruct participants to write the list on their worksheets as you write on the board or flipchart.

Examples of power groups and non-power groups are:

POWER GROUPS	NON-POWER GROUPS		POWER GROUPS	NON-POWER GROUPS
White people	People of color		Men	Women
Rich	Poor		Adults	Children
Adults	Elderly		Heterosexual	Homosexual
Able-bodied	Disabled		Bosses	Workers
Teachers	Students		Government	Citizens
Police	Civilians			

4. After the group has listed every example they can come up with, read or have a participant read aloud number two on the worksheet. After reading aloud each power group/non-power group pair on your list, first ask participants if there is a name for that form of oppression (i.e., "What do we call oppression of people of color by white people? Racism." Then ask participants for specific examples of oppression for each group. If room allows on board or flip chart, write as many examples as participants come up with for each category; instruct participants to fill in at least one example for each set of power/non-power groups on their worksheets.
5. Read or have a participant read aloud number three on the worksheet. Instruct participants to go down their list and circle each power group or non-power group which they are now, or have ever been, a member of.
6. Process with the following questions/points:
   - Has everyone been a member of at least one power group? Has everyone been a member of at least one non-power group?
   - What happens to people who are members of multiple non-power groups?
   - What happens when people in non-power groups 'step out of place' and challenge the power of the people in the power groups? (Note that the purpose of violence and abuse is often keep people in their 'places', such as in domestic violence, police brutality, etc.)
   - How do we learn to place people in these categories, and to accept the categories that we are in?

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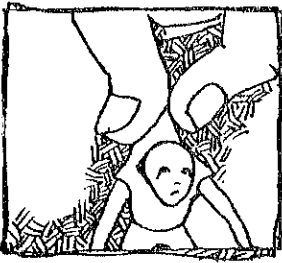
Exploring Power Group Experiences

Complete this worksheet after completing "Power Groups and Non-Power Groups"

Name a **non-power group** you have been a member of: _____

What are some of the feelings associated with being in this group?

_____

What are some of the ways that being in this group has affected your life?

_____

Describe a time when you were oppressed or abused by someone in the corresponding power group:

_____

What did you lose by being oppressed in this way?_____

Was there anything you gained from being oppressed in this way?_____

What do you think the other person gained from using his/her power in this way?_____

How did you feel at the time about being oppressed in this way?_____

How do you feel now about having been oppressed in this way?_____

How do you think the other person felt about using his/her power in this way?_____

Name a **power group** you have been a member of:_____

What are some of the feelings associated with being in this group?

_____

What are some of the ways being in this group has affected your life?

_____

Describe a time you used your power in a way that was oppressive or abusive toward someone in the corresponding non-power group: _____

_____

_____

What did you gain from using your power in this way?_____

Was there anything you lost from using your power in this way?_____

How did you feel at the time about using your power in this way?_____

How do you feel now about having used your power in this way?_____

How do you think the other person felt at the time?_____

Facilitator's Information for
Exploring Power Group Experiences

Purpose: To explore participants' experiences being oppressed as members of non-power groups, and being oppressive as members of power groups.

Background Information: This activity should follow the *Power Groups and Non-Power Groups* activity. Since most people have experienced being members of both power groups and non-power groups, most people can access feelings associated with both. This can help abusive people to develop empathy for the people they are abusive to, and can help people who are being abused understand how their abusers are using their status as power group members to be abusive.

Facilitators may choose to explain the following power group dynamic to participants: Often abusive people will use their experiences being oppressed as members of non-power groups to justify their abusive behavior as members of power groups. For example, a worker whose boss is verbally abusive may feel unable to respond toward his employer for fear of losing his job. However when the worker goes home, and he enters a 'power group' role as the adult male head of household, he may 'take out' his frustrations from work on his wife. His wife, who is in a non-power group in her role as wife, then enters a power group in her role as mother, and may take out her frustrations by being abusive to her children. It should be emphasized that being oppressed/abused never gives anyone an excuse to oppress/abuse another.

Individual Activity: "GROUP MEMBERSHIP"
Materials: One photocopy of worksheet, pen/pencil, copy of completed worksheet from *Power Groups and Non-Power Groups* activity.

1. Give participant copies of both worksheets, and explain that this activity is a continuation on the theme of the *Power Groups and Non-Power Groups* activity.
2. Ask participant to choose one non-power group that s/he indicated having been a member of, and write it in the space provided. Assist participant in completing the rest of the worksheet, processing as you go along.
3. If desired, use additional copies of the worksheet to process experiences with additional power group and non-power group memberships.

Group Activity: "STAND UP/SIT DOWN"
Materials: One photocopy of worksheet per participant, pens/pencils, flipchart and markers/ black-board and chalk.

1. Explain to participants that you are going to read some 'categories' or 'groups' that participants may or may not belong to. Tell participants that they are invited to stand whenever the category you mention applies to them, but they should do so silently. Specify that no one has to stand, even if the category applies to them, but if they choose not to stand they should be aware of why they are not comfortable standing and how it feels not to be able to identify as a member of a group they belong to. (If there are participants in the group who are unable to stand due to disability, modify this exercise by instructing participants to raise their hands instead of standing.)
2. Read aloud the first non-power group from the list below, and allow time for members to stand. Ask members who stand to remain standing for a few seconds, and to look around and notice who is standing with them and who is not. Ask them to be aware of how it feels to be identifying or not identifying themselves as members of this group. Then thank participants and ask them to have a seat. *Please stand if you are: A woman; a person of color; born in another country; under the age of 21; over the age of 50; Native American/Canadian; come from a family with little money; you or your family has ever been on public assistance; have a disability whether it is visible or not; are gay, lesbian or bisexual; have a family member who is gay, lesbian or bisexual; come from a family where there was alcoholism or substance abuse; were raised by a single parent; grew up with or practice a religion that is other than Christian; have a learning disability; grew up in a home where there was violence. Add to this list any groups that participants have previously listed as non-power groups in the* **Power Groups and Non-Power Groups** *activity.*
3. Process with a discussion of how members felt during the exercise, whether they ever felt isolated from the rest of the group, whether everyone stood at least once, whether people were surprised to see other people standing to identify themselves with certain groups (but do not go into a discussion of who or what they were surprised by.)
4. Hand out worksheets and pens/pencils. Instruct participants to complete worksheets individually.
5. After participants have completed worksheets, invite volunteers to share their responses with the rest of the group.
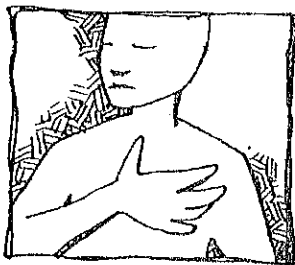
Owning Up to My Abusive Behavior

CONSIDER THE FOLLOWING DEFINITION OF ABUSE:
"Any attempt to gain POWER and CONTROL over another person using physical, verbal, emotional, sexual or financial tactics."

1. Use the definition above as guideline to create your own, more specific definition of abuse. Under each category, write at least five examples of behaviors that are meant to control another person.

PHYSICAL:
_____
_____
_____
_____

VERBAL:
_____
_____
_____
_____

EMOTIONAL:
_____
_____
_____
_____

SEXUAL:
_____
_____
_____
_____

FINANCIAL:
_____
_____
_____
_____

2. Looking at the examples you gave on the left, think about times when you have used those types of behaviors to gain power and control over another person. Everyone has used abusive behaviors at some point in their lives... this is an opportunity to recognize and take responsibility for your own abusive behavior.

PHYSICAL: Give an example of a time you used physical force, the threat of physical force, or your physical size or presence to gain power or control over someone else.
_____
_____

VERBAL: Give an example of a time you used words to gain power or control over someone else.
_____
_____

EMOTIONAL: Give an example of a time you used emotional tactics (put-downs, mind-games, manipulation, etc.) to gain power or control over someone else.
_____
_____

SEXUAL: Give an example of a time you used sexual words, actions, gestures or other non-verbal behaviors to gain power or control over someone else:
_____
_____

FINANCIAL: Give an example of a time you used money or material goods to gain power or control over someone else:
_____
_____

Facilitator's Information for
Owning Up to My Abusive Behavior

Purpose: To identify physical, verbal, emotional, sexual and financial tactics of abuse; to acknowledge and take responsibility for one's use of abusive tactics to gain power and control.

Background Information: Abusive people usually minimize or deny their abusive behavior, especially the more subtle forms of verbal and emotional abuse, sexual coercion and financial control. When brainstorming examples of abusive tactics, it is important to prompt participants to include these more subtle forms of abuse. When someone is not sure whether a particular behavior is abusive or not, the facilitator can ask about the underlying goal of the behavior: if it was to control another person's behavior (to get them to do what you want them to do) then it can be considered abusive.

Individual Activity: "OWNING UP"
Materials: One photocopy of worksheet and pen/pencil.

1. Give participant worksheet and read or have participant read aloud the definition of abuse.
2. Read or have participant read aloud the directions in number one, and assist him or her in brainstorming examples of abuse in each category.
3. Read or have participant read aloud directions in number two, and assist him or her in identifying examples of his or her use of abusive tactics in each area.
4. Process with a discussion of the purpose of this activity and how identifying and taking responsibility for one's own abusive behavior is the first step to making changes in one's relationship.

Group Activity: "NAMING MY ABUSE"
Materials: One photocopy of worksheet per participant, pens/pencils, flipchart and markers/blackboard and chalk.

1. Ask participants if anyone can define abuse; encourage participants to volunteer their own definitions and write definitions on flipchart or board.
2. Say that you would like to add another definition of abuse, and write the definition at the top of the worksheet.
3. Write the five categories of abuse on the flipchart or board, with ample space under each one to write lists of examples.
4. Lead participants in brainstorming examples of abuse under each category. Prompt participants to include a full range of abusive behaviors, from more subtle to more overt behavior.
5. Hand out worksheets and pens/pencils.
6. Instruct participants to write at least five examples of abuse under each category in section one, and to then complete section two by giving examples of abusive tactics they have used in section two.
7. When participants have completed worksheets, facilitator may want to ask for volunteers to share what they wrote in section two. However, facilitator should be careful not to allow this to turn into a 'bragging' session or to allow participants to glorify or make light of their abusive behavior.
8. Process activity with a discussion of the purpose of identifying one's own abusive tactics. Emphasize that this activity is about taking responsibility for abusive behavior so that participants may make different choices in the future.

Alternate Group or Individual Activity: "TACTICS OF DOMESTIC ABUSE"
Materials: Video on domestic violence (*It Ain't Love, What's Love Got To Do With It*, or other video; see list of suggested videos in resource section); one photocopy of worksheet per participant, pens/pencils, flipchart and markers/blackboard and chalk.

1. Show video or video clip that depicts the use of all five categories of tactics of abuse listed on worksheet.
2. Write each of the five categories of abuse on board or flipchart. Lead participants in brainstorming examples of tactics of abuse under each category depicted in the video.
3. Add to the lists by asking participants to brainstorm other abusive tactics that they have seen or heard of elsewhere, or that they have used in their own relationships.
4. Hand out worksheets and pens/pencils, and instruct participants to complete the worksheets per the directions.
5. Discuss and process as in numbers 7 and 8 above.