EXHIBIT C – 100-HOUR TRANSITION PROGRAM WORKBOOK

PART 1
100-Hour Transition Program Workbook

Florida Department of Corrections
Bureau of Re-Entry Programs and Education (2013 Edition)
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In an effort to ensure that inmates released from the Department of Corrections successfully reenter the community, beginning December 1, 2002, each inmate released from incarceration by the department must complete a 100-hour transition course that covers job readiness and life management skills. This requirement does not apply to inmates released in an emergency situation. s.944.7065, F.S.

Bureau of Re-Entry Programs and Education 2013 Edition

*The current 100 Hour Transition Program is attached. This is proprietary information and cannot be reproduced without the express authority of the Department of Corrections.*
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Section 1: Introduction

Objectives:
At the end of this section, the participants will be able to:

- Understand the basic outline for the program, its content, and its process
- Understand the basic rules and expectations for participating
- Define Transition and understand its process
- Begin to put together a Transition Action Plan

Topics:
- Introduction
- Ground Rules
- 3 Choices
- Following Directions
- Transition
- Planning
- Blank Dictionary
This 100-Hour Transition program was developed to assist inmates in developing skills necessary for a successful return to their community. We are confident that the content of this program is realistic and can be useful to you. As you prepare to return to your community you will face many challenges. This program is designed to help you meet those challenges.

Throughout this workbook there are exercises with a grey background. These are assignments for you to complete. Some will be easy; others will require you to invest some time in completing them.

### Transition Class Ground Rules

This program is your work assignment. This is a classroom setting and the following standards are to be maintained:

1. All students will maintain the institution’s standards for behavior, dress, courtesy and conduct. Adult behavior is required. You shall act as an adult and be treated as an adult.
2. The use of profanity or racial slurs will not be tolerated.
3. Practice confidentiality: what is said in the class stays in the class.
4. Practice honesty: speak only for yourself and about yourself.
5. Questions will be asked by being recognized by the Facilitator. Participation through discussions is encouraged and, while free-flowing, will be controlled.
6. No reading materials other than the Transition program information will be used or read during class time.
7. All students will remain awake and seated upright during class time. If you find yourself drowsy or sleepy ask for permission to quietly stand against a wall.
8. Classroom will be kept clean throughout the program. No food or drinks permitted.
9. Each individual will be responsible for assigned materials including workbooks, folders, and pencils.
10. Breaks will be earned at the discretion of the Facilitator and follow institutional practices.

I, the undersigned Transition student, have read and understand the above-stated rules and agree to abide by them.

Signature

Date

### Homework

Throughout this program there may be some homework assignments. Typically these assignments require an extended period of time due to personal matters or deeper reflection. If you are assigned homework it must be completed. Homework will not exceed 20 hours of class time.
Section 1: Introduction

You currently have 2 Choices:
1. **Continue** life the way you have always lived it (more crime, prison/death or death in prison)
2. **Change** - What kind of change? Deep change that lasts otherwise it is a slow death. (“A life-sentence on the installment plan.”)

**Consequences!** – Your thinking leads to feelings then to behavior. You need to look at your behavior, then your feelings which will reveal your thinking – your erroneous thinking. Not following the ground rules is a behavior that can result in you returning to crime. The consequences would be that you are dismissed from the class for violating a rule, miss something valuable that can help and you ultimately return to prison. That is the result (consequence) of your actions, no one else.

**Exercise: READY! AIM! FIRE!**
(Work quietly, no comments, pencil down when completed.)

**THIS IS A TIMED TEST! YOU HAVE ONLY 3 MINUTES TO COMPLETE!**

1. Read everything carefully before doing anything.
2. Put your name in the upper right hand corner of this page.
3. List two references: 1. ________________________ 2. ______________________
4. Write your phone number ____________________________________________
5. How many traffic tickets have you received? __________________________
6. Write the names of your children ______________________________________
7. If you think you have followed directions carefully to this point call out, “I HAVE!”
8. At the bottom of this page estimate your income minus your debts.
9. Put a circle around your answer; put a square around the circle.
10. In your normal speaking voice announce your height and weight.
11. Punch three small holes in the top of this paper with your pencil.
12. If you are the first person to reach this point call out, “I AM THE FIRST PERSON TO REACH THIS POINT. I AM THE LEADER IN FOLLOWING DIRECTIONS!”
13. Underline all even numbers on the left side of this page.
14. Loudly call out, “I AM NEARLY FINISHED, READY! AIM! FIRE!”
15. Now that you are finished reading everything carefully, do only sentences 1 and 2.

Why is it important to follow directions? ________________________________

What is the most important part of communications? ______________________

What is Transition? ________________________________
Section 1: Introduction

There are two kinds of change: change that we choose and change that happens to us. Either way, these three stages must happen:

3 Stages of Transition:

1. **Ending**: Every transition begins with an ending. (e.g., new job) Too often we misunderstand endings and confuse them with finality – that’s it, all over, finished! How we recognize endings is the key to how we can begin anew.

2. **The Neutral Zone**: A seemingly unproductive time-out when we feel disconnected from people and things in the past and emotionally unconnected to the present. The neutral zone is really a time of reorientation. It is not an important part of the process. It is only a temporary state of loss to be endured.

3. **The New Beginning**: In transition, we come to beginnings only at the end when we launch new activities. To make a successful new beginning requires more than simply persevering. It requires an understanding of external signs and inner signals that point the way to the future.

The key is the NEW beginning. Most people make a beginning but not a new beginning. What is a problem with a new beginning? We don't know what they will look like. We prefer the old ways that we know rather than the new, untried ways. If there is no new beginning the old ways have not ended and it is back to the old insanity: “Repeating the same behavior over and over expecting different results.”

If every transition begins with an ending there is going to be some grief due to the loss, like the loss of a loved one. 5 Stages of Grief from *On Death and Dying* by Elizabeth Kubler-Ross:

1. Denial
2. Anger
3. Bargaining
4. Depression
5. Acceptance

These stages may not always occur in this order.

In my life, what must come to an end? _______________________________________

Thinking leads to feelings, feelings lead to behavior. You have to reverse that by looking at your behavior, then your feelings which will reveal your thinking; your core beliefs.

When does Transition begin? ________________

Where does Transition begin? ________________

Optional Assignment: Write your own obituary as if you died today. No Fiction!

What are the events that brought change into my life in the past? __________________

Unless a particular time of personal transition is seen in the context of the individual life journey, it is unlikely to have any meaning larger than “ending this and starting that.”

- Pain is the greatest motivation for change.
- You can’t think your way into a new kind of living; but you can live your way into a new kind of thinking.
Planning:
A key element of your successful re-entry to our communities is your personal Transition Action Plan (TAP). Over the next several weeks we will be reviewing your personal action plans and the following worksheets will help you complete your Transition Action Plan.

Name: _________________________________ Release Date: _____________________

**Personal Transition Action Plan**

Ideas to write down, consider, and work on: Think in terms of 3-6 Months / 1 Year / 5 Years

1. **Personal Goals: Medium-Term & Long-Term:** (be specific, use dates)
   - A. ______________________________________________________________________
   - B. ______________________________________________________________________
   - C. ______________________________________________________________________
   - D. ______________________________________________________________________
   - E. ______________________________________________________________________

2. **Probation Conditions to be Considered:** (if any)
   __________________________________________________________________________

3. **Work Skills & Ambitions:** (job vs. career)
   __________________________________________________________________________

4. **Unresolved Legal Problems:** (fines, restitution, child-support, credit)
   __________________________________________________________________________

5. **Education Level & Ambitions:** (vocational / trade school, G.E.D., college)
   __________________________________________________________________________

6. **Family, Friends and Other Relationship Issues:** (healthy vs. unhealthy; apologies)
   __________________________________________________________________________

7. **Long-Term Residence:** (area & type)
   __________________________________________________________________________

8. **Recovery & Community:** (meetings, sponsor, treatment)
   __________________________________________________________________________

9. **Health:** (recreation, nutrition, exercise)
   __________________________________________________________________________
The Game Plan

Your first week out after leaving prison can be overwhelming. These pages are set up to help you get organized and keep yourself on track toward your goals. First, think about what those goals are – what do you want or need to get done in your first week out? In your first month out? Where do you want to be in six months? There are lots of things that other people need you to do – your probation officer, for example, and your family – but you also need to think about what you expect from yourself.

Here is a basic calendar to use to plan your first days out of prison. Below there are some Recommendations and a Checklist to help your planning.

<table>
<thead>
<tr>
<th>SUN</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
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**Recommendations:**

1. Obtain calendar or date planner for scheduling appointments.
2. Weekends/holidays will affect your schedule; adjust dates as necessary.
3. Normally, do not schedule more than two appointments in any one morning or afternoon (e.g., 8:00/10:30 a.m. or 1:00/3:30 p.m.), and consider travel time to next appointment.
4. Add or subtract items to the list as needed for your situation.
5. When making an appointment, ask how long it usually takes at that office and add 30 minutes.
6. Set priorities, move tasks around as necessary.
7. Keep a map, address/phone numbers for all appointments with you at all times.
8. If possible, have a borrowed or pre-paid cell phone with you for directions or to reschedule appointments, or keep coins handy if using payphones.
9. Watch travel and curfew restrictions as some may be under “ZERO TOLERANCE” for infractions.
10. You will only get as much help as you ask for!
11. Finding a job is a job – stay focused and positive.
12. Take time to just breath and enjoy your freedom…it is valuable!
Section 1: Introduction

RE-ENTRY CHECKLIST

Pre-Release:
☐ Call/write family/friend re: housing, clothing package, prison/bus stop pickup, bus schedules, street map, transportation to appointments, small loan, etc.
☐ Give Classification accurate name/address/phone for residence.
☐ Complete and send Transitional Housing Applications, if needed.
☐ Complete sample Job Application/Resume.
☐ Send letter to DHSMV, Bureau of Records, P.O. Box 5775, Tallahassee, FL 32314 regarding reinstatement requirements.
☐ Complete a written Transition Action Plan

I.D. Checklist: Documents Have? Need?

<table>
<thead>
<tr>
<th>Documents</th>
<th>Have?</th>
<th>Need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Security Card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birth Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Driver's License/I.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prison Release Papers</td>
<td></td>
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</tbody>
</table>

After Release:
☐ Report to residence (Ask about: clothing, food transportation, rules, work network, tools, AA/NA, rent/fees, etc.).
☐ Visit proper Sheriff’s Office for Felony Registration (48 hrs.).
☐ Call Probation Officer re: appointment (72 hrs.).
☐ Call DHSMV re: appointment for driver’s license, photo ID, and/or registration.
☐ Call family/friends re: your current address/phone number.
☐ Call Child Support Enforcement Office re: appointment (if needed).
☐ Check phone book, newspaper classified ads, Internet, etc. for job opportunities.
☐ Visit One-Stop Workforce Center (re: more job opportunities, computer training, vocational training, etc.)
☐ Call possible employers for job openings and appointment.
☐ Find Doctor, Clinic or County Health Department for exam/prescriptions/treatment.
☐ Get quotes for car insurance, if needed.
☐ Order car insurance and obtain Insurance Verification Card (via fax or on-line).
☐ Visit County/Circuit Clerk re: paying fines, obtaining D-6 for Driver’s License, or file Fee Waiver Motion, if needed.
☐ Visit DMV Office (if eligible for hardship, reinstatement or renewal of Driver’s License).
☐ Get vehicle registered, if applicable.
☐ Visit Parole & Probation Office (Ask about: rules, curfew, work, reporting, fees, treatment, e-mail/phone contact with P.O., handling emergencies outside county or past curfew, etc.).
☐ Visit Department of Children & Family Services (DCF) re: Food Stamps.
☐ Visit Goodwill or other donated clothing source.
☐ Attend AA/NA meeting (schedule all on calendar).
☐ Visit Social Security Office re: replacement S.S. Card, if needed, or to apply for disability benefits, if eligible.
☐ Open Bank Account (if and when possible, get checking account, debit/ATM card, regular/secured credit card, savings account).
☐ Update budget (based on anticipated take-home pay).
☐ Get Library Card (if allowable) and get some books to read.
☐ Complete prior tasks.
Continue to make daily “To Do” lists.

Re-Entry Planner

Release Date: ____________, 20__

Pre-Release:
☐ ________________________________
☐ ________________________________
☐ ________________________________
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Day 1: ____________, 20__

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Day 2: ____________, 20__

☐ ________________________________
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☐ ________________________________
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☐ ________________________________
☐ ________________________________
☐ ________________________________
Day 3: ______________, 20__

Day 4: ______________, 20__

Day 5: ______________, 20__
“Blank Dictionary”

One of the best tools to learn how to change is a Dictionary. Use this page to write down words you may hear during this program that are new or unfamiliar to you. Copy them here and look them up later. Don’t just look up words you don’t know but also words that you believe you know that may have additional meanings.

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Section 2:
Decision Making

Objectives:
At the end of this section, the participants will be able to:

- Understand the impact of past decisions
- Recognize how thoughts, feeling and attitudes lead to predictable patterns of behavior
- Recognize patterns of behavior that lead them into conflict with others
- Identify new thoughts and feelings that will avoid past risks
- Learn decision-making process
- Make better decisions

Topics:
- Thinking
- Thought Maps
- Consequences
Section 2: Decision Making

Decision:

- the act or process of deciding; determination, as of a question or doubt, by making a judgment
- the act of or need for making up one's mind

The Decision-Making Process

**Recognize the problem or opportunity:** The decision-making process begins with recognizing a need for change.

**Analyze the situation:** Once you recognize that there is a difference between “what is” and “what could be,” study the situation carefully to determine exactly what is causing the difference. Try to find the real cause, not just the symptoms. Study potential opportunities in the same way.

**Consider your goals:** Consider the goal or goals you want to reach. The goals you choose are influenced by the values you have – what you believe is important. Becoming more aware of your values and the priorities you put on them helps you see more clearly what is desired. Then facts can be combined with values and emotions to reach the decision. A person who is making a decision must learn how to select what is important from the information available.

**Look at your alternatives:** Look for as many alternatives as possible to solve your problem – not just the obvious ones. Creative thinking, reading, and talking to other people may uncover more possibilities. If the decision is very important, it will be worthwhile to spend more time and effort in finding alternatives.

**Consider the consequences:** One of the key elements of the decision-making process is looking ahead to see “what might happen if I do this?” Sometimes it is possible to gather information to help you predict. At other times, you must predict with only what you already know. Careful thought and practice will help you learn to make better predictions. Consider the use of resources too: What resources are needed to carry out each alternative? How much time, energy, skill, money, knowledge or other resources are required? What must be given up? Which choice fits better with your values and goals? Writing down the answers to these questions helps focus your thinking.

**Select the best alternative:** Look realistically at the possible alternatives and select the one that seems best for you in terms of your values, the goals you are working toward, and the resources you have. It is possible that none of the alternatives will be attractive to you. If there is no one “best” alternative or none seems satisfactory, perhaps a new alternative can be created by compromising or combining some of the possibilities.

**Act upon the decision:** Making a decision doesn’t end with choosing the best alternative. You must put your decision into action.
Accept the responsibility: When you have made a decision say to yourself, “The buck stops here.” Accept both the responsibility for the decision and the consequences – without excuses. Plan to abide by your choice until changes or improvements can be made. Your ability and willingness to do this will help you make a realistic appraisal of your decisions and provide a basis for improving them. Most decisions are made under conditions of uncertainty, imperfect knowledge, and limited resources. You do “the best you can with what you’ve got” and try not to expect the impossible.

Evaluate the results: The outcome or results of decisions – especially major ones – should be evaluated to determine their effectiveness.

**STEPS TO FOLLOW FOR GOOD DECISION-MAKING**

1. Identify the decision to be made.
2. Identify the choices available to you.
3. Identify the important information that you must consider when making a decision.
4. Determine the outcome of each choice.
5. Make your decision based on your results.
6. Learn from the results of your decision (good and bad).
DECISION-MAKING DO’S AND DON’TS

DO
1. Consider the impact on all stakeholders.
2. Understand that ethical values outweigh and outrank non-ethical ones.
3. Make choices with courage and foresight.
4. Determine who is likely to be harmed or helped.

DON’T
1. Sacrifice your pride.
2. Lose your integrity.
3. Lose your reputation.
4. Lose your honor by making an unethical choice.

How do you make decisions?

Who or what influences your decisions?

How do some people always seem to make the right choice, and others always make the wrong ones? Are they smarter? Do they have Extra Sensory Perception (ESP)? Maybe they have a little microphone in their ear, and a team of people always ready to relay the right answer precisely when they need it ... There is NO MAGIC trick to good decision-making. Just remember these 4 steps:

Step 1: **Stop**: State the problem as clearly as possible.

Step 2: **Think**: Identify choices and consider the consequences of each possible choice.

Step 3: **Act**: Choose the best alternative, and act on it.

Step 4: **Review**: Decide whether the action has helped or hurt. Did you make a good choice?
Suggested Activity:

Decision-Making Activity:
Many years ago, when you were younger, you got into some trouble at “Steak Pit Bar & Grill,” a local restaurant and bar. It wasn’t your fault, but a fight broke out and you ended up getting banned from the establishment, along with your best friend Joe and several other people. You are now a grown adult, very different from that youngster that was banned so many years ago. You have served your time in a correctional facility and paid your dues. Now, home on probation, you get a call from Joe. Joe is now married with 2 children. He has a good job, good family, and has grown up to be a very responsible adult. He says, “Let’s go out to eat and talk about old times.” You agree. Joe picks you up and drives to the ‘Steak Pit Bar & Grill’. (Use the 4 steps to good decision-making, and decide what you should do.)

Write your thoughts for each step; then discuss your thoughts with the class:

Stop:


Think:


Act:


Review:


Another way to look at decision-making is problem-solving. But before we decide how to solve problems we need to know what a problem is and, even then, new decisions can be influenced by past decisions that were poor choices resulting from poor thinking.

Remember: Thinking ⇒ Feelings ⇒ Behavior

Examine your thinking by reviewing your behaviors. These reveal your feelings that flow from your thinking.

Your best thinking is what got you here?

- What is thinking?
Think about your thinking:
Most of what we call thinking is not thinking. It is opinions, pre-conceived ideas, biases, prejudices (pre-judgments) or “common sense.” One writer defined common sense as “all the prejudices you learned before the age of 18.”

The philosopher Socrates wrote, “The unexamined life is not worth living.”

- **What do you think this means?**

Words have power. Spoken words have additional power. The most powerful words are the words we speak to ourselves! And, we are always talking to ourselves. (You are probably doing it right now.)

Let’s look further at the power of words.

**Here is a thinking challenge: Don’t think of an elephant!**

- **What are you thinking of?**

- **Why?**

What you focus on is what becomes central to your thinking and decision-making. If you, or someone you know, have quit smoking nicotine the central thought is about smoking, and not about improved health, money saved or other benefits.

Another example is prison. Hopefully one of your goals is “not to return to prison.” As good as that goal is, prison could become your “elephant,” that thing you focus on. A suggestion is to focus on some other benefits such as helping others, getting an education (not necessarily an academic one) or living a quiet life. If you do that, not returning to prison will be a consequence rather than goal and that is a big difference!

- **What is your “elephant?” (What do you focus on?)**

- **What might be the results from what you focus on?**
Consequences:

- If words have power what does the word *consequences* mean to you?
  ____________________________________________________________

- Why? ______________________________________________________
  ____________________________________________________________

- If it had a color what would it be? ____________________________
  ____________________________________________________________

- Why? ______________________________________________________
  ____________________________________________________________

- If it had substance what would it “weigh?” ____________________
  ____________________________________________________________

- Why? ______________________________________________________
  ____________________________________________________________

- Is the word positive or negative to you? _______________________
  ____________________________________________________________

- Why? ______________________________________________________
  ____________________________________________________________

The definition of consequences is simply “with-sequences,” meaning that for every decision (or non-decision) a number of events can unfold. In fact, six basic sequences unfold:

1. Short-term
2. Long-term
3. Positive
4. Negative
5. Consequences for You
6. Consequences for Others

If your decision is a good one or a poor one, the same basic 6 sequences will unfold. Remember that every non-decision is still a decision and consequences do flow from that as well.

The following exercise can help you better understand consequences:
(This sample gives you an idea of how to complete your decisions)
A Negative Choice: Not Registering with Sheriff’s Office within 72 hours.

A Positive Choice: Going back to school.

1. Short-term: Feeling good about not cooperating with the police after getting out of prison.

1. Short-term: Feel good about self-improvement decision.

2. Long-term: Always thinking and watching out for the police, in fear of getting stopped.

2. Long-term: Better opportunities.

3. Positive: “No one is going to tell me what to do!”


4. Negative: Facing re-arrest and returning to prison.

4. Negative: Hard work, less sleep & recreation.

5. Consequence for you: Short-term freedom or Long-term lock up.


6. Consequence for others: Loss of loved one, broken relationships, less income.

6. Consequence for others: Have to pick up your share of help around the house, less income or accommodate your class & study times.

Consequences

<table>
<thead>
<tr>
<th>A Negative Choice:</th>
<th>A Positive Choice:</th>
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</table>

1. Short-term: _________________________________

1. Short-term: _________________________________

2. Long-term: _________________________________

2. Long-term: _________________________________

3. Positive: _________________________________

3. Positive: _________________________________

4. Negative: _________________________________

4. Negative: _________________________________

5. Consequence for you: _________________________________

5. Consequence for you: _________________________________

6. Consequence for others: _________________________________

6. Consequence for others: _________________________________

This is only the beginning of consequences. For each of the six basic consequences, the others can unfold as well. For instance: #3 Positive can have short-term, long term, positive, negative, consequences for you and consequences for others. You may begin to see how important good decision making (correct thinking) is from this.
Section 3:
Problem Solving

Objectives:
At the end of this section, the participants will be able to:

- Understand what problems are & who has them
- Learn the difference between symptoms & problems
- Learn basic steps of problem solving
- Know how to apply these steps to actual problems
- Recognize alternatives to settle conflict
- Avoid power struggles in conflict situations
- Learn listening skills

Topics:

- Problems / Symptoms
- Problem Solving Steps
- Power Struggles
- Conflict Resolution
- Listening Skills
Questions:

- What is a problem? ________________________________
- Who has problems? ________________________________
- How do you feel about problems? ________________________________
- What is a symptom? ________________________________

A Scenario:

You wake up one morning and feel a tickle in your throat that by the end of the day becomes a sore throat. You take some cough drops or other over-the-counter remedy; have a tough time falling asleep and awake with a burning ache as you attempt to swallow. You decide to see a doctor and he examines you, taking your temperature, your pulse, listens to your heartbeat, pokes a wooden stick in your mouth (“Say, Ah!”). The doctor then says, “You have throat cancer.”

- What do you do? ________________________________

This scenario and your decisions combine everything we have looked at so far: Your thinking, core beliefs, mental map and consequences. This is real decision-making and problem-solving.

- Is a sore throat a symptom of throat cancer? ________________________________
- What else might a sore throat be a symptom of? ________________________________

An important issue here is the difference between a symptom and its cause. A symptom is only a sign of something going on. The root cause is the reason for the pain. In this scenario the root cause could be a cold or virus, an infection, smoking, pollution, poor nutrition, allergies or... throat cancer. Knowing the difference between symptoms (signs) and causes is an important part of making good decisions.
Section 3: Problem Solving

Six Quick Fixes

Quick Fixes are easy ways to stop conflicts before they start. They work best when an issue isn’t too complicated.

1. **Flip A Coin**

   Leave it to chance. It’s fast, it’s fair.

2. **Split The Difference**

   Meet each other halfway. It’s the simplest form of compromise.

3. **Laugh It Off**

   Finding humor in a situation can release tension.

4. **Skip it**

   Some things aren’t important enough to take seriously. Ignoring them may be the best answer.

5. **Walk Away**

   This is best if you’re being physically threatened. Remember—Nobody can make you fight.

6. **Say You’re Sorry**

   If you’re wrong, don’t be afraid to admit it. It seems harder than it really is.

Remember, Quick Fixes are useful when the issue is fairly simple and you don’t have a lot at stake. It’s important to choose your issues carefully, and save your energy for the ones that count.

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Section 3: Problem Solving

Pick the Fix

For each of the following situations, consider and discuss:
Should you use a Quick Fix? Why or why not?
Which Quick Fixes might work? Why?

**Situation #1**
You and your sister have to pick up some groceries for the barbecue you’re having. When you get to the mustard, you want the regular kind, but she wants the spicy mustard. You only have enough money for one jar.

**Situation #2**
You’re walking home alone. Two guys are standing around near your path. As you approach them, one edges into your path, so that you bump into him. He says to you, “Hey, you trying to start something?”

**Situation #3**
You and your friend planned to go to the movies. When your friend calls to set a time, you suddenly remember that your English paper is due tomorrow and you haven’t typed it yet.

**Situation #4**
You’ve been pitching well all season, and this afternoon’s game will decide the championship. The team is counting on you, but—maybe it’s nerves—you’re just not at your best. By the time they replace you with another pitcher it’s too late, and your team loses. After the game, you feel terrible. A teammate says, “What happened? You really let us down.”

**Remember**
The Six Quick Fixes
1. Flip A Coin
2. Split the Difference
3. Laugh It Off
4. Skip It
5. Walk Away
6. Say You’re Sorry

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Conflict styles describe the main way people react to or deal with conflict. When deciding whether or not to use a Quick Fix, think about the person's conflict style. Identifying someone's conflict style can help you decide how to resolve a conflict.

**Style #1: Avoidance**

Avoidance means steering clear of conflict. Avoiders usually see conflict as a threat. It often scares them or makes them uncomfortable. So, they might go along with what other people want to do without saying what they want, or let others treat them rudely or unfairly, without speaking up. It may be hard for them to express their feelings or stand up for their values.

*If you’re having a conflict with an Avoider, try to make sure you get their side of the story and take their feelings into account.*

**Style #2: Confrontation**

Confrontation is a tough, aggressive, in-your-face approach to conflict. Confronters usually see conflict as a challenge, and they want to win. They tend to jump on anybody who disagrees with or criticizes them. They argue, try to dominate, threaten, and may get abusive—either physically, by fighting, or verbally, through insults or sarcasm.

*If you’re having a conflict with a Confronter, try to stay calm. Be prepared to walk away.*

**Style #3: Problem-Solving**

Problem-solving means working to find solutions to conflict. Problem-solvers are not easily threatened by conflict, and they don’t fear it. They see it as a natural part of life. They’re good listeners, they state their own feelings and opinions freely, and they are willing to compromise. They enjoy the give-and-take when people work out problems together. They believe that when conflicts occur, it’s possible for everyone to win.

*If you’re having a conflict with a Problem-solver, you have a good chance of working it out.*
Role-play the Fix

For each of the following situations, role-play a Quick Fix. Afterwards, discuss the reasons for your choice.

**Role-Play 1**

You and your friend are going out for supper. You were looking forward to pizza, but your friend insists on Chinese food.

**Role-Play 2**

You remember agreeing to meet your friend at the video store at 5:30. As you walk into the store at 5:25, your friend says, “Hey, where have you been? I’ve been waiting here for half an hour.”

**Role-Play 3**

You studied hard for the math final, and you got the highest mark in the class. Later, in the locker room, one of your classmates says, “What did you do, get hold of the test in advance?”

**Role-Play 4**

When you and your brother were in the grocery store the day before, you agreed to chip in together and buy a chocolate cream pie. You go to the kitchen to have a piece, and you discover that your brother and his friend are eating the pie.

**Try this**

Role-play each scenario as a Confronter, an Avoider and a Problem-solver.

- Were some Quick Fixes easier or harder to use with a particular conflict style? Why?
Tips for Active Listening

Get the Facts means that before you jump to conclusions and take action, you’ve got to check out the situation. Many conflicts arise from misinterpretations and misunderstandings. Active Listening is a way of getting the information you need.

Pay Attention

Listen, and show that you’re listening by looking at the person, nodding, and using encouraging phrases like “um-hm,” “right,” “sure,” etc.

Ask Questions

Express your impression of the situation with phrases like, “I heard that...” or “It seems as though...” Then ask questions to find out whether your impression is accurate.

Clarify

If you’re not sure you understand, ask questions. If you think you do understand, share your impression and find out if you’re right by saying things like, “So is this what happened...?” or “It sounds like you’re saying...”

Listen for Feelings

Try to pay attention to the feelings behind what the person is saying. That’s often where the real information is. Check your understanding by saying things like, “It sounds as if you feel...”

Summarize

Check your understanding of the situation by restating what the person has said, using your own words.

Avoid Common Listening Mistakes

- Interrupting
- Changing the Subject
- Making up your mind before the person finishes
- Judging the other person
- Moralizing

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Section 3: Problem Solving

Checking It Out

Read the following situations. For each one, discuss:

• How you would feel if it happened to you.
• The reasons it might have happened.
• How checking it out might make you feel differently and help to avoid a conflict.

Situation #1

You and Dave have been going out every weekend for the past three months. This week final exams are coming up. Dave tells you that he needs to study all weekend. You need to study too, but by Sunday afternoon you’re ready for a break, so you give him a call. His younger brother answers and says that Dave has gone out to the movies.

Situation #2

Your older sister, JoAnn, is a senior now, and you know she’s one of the most popular girls in her class. As you walk into the boys’ locker room, you see a group of guys talking with Greg, a popular senior.

Greg calls out to you, “Hey, Jim, I never realized how much fun your sister is.” The other guys burst out laughing.

Situation #3

Your parents lent you the car for the afternoon, so you drive over to your friend Robin’s house. While the two of you are listening to some CD’s, Robin’s older sister asks if she can borrow your car to run an errand. You hesitate, then decide to let her take it. A few weeks later, your dad tells you he just received notice of an unpaid parking ticket and asks if you know anything about it. At first you say no, then when you look at the date of the ticket, you remember that was the day you let Robin’s sister borrow the car.

Hints for Checking it Out

• Try to stay calm.
• Don’t accuse, but express your impression of the situation.
• Listen to the other person’s explanation without interrupting.
• Ask questions to clarify, if necessary.
Section 3: Problem Solving

Can You Get the Facts?

In each of the following situations, a conflict may be avoided by first checking the facts. Select two people to role-play each situation. Afterwards, discuss how getting the facts helped to avoid the conflict. Use the *Tips for Active Listening Handout.*

**Situation #1**

Pete and Charlene have been dating ever since the beginning of the year. They like each other a lot, but Charlene has insisted on abstaining from sex. Pete happens to meet someone from Charlene’s previous high school. When Pete mentions that he’s been dating Charlene, her former schoolmate makes a comment implying that she used to have a reputation for being pretty wild.

**Situation #2**

When Michelle sees a library book that she needs for a term paper at Jeff’s house, she asks if she can borrow it, promising to return it to the library by the time it’s due. Jeff says okay. Several weeks later, Jeff receives a letter from the library, saying that he will have to replace the book because several pages have been written on in pen, and he was the last to borrow it. But Jeff knows he didn’t write in the book.

**Situation #3**

Trudy was out of school with the flu for three days, and the midterm is on Thursday. Cheryl promises to bring over her notes after school on Wednesday, so that Trudy can study from them. But when Cheryl hasn’t arrived by 3 PM, Trudy gives her a call. Her mom says that Cheryl had to run an errand for her but will be home soon. Trudy explains the situation, adding that she needs to be in bed by 10:00 because she still isn’t well. Cheryl’s mom says she’ll tell Cheryl to call as soon as she gets home. By 8:00 Trudy still hasn’t heard from Cheryl, so she calls again. This time there’s no answer. At 9:00 the phone rings, and it’s Cheryl.

**Hints for Checking the Facts**

- Try to stay calm.
- Don’t accuse, but express your impression of the situation.
- Listen to the other person’s explanation without interrupting.
- Ask questions to clarify, if necessary.

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Communication Blockers

Communication Blockers prevent constructive communication. Instead of helping to avoid or resolve a conflict, they make the situation worse.

**Interruption**
Shows that you are not interested in what someone is saying.

**Sarcasm**
Conveys a lack of respect; suggests that you don’t believe the other person.

**Accusing/Blaming**
Implies that you have already decided that the person is guilty, even before you hear their side of the story.

**Insulting/Name-calling**
Demonstrates anger and disrespect, but provides no information.

**Globalizing**
Draws attention away from the problem at hand through vague, unprovable accusations: “You always do that.” “You never do this.”

**Threatening/Ordering/Giving Ultimatums**
Attempts to overpower the other person, rather than promote understanding or find solutions.

**Diagnosing**
Presumes that you understand the situation better than they do.

**Pat Reassurances**
Makes the other person feel that you don’t take what they say seriously.

**Judging**
Puts you on a higher level than the other person.

**Changing the Subject**
Shows that you are not interested or not paying attention.

These are some of the most common Communication Blockers. Can you think of any others?

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Name that Blocker

From the list of Communication Blockers, choose the one that fits each example below.

1. “I think we should go to both movies.”
   “That’s a totally ridiculous idea.”

2. “I can’t believe this. I loaned you my sweater, and you stained it.”

3. “I knew we should have left before 3:00, but you said 3:30 was early enough.”

4. “I thought you wanted to go to the matinee.”
   “Right, with all the little kids and their mommies.”

5. “Look, either you stop seeing him, or I stop seeing you.”

6. “I think anyone who would talk to his grandmother like that doesn’t deserve to have one.”

7. “Every time I ask you to do me a favor, you say no.”

8. “I would have asked you if you wanted to go to the game, but whenever I ask you to go places…” “What are you talking about? You haven’t asked me to go anywhere in months.”

9. “I’m really worried about you driving for 10 hours straight.” “Hey, it’s no problem. I’m telling you, nothing’s gonna happen.”

10. “The only reason you think you can talk to me that way is because that’s how your father talks to your mother.”

11. “If you don’t stop nagging me, I’m not going to show up at all.”

12. “Go in and clean your room immediately!”

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Body Language refers to the messages you convey through your posture. Your body language and tone of voice give a great deal of information about what you are feeling. Learning how to use your tone of voice and body language to send the message you want to send can help you communicate more effectively and avoid conflicts.

Each of the following statements can be said in ways that convey several different feelings. Use your body language and tone of voice to express each feeling indicated.

1. “Did you hear the weather report last night?”
   a. mildly curious
   b. anxiously concerned
   c. gleeful

2. “Do you know what time it is?”
   a. angry
   b. surprised
   c. nervous

3. “I’ve heard a lot about this teacher.”
   a. apprehensive
   b. eager
   c. scornful

4. “I don’t know anything about that.”
   a. defensive
   b. innocent
   c. eager

5. “You said you would be there before 5:00.”
   a. accusatory
   b. casually informational
   c. disappointed

6. “We could go to a movie.”
   a.Whatever
   b. eager
   c. casually indifferent

7. “Did you see the way he looked when he said that?”
   a. suspicious
   b. amused
   c. curious

8. “I’ve done that lots of times.”
   a. superior
   b. sympathetic
   c. confident

After you’ve done this exercise, try to come up with statements of your own that can be expressed through a variety of different feelings.
"I" Messages help you tell someone how you feel without blaming or accusing. They allow you to express the real issue, so that you don’t get stuck in a position. They also let the other person know what you want them to do. Use “I” Messages to express your feelings, avoid and resolve conflicts, and help you meet your needs. An “I” Message looks like this:

I feel ___ (name the feeling) ___

"I feel embarrassed..."

when you ___ (name the behavior) ___

"when you call me ‘Junior’ in public."

I want ___ (what would make you feel better) ___

"I want you to call me by my real first name."

HITS

1. You don’t always have to use the exact words or order shown above. You can start with “When you...”. Example: When you say you’ll call and then you don’t, I feel hurt.

2. "I" Messages can be used for positive feelings as well as negative ones. Example: I felt so proud when you picked me to lead the meeting.

3. The “I want...” part doesn’t always have to be used. For example, when talking about an incident that has already happened, an expression of feeling may just be enough. Example: When you ignored everything I told you about last night, I felt so frustrated.

4. A common misuse of “I” Messages is to make an accusation disguised as a feeling. Example: When you tell people things I’ve told you in confidence, I feel you’re a rotten friend. Remember, when you say "I feel..." the next word has to be a feeling.
Section 3: Problem Solving

Getting the Message Across

Here are some problem situations that could easily turn into conflicts. See if you can come up with an “I” Message for each one that will express how you feel without starting a fight.

Your friend just got permission to use his parents’ car and you agree to go for a ride with him. He says, “Wait till you see how fast I can get this thing going!”

I feel ____________________________
when you ____________________________
I want ____________________________

Your friend borrowed $15 from you, promising to pay you back when she gets her check at the end of the week. Two weeks later, she still hasn’t paid you. You run into her at the cosmetics counter of a department store, where she’s about to buy some perfume.

I feel ____________________________
when you ____________________________
I want ____________________________

Remember

I feel _______ (name the feeling) _______
when you _______ (name the behavior) _______
I want _______ (what would make you feel better) _______

You know you’ve got a weight problem and you’re working on it. But whenever your mom sees you having a snack, she says, “I thought you were trying to lose weight.”

I feel ____________________________
when you ____________________________
I want ____________________________

Your friend borrowed $15 from you, promising to pay you back when she gets her check at the end of the week. Two weeks later, she still hasn’t paid you. You run into her at the cosmetics counter of a department store, where she’s about to buy some perfume.

I feel ____________________________
when you ____________________________
I want ____________________________

When you and your brother watch TV together, he always likes to hold the remote control and change the channels, without checking with you.

I feel ____________________________
when you ____________________________
I want ____________________________

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Section 3: Problem Solving

Positions vs. Needs

A **Position** is someone's way of reacting to a problem situation they're facing.

A **Position** is often expressed as a threat or a demand.

A **Position** may be an attempt to appear strong. But it does not resolve problems or meet needs. When stated as a demand or a threat, a position can force the other person to either submit to it or defy it. When people submit to another's demands, they often feel resentful and let the other person know it.

A Position is based on Feelings and Needs.

Hidden inside the **Position** is a **Need**:

- It's my room, so I can keep it any way I want.
- If you're going to be friends with Tanya, then you can't be my friend.
- A position, when stated as threats or demands can cause or escalate conflict.

A parent’s **Position** might be:

- This is my house and I will decide how it is maintained.

The underlying **Need** is:

- "I need to feel that my house is kept up to my standards—otherwise I feel uncomfortable and embarrassed."

When you say how you feel and what you need, solutions become possible, because the question then becomes:

Is there a way that we can meet both your **Needs** and my **Needs**?

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Section 3: Problem Solving

Looking at Positions

Read the following pairs of Positions, and see whether you can change them into statements of Needs and Feelings. Then restate the conflict as a problem that can be solved.

**Position**

1. a. “You’re coming with us this weekend. You can’t stay alone!”
   b. “We feel concerned about your safety and worried about friends coming over when we’re gone.”

2. a. “That was my cake and no one said you could have some!”
   b. “I didn’t see your name on it!”

3. a. “If you cared about me, you wouldn’t have forgotten my birthday!”
   b. “I don’t see what’s so important about birthdays!”

4. a. “No way am I going on your dumb trip. I’m staying”
   b. “I need to be with my friends this weekend, and not have to go someplace I don’t like.”

**Need**

Restatement: How can we go our separate ways this weekend and have you feel okay about my staying here?

**Hints**

Ask yourself:
What is he really feeling?
What does she really want?

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Role-plays: Positions vs. Needs

Read the following situations and select two people to role-play each one. Play each situation two ways: first, have each character state a Position; then, have each character make a statement of Feelings and Needs.

**Role - Play 1**

Jessica and Jason are boyfriend and girlfriend. Jessica has the opportunity to be a swim counselor at a camp this summer. This sounds great to her. But Jason is staying home and has been counting on Jessica’s being around. The thought of her going away makes him furious; what’s he supposed to do all summer? He doesn’t want her to go.

**Role - Play 2**

Mr. Kendrick set a firm due date for a term paper. He warned that any late papers would be penalized. Maria was not able to complete her paper on time and hopes that an exception can be made in her case. Mr. Kendrick believes that making an exception for her would be unfair to the other students. Maria believes that she is the victim of circumstances beyond her control and doesn’t feel she should be penalized.

**Role - Play 3**

Eric likes Nadine and has gone out with her a few times, but they’re not going steady. Eric’s buddy Bob also likes Nadine, and was thinking of asking her out even before Eric did. Bob finally asks her out, and he and Nadine have a great time. Eric finds out and feels betrayed by his friend. But Bob thinks that going steady is one thing, and dating is another.

**Hints**

- Positions are often stated as threats or demands.
- Use “I” Messages to express how you feel and what you need.
- Restate the conflict as a problem that can be solved.
Negotiation

Negotiation is the process of discussing what you are willing to do to get something you want.

Step One
Choose a good time and place to talk. It's best to negotiate when you are not upset about the situation. Wait until you've had a chance to calm down. Be sure it's a good time for the other person, too—not when he or she is upset, busy, distracted, or tired.

Step Two
State what you want. Stay focused on the issue, not the person. Say how you feel and what you need. Use "I" Messages. Remember, you are looking for a way that both of you can get what you want. If you get stuck in a position, you won't be able to do that.

Step Three
Listen to the other person. Use Active Listening. Try to understand the other person's needs and underlying feelings.

Step Four
Look for win-win solutions. Be prepared to compromise. You may not be able to get all of what you want, but you may be able to get part of it.
Section 3: Problem Solving

Brainstorming and Negotiating

Try role-playing the following dilemmas. Use Brainstorming and Negotiation to see whether you can Find Solutions.

Situation #1

Dave:
Mr. Stevens, who owns the hardware store in Elmwood, is advertising for a helper to work Saturdays. I’d really like the job—I need the money, and I’d like to work for Mr. Stevens when I graduate. He owns a chain of stores in the area. I’d love to become a manager one day. The problem is, I’d need some way of getting to Elmwood. Plus, my dad’s a plumber and he needs my help on Saturdays.

Dad:
I know Dave’s looking for a job for Saturdays. But I count on his help, and I can’t afford to pay an assistant. Times are tough, and working with me is one of the ways he contributes to the household.

Situation #2

Rashid:
Wait till I tell Alisha. She’s turning 16 in three weeks, and that weekend her favorite group, Screaming Riot, is coming to town. Even though the concert sold out, my older sister knows a guy who works at the box office and she got two tickets. Alisha is going to flip when I tell her!

Alisha:
Wow, I can’t believe it—my parents just told me that they’ve made weekend reservations at the Shady Lake Campgrounds for my birthday. I’ve heard it’s a really fun place! And they even said I can ask Rashid to come along! Wait till I tell him!

Hints for Brainstorming & Negotiating
1. Say any idea that occurs to you.
2. Don’t judge, criticize, ridicule, or reject any idea.
3. Use Active Listening skills.
5. Look for win-win solutions.
6. Be willing to compromise.
Exercise in Compromise

Compromise—giving up some of what you want in order to get some of what you want—is an important part of Negotiation. Read the following situations. See how many reasonable compromises you can think of.

**Situation #1**
Mike and his brother Nat share a bedroom. Mike likes the room to be kept tidy, with everything in its place. Nat doesn’t care about neatness. A little disorder doesn’t bother him.

**Situation #2**
Lorna has an earlier curfew than all of her friends. She often feels embarrassed and left out. Her parents don’t approve of staying out late.

**Situation #3**
Pete’s father comes home from work at 7:30 every night. He and Pete’s mother like the family to eat dinner together. Pete would rather eat earlier, and then work on his computer.

**Situation #4**
Naisha would like to spend both evenings of the weekend with her boyfriend Tom. He wants to see her, but doesn’t want to cut himself off from his friends. He wants to be able to spend time with them on the weekends as well.

**Situation #5**
Lydia and Vic are going steady. Six months ago they set up Ken, Vic’s best friend, with Judy, Lydia’s cousin. Ken and Judy have been a couple ever since, but Judy told Lydia that Ken has not been treating her very well lately. Lydia wants Vic to talk to Ken about it. Vic says it’s none of his business, and doesn’t want to get involved.

**Question**
1. Can all disagreements be solved by compromise? If not, why not?
Conflict Resolution Process

**Step One**
Consider a Quick Fix.

1. **Flip A Coin**
2. **Split The Difference**
3. **Laugh It Off**
4. **Skip It**
5. **Walk Away**
6. **Say You’re Sorry**

If a quick fix won’t work, go to Step Two.

**Step Two**
Get The Facts
- Don’t Jump to Conclusions.
- Use Active Listening
  Pay attention.
  Ask questions.
  Clarify what you don’t understand.
  Listen for feelings.
  Summarize what you’ve heard.

**Step Three**
Identify The Issues
- Don’t get stuck in your position.
- Say how you feel and what you need.
- Avoid Communication Blockers.
- Pay attention to body language and tone of voice.
- Consider the situation from the other person’s point of view.
- Restate the conflict as a problem that can be solved.

**Step Four**
Find Solutions
- Brainstorm.
- Look for win-win solutions.
- Be willing to negotiate and compromise.

**Step Five**
Pick a solution that works for everybody.
- Try the solution.
- If it doesn’t work, go back to Step Four.
Compromising Worksheet

Directions: Here are people who are experiencing a conflict. For each situation, suggest a possible compromise.

1. Deborah and her sister, Samantha, share a room. Deborah thinks the work in keeping it clean is not shared equally – Deborah does the dusting, vacuuming, picking up, and making of beds. Samantha says she is too busy with sports, art club, and babysitting. What is a possible compromise to help this situation?

________________________________________________________________________
________________________________________________________________________

2. Ivan’s parents have agreed to a new pet in the family, but, only one. Ivan wants a dog; his brother Jake wants a parrot. Both boys want a pet. What could they do to compromise?

________________________________________________________________________
________________________________________________________________________

3. Kara and Dana are best friends. One weekend Kara wanted to roller skate with Dana (as they usually did), only Kara’s cousin Jennifer was coming to visit. Kara’s mother said that Kara had to spend the weekend with Jennifer as she was a relative and didn’t come to visit very often. What could Kara do?

________________________________________________________________________
________________________________________________________________________

4. Marcos is a part of a group that has started breaking into cars and stealing radios. Some of the members of the group decide they want to steal the entire car. Marcos wants to remain part of the group, but he feels uneasy about being a car thief. What could Marcos do?

________________________________________________________________________

5. Lee works part-time at a video store. The manager told Lee that because he is such a good worker, he would like Lee to work more hours and even get an hourly raise. However, Lee’s girlfriend is already complaining that he is too busy. She’s starting to think about going out with someone else who has more time for her. What could Lee do?
Finding Alternatives Worksheet

Directions: There are usually many alternatives that can be used to resolve a conflict. For each example below, read the alternatives suggested. Add at least two of your own. Then circle the one you think would be most helpful.

1. You know that someone in your class is planning to cheat on the final exam. In fact, he is even passing around the answer key to other participants in the class. It is important to do well on the test because it will be graded "on the curve"—the best scores will be A's, and so on. What could you do?
   a. Do nothing – maybe it won’t affect your grade.
   b. Tell the teacher.
   c. Talk to the other participants and get some support.
   d. Take a quick look at the answer key and then pass it on.
   e. ___________________________________________________________________
   f. ___________________________________________________________________

2. You have met someone nice, but your best friend is interested in this person, too. You want to keep your friendship, but you would like to get to know this new person better. What are some alternatives?
   a. Let your friend have the first chance.
   b. Talk to your friend about the situation.
   c. Just be yourself and let the new person decide who he or she is interested in.
   d. There are other fish in the sea – find someone else.
   e. ___________________________________________________________________
   f. ___________________________________________________________________

3. A friend whom you know fairly well went out drinking but told his parents that he was at your house. He wants his mother to call you to verify the story that he was with you. If you don’t agree to this, your "friend" says he’ll tell your parents about an embarrassing incident you did last week. What could you do?
   a. Lie for him.
   b. Find someone else to lie for him.
   c. Agree to say that you saw him at someone else’s house.
   d. Tell your parents about your own problem before the friend can blackmail you.
   e. ___________________________________________________________________
   f. ___________________________________________________________________
Avoiding Power Struggles Worksheet

Directions: Here are two versions of a story in which two strong-willed people (Tom’s sister vs Tom’s girlfriend) must resolve a conflict. Which situation avoids a power struggle? How?

SITUATION A
Here’s my idea for the surprise party for my brother. We’ll get red and black balloons (helium, of course) and send out invitations for guests to come to our house on Friday for the party.

Tom’s my boyfriend! I think he’d rather not have a surprise party. Anyway, Friday’s not a good time. Everyone will want to go to the game, and then it will be too late. Let’s all go out for pizza on Thursday instead.

Well, I think it would be nice if his family got involved in this.

Sure, but you get to see him all the time. I think Tom would rather go out with his friends.

I don’t know why you think you know him better than we do.

He’s my boyfriend!

He’s my brother!

SITUATION B
Here’s my idea for my brother’s surprise party. We’ll decorate our basement and have his friends and our family over on Friday.

That sounds like fun, but do you think Tom would really like to be surprised? Remember how he thought it was really embarrassing when we just sang to him in the restaurant last year?

Yeah, well, maybe we could just tell everyone to come over Friday to our house.

Hey, you know Tom’s favorite food is pizza. Do you think we should go to the Pizza Barn? It would be a lot less work for you and your family. I know you are all so busy.

Maybe…but we want to be involved…

Why don’t you take care of all the decorations? You’re so good at that. We could ask about the private room at the Pizza Barn.

Yeah, that sounds good.
Being a Careful Listener Worksheet

Directions: Perform the following activity with a partner. Listen to your partner talk about one of the following topics for two to three minutes.

Suggested topics:
- My most embarrassing moment
- My favorite movie
- The best place to eat
- If I had a million dollars

Rules:
1. Don’t interrupt while the other person is talking.
2. Concentrate on what the other person is saying.

When your partner has finished, write down as much as you can remember about what was said. How much did you remember? How well did you listen?
STRATEGIES FOR CONFLICT RESOLUTION

- When angry, separate yourself from the situation and take time to cool off.
- Attack the problem, not the person. Start with a compliment.
- Communicate your feelings assertively, NOT aggressively. Express them without blaming.
- Focus on the issue, NOT your position about the issue.
- Accept and respect that individual opinions may differ, don’t try to force compliance, work to develop common agreement.
- Do not review the situation as a competition, where one has to win and one has to lose. Work toward a solution where both parties can have some of their needs met.
- Focus on areas of common interest and agreement, instead of areas of disagreement and opposition.
- NEVER jump to conclusions or make assumptions about what another is feeling or thinking.
- Listen without interrupting; ask for feedback if needed to assure a clear understanding of the issue.
- Remember, when only one person’s needs are satisfied in a conflict, it is NOT resolved and will continue.
- Forget the past and stay in the present.
- Build ‘power with’ NOT ‘power over’ others.
- Thank the person for listening.
Section 4: Anger Management

Objectives:
At the end of this section, the participants will be able to:

- Recognize that thoughts affect feelings
- Recognize anger triggers and cues
- Deal with unresolved anger
- Perceive external factors: react positively
- Interpret body language
- Learn that anger is a normal emotion
- Control and prevent anger
- Identify constructive ways to deal with internal and external anger

Topics:

- How Thoughts Influence Feelings
- Origin of Anger
- Anger Control Strategies
HOW THOUGHTS INFLUENCE FEELINGS

Objective: Recognize that thoughts affect feelings.

Sometimes it is difficult to determine what a thought is and what a feeling is. Thoughts are the things we say to ourselves in our mind. Feelings are our emotional states or moods.

Many people believe that they have no control over what/how they feel. They think that their bad moods result from things that are beyond their control.

Someone may say, “My girlfriend/boyfriend left me; of course I am unhappy” or “How am I supposed to feel good about myself? I just lost my job.”

Some people believe that their childhood experiences were so awful that they can do nothing to change the sadness and anger they feel. Others believe that an illness or a disappointing experience is responsible for their unpleasant feelings. Others believe that the weather is responsible for their bad mood.

You may ask, “How can I be anything but unhappy? I’m in prison?”

Our moods are to some extent affected by what happens to us or by situations that we encounter. Many times in our past, we did not have control over what happened to us or the situations we encountered. For example, we had no control over the family with which we were born. As children, we did not choose the neighborhoods where we lived, the schools we attended or the teachers who taught us. Today, I cannot control the weather.

Can you think of other examples of things that happened to us or situations we encountered in the past where we had no control? Can you think of situations over which you have no control today?

As we have just seen, how we feel is often affected by things that happen to us and the situations we encounter.

Even more importantly, our feelings and moods are influenced by what we think. Most often, it is our thoughts and attitudes that create our moods and feelings. The things we say in our minds have an enormous impact on our emotions. Even when we are confronted by situations over which we have little control, the way we think about these situations may have more influence on our mood than the situations themselves.

Let’s see how this happens. If your boss says, “I really like the way you do your job,” consider how you might think and feel. You might think to yourself, “I’m glad someone noticed how hard I’ve been working” and be happy that your boss complimented you. Someone else may respond differently. They may think, “He’s telling me that for a
reason. Maybe he wants me to do more work or stay late.” If these are your thoughts, you may be resentful or angry. Although the same comment was made, the way you feel depends on the way you think about it.

That’s what is meant when we say that our thoughts create feelings. Most often, positive thoughts create positive feelings and negative thoughts result in negative feelings or what we call our “bad moods.”

Think about the following situation:
You planned a surprise party for your husband/wife. You want him/her to come home right after work. How do you think your significant other would feel about being told to come home right after work without an explanation? How would his/her thoughts about the situation influence his/her feelings?

Very often positive feelings stem from positive thoughts. Negative feelings stem from negative thoughts.

Can you provide examples of how your own negative thoughts result in negative feelings as well as how your positive thoughts create positive feelings?

We do not believe that you should be happy all the time. That would be unrealistic. There are many times when negative feelings are healthy and appropriate. Learning how to accept these feelings and how to cope with a negative situation is important. For example, if someone we love is seriously ill, we will feel concerned. These sad feelings are a sign of caring.

But on other occasions, distorted thoughts can make us feel angry. For example, if we cannot see how much time it takes to do something and think “I have to be the best and have the best right now,” we are likely to feel angry or frustrated if the project takes longer than expected or does not work the way we think it should.

Activity:
Complete the two (2) Thinking Reports that follow based on:
❖ A time last month when you were angry or irritable
❖ A time you were happy
THINKING REPORT: A time last month when you were angry or irritable

Date: ____________  Time: ______________

A. Please describe the situation you are reporting on in OBJECTIVE terms:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

B. Report your thoughts as they occurred:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

C. Describe your feelings before, during, and after this event:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

D. What kind of pattern do you see in your thoughts & feelings about this event? Can you think of any other times that you’ve had similar thoughts and feelings?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

E. What can you do to produce a positive outcome?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
THINKING REPORT: A time you were happy

Date: ____________  Time: ______________

A. Please describe the situation you are reporting on in OBJECTIVE terms:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

B. Report your thoughts as they occurred:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

C. Describe your feelings before, during, and after this event:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

D. What kind of pattern do you see in your thoughts & feelings about this event? Can you think of any other times that you’ve had similar thoughts and feelings?
______________________________________________________________________
______________________________________________________________________
ORIGIN OF ANGER
Objective: Recognize anger triggers and cues

Anger is one feeling that you have probably tried to deal with by consuming alcohol or getting high. Anger usually comes from fear, frustration, or hurt. It is an emotion that tells us something is wrong. Everyone gets angry sometimes, but some people use their anger as a way to control others. In this lesson, the participant will learn what triggers their anger and the visible signs which let the person know that they are becoming angry. These are known as “Anger Triggers” and “Anger Cues”.

Anger Triggers & Anger Cues

Often, people react with anger when what they are really feeling is frustrated, disappointed, bored, embarrassed, impatient, afraid, or hurt. One reason for this is that many people think they appear strong when they act angry, but appear weak when they show some of these other feelings. The problem is that acting angry when you really feel another way may prevent you from getting the response you want. Therefore, it is best to identify what ‘Triggers’ your anger. Once a trigger is activated, anger cues occur as natural responses in the human body that can alert a person to their own anger.

Feelings other than anger caused by Anger Triggers:

1. Afraid
2. Embarrassed
3. Hurt
4. Bored
5. Frustrated
6. Disappointed
7. Impatient

Anger Cues (a.k.a. physical anger warning signs):

1. Racing & Pounding Heartbeat 2. Dry Mouth
7. Increased Perspiration 8. Loud Voice
9. Breathing Faster & Harder 10. Red Face
11. Tensed Muscles 12. Upset Stomach

Activity:
Complete the following Anger Trigger worksheet.
# Anger Triggers

The following situations triggered anger among members of a student group. How would you feel in these situations? As you read each one, imagine you are the person named in parentheses. Ask yourself: Would this situation make me angry? If so, how angry? Place a checkmark in the column that best describes your feeling.

<table>
<thead>
<tr>
<th></th>
<th>Not Angry</th>
<th>Somewhat Angry</th>
<th>Very Angry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not paying attention to where he is going, Darius bumps Cara with his boombox. (Cara)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Darius pressures Emma to give him her window seat so that he doesn’t get carsick. (Emma)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. While Nina is enjoying a peaceful moment, Darius cranks the volume up on his boombox. (Nina)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Thinking it’s a waste to sleep late, Maria wakes Cara up to go for a morning run. (Cara)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Cara sarcastically lashes out at Maria for waking her to invite her on an early-morning run. (Maria)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Darius, Ethan, and Emma eat the grapefruits Rob bought for himself. (Rob)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Ethan sees his girlfriend, Emma, dancing with another guy. (Ethan)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Emma walks away from Ethan because he lashes out at Aaron in a fit of jealousy. (Emma)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What types of situations make you most angry?
ORIGIN OF ANGER
Objective: Deal with unresolved anger

Reflect on the following questions:
1. Who raised you?
2. What were the characteristics of the people who raised you?
3. How did these people get along on a daily basis?
4. How did they get along with you?
5. What types of punishments & rewards were used when you got into trouble or did something good?
6. Did the people who raised you have trouble which involved the law?
7. Do you believe that the cause of your incarceration is partially or fully due to the way you were raised?
8. How did they express anger?
9. When you were young, how did you express anger?
10. On a scale of 1 to 10 (10 representing the most), how much of a problem do you believe that you have with anger?
11. Did anger play a part in the crime which caused your incarceration?
12. Is your anger likely to cause trouble for you in the future?
13. Do you believe that learning to control your anger will make a difference in your life?

Violence is caused by and causes anger. Therefore, a cycle of violence is also a cycle of anger.

In today’s world, violence is everywhere. We learn about the consequences of violence from reports in newspapers, magazines, television and radio. We see violent acts in movies and television programs (including cartoons). We also hear about it in the lyrics of popular music and video games. We experience violence in our communities. Many children and teenagers become victims of violent acts in places that have traditionally been safe havens — their homes and schools. With violence and anger permeating every aspect of our lives, what can we do to turn the tide?

In handling a “current” anger situation, you may have encountered a “trigger” event that brings up past feelings of hurt, pain, resentment, hostility, or anger. The trigger event is not what you are actually reacting to but, rather, you are reacting to the past situation, (one that went unresolved).
ORIGIN OF ANGER

Objective: Perceive external factors: react positively

The mindless venting of anger towards another person does not solve the origin of the anger. Instead, it can add to the original problem. The same can be said for running away from anger or pretending that it never existed.

When one expresses anger appropriately, they are being honest, which makes for better relationships. Everyone should learn how to trust themselves and others so as to consistently act appropriately. Many times anger works like an umbrella to protect us from the cold rain of uncomfortable emotions. For example, it’s easier to blow up at your boss when you are late for work rather than to feel the shame of not taking care of business. Some of the feelings that anger “protects” us from include sadness, loneliness, confusion, and fear. Everyone will have these feelings, but by always displaying anger, instead of the real emotion, these feelings are hidden from ourselves and others.

Being able to deal with anger can be very rewarding, but you must have a plan. Two steps for dealing with your anger appropriately are:

- Ask yourself what about the situation makes you angry; and
- Look at the feelings under your anger. Are you really angry or is there another feeling that would cause you to react as if you were angry? Be honest!

These are not easy steps. Asking yourself what makes you angry might seem like a simple task. However, often anger has consumed us before we think about that question. Help lower your anger by slowing down. Taking a 5 minute timeout can often help a person to answer the question.
Anger Prevention Patterns

Pattern #1 -- Stop—Think of the Immediate Consequences

- Before you act, think about the immediate consequences.
- Ask, “What gets me angry?”
- Think, “Anger leads to violence.”

Pattern #2 -- Stop and Think about Who Gets Hurt—Reasoning Process

- Think about all the problems that your anger has caused you and others in the past.
- Use the guilt of hurting others to change yourself.
- Think about the whole picture or ripple effect . . . (i.e., you, family, community, etc.)

Pattern #3 -- Plan Ahead, Think Ahead, Make Another Choice

- Use this when you are reminded of negative past actions.
- Try to foresee with whom, where, and under what circumstances you might get angry. List ahead of time your past thoughts and actions that would lead to anger.
- Avoid these people and places, and make another choice.

Pattern #4 -- Examination of Conscience—Moral Inventory Daily

- Think more about the consequences of your actions rather than the incident itself.
- Think about how your anger would affect others.
- Examine your conscience immediately. Think about the effect of your irresponsible conduct.

Pattern #5 – Don’t Dwell On It

- Use responsible thinking patterns to replace the old patterns.
- Do this in advance and practice it.

Activity:
Complete The Umbrella of Anger Activity worksheet.
The Umbrella of Anger Activity

What feelings do you hide from others under your anger umbrella? Answer the following questions as honestly as you can. You might be surprised by the answers.

❖ Have you ever been sad and pretended that you were angry instead?
Example: A guy breaks up with his girlfriend, goes to a bar and gets in a fight. Is he really angry? Or does he think that he will look weak if people know he is sad?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

❖ Have you ever been lonely and pretended that you were angry instead?
Example: A man is incarcerated and has no friends or family visit during his incarceration period. Therefore, he is constantly deviant and fights with others. Is he really angry or does he not want to admit that he is simply lonely?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

❖ Have you ever been confused and pretended that you were angry instead?
Example: A man buys a new bicycle for his child’s birthday. The night before the big party, he tries to assemble the bicycle, but he cannot figure out how to get the handle bars on. This situation initiates an argument with his wife. Therefore, he storms out of the room leaving the bicycle in pieces. Is he really angry? Or, is he confused?
________________________________________________________________
________________________________________________________________
________________________________________________________________

❖ Have you ever been afraid and pretended that you were angry instead?
Example: A guy does not want to meet his date’s parents because he thinks his criminal record will make them dislike him. Instead of telling his girlfriend that he’s nervous, he tells her that he simply doesn’t want or need to visit her parents. Is he really angry or is he afraid?
________________________________________________________________
________________________________________________________________
________________________________________________________________
ORIGIN OF ANGER
Objective: Interpret body language

*Body Language* is the language which shows the way we may be thinking during a conversation. Body language comes in clusters of signals and postures, depending on the internal emotions and mental states.

- Aggressive body language: Showing physical threat.
- Bored body language: Just not being interested.
- Closed body language: Not wanting to reveal.
- Deceptive body language: Seeking to cover-up, lying or other deception.
- Defensive body language: Protecting self from attack.
- Emotional body language: Identifying feelings.
- Evaluating body language: Judging and deciding about something.
- Open body language: Wanting to reveal.
- Power body language: Demonstrating one’s power.
- Relaxed body language: Comfortable and unstressed.
- Submissive body language: Showing you are prepared to give in.

**AGGRESSIVE BODY LANGUAGE**
*Facial Signals:* Much aggression can be shown in the face, from disapproving frowns and pursed lips to sneers and full snarls. *Attack Signals:* When somebody is about to attack, they give visual signals such as clenching of fists ready to strike and lowering and spreading of the body for stability.

**BORED BODY LANGUAGE**
*Distraction:* A bored person looks anywhere but at the person who is talking to them. They find other things to do, from doodling to talking with others to staring around the room. *Repetition:* Bored people often repeat actions such as tapping toes, swinging feet or drumming fingers. The repetition may escalate as they try to signal their boredom.

**CLOSED BODY LANGUAGE**
*Arms Cross:* In a closed position one or both arms cross the central line of the body. They may be folded or tightly clasped or holding one another. There may also be holding one another. *Legs Cross:* When legs are crossed but arms are not, it can show deliberate attempts to appear relaxed. This is particularly true when legs are hidden under a table. *Looking down or away:* The head may be inclined away from the person, and particularly may be tucked down.
DECEPTIVE BODY LANGUAGE
Anxiety: A deceptive person is typically anxious. This may include sweating, sudden movements, minor twitches of muscles (especially around the mouth and eyes), and changes in voice tone and speed. Control: In order to avoid being caught, there may be various signs of over-control such as forced smiles or jerky movements. Distracted: A person who is trying to deceive will need to think more about what they are doing. Therefore, they may drift off or pause as they think about what to say or hesitate during speech.

DEFENSIVE BODY LANGUAGE
Covering Vital Organs: In physical defense, the defensive person will automatically tend to cover those parts of the body that could get damaged by an attack. Fending off: Arms may be held out to fend off an attacker and possibly straight out or curved to deflect incoming attacks. Seeking escape: Flicking the eyes from side to side shows that the person is looking for a way out.

EMOTIONAL BODY LANGUAGE
Anger: It occurs when achievement of goals is frustrated. Examples are red face, baring of teeth, clenched fists, invasion of body space, etc. Fear and nervousness: Fear occurs when basic needs are threatened. Examples are cold sweat, pale face, damp eyes, varying speech tone, etc. Sadness: It indicates a depressive state. Examples are drooping of body, flat speech tone, etc.

EVALUATING BODY LANGUAGE
Hand Movements: The classic signal of evaluation is the steeped hands which are clasped together, either looking like they are praying, with both hands pressed together, or with linked fingers and with index fingers only pointing upwards. Relaxed intensity: The body may well be relaxed and open. The person seems to be unafraid or even unaware of danger. However, there is also a level of concentration, perhaps with pursed lips and an intense gaze. The chin may be resting in one or both palms.

OPEN BODY LANGUAGE
Arms & Legs Open: Arms and legs are not crossed. For example, appearing to hold things and form more detailed shapes. Looking around and at the other person: The head may be directed solely towards the other person or may be looking around. Eye contact is likely to be relaxed and prolonged. Relaxed clothing: Clothing is likely to hang loosely and actions to loosen clothing may take place.

POWER BODY LANGUAGE
Handshake: As the other person approaches, move to the left side, extend your arm horizontally, palm down (be first to do this). Grab their palm firmly, pull them in and hold their elbow with your left hand. Touching: Touching is a power symbol. Touching people can be threatening and is used by leaders to demonstrate power. Talking & Emoting: Talk with confidence and use the body beat in time with assertions. It is also powerful to show that you have emotion but in the right place only.
RELAXED BODY LANGUAGE

Torso: The torso may sag slightly to one side (but not be held there by irregular tension). It may also be well-balanced, with the shoulders balanced above the pelvis. 
Breathing: Breathing is steady and slower. This may make the voice a little lower than usual.  
Relaxed limbs: Relaxed limbs hang loosely. They do not twitch and seldom cross one another, unless as a position of comfort.

SUBMISSIVE BODY LANGUAGE

Body Positions: The body in fearful stances is generally closed and may also include making the body small and motionless.  Submissive Gestures: There are many gestures that have the primary intent of showing submission and that there is no intent to harm the other person. Hands out and palms up shows that no weapons are held and is a common pleading gesture.
ANGER CONTROL STRATEGIES
Objective: Learn that anger is a normal emotion

Overview on Anger:
- Anger is normal and not necessarily wrong.
- Anger can be harmful when handled by:
  - Ventilation of anger (letting anger out).
  - Internalization of anger (keeping anger in).
- Anger is often the result of poor self-image or poor self-esteem.
  - Individuals with a poor self-image often feel that they have to over compensate to make others like them. One quote that puts it into perspective is: “You are as sick as your secrets.” If you feel afraid or inferior, no one can help you unless you tell them.
- Anger often leads to wrong choices and responses.
  - Vengeance, bitterness, hatred, revenge, resentment & judgmental attitudes.
  - Verbal abuse.
  - Dishonest sharing of our true feelings.
  - Refusing to share and pretending it doesn’t matter in order to keep the peace.
- Anger can be controlled.
  - Anger must be acknowledged before we can put it away.
  - Outbursts must be restrained. We need to learn to think before we act.
  - Forgive and seek forgiveness to keep anger from controlling us.
  - The urge to seek revenge and develop a judgmental attitude must be resisted.

Causes of Anger:
- *Injustice*: A truly valid reason for anger but one of the least common causes of anger.
- *Frustration*: An obstacle (event, person, or physical barrier) that hinders our progress toward a goal.
- *Threat & Hurt*: Threats challenge our self-esteem and make us feel so vulnerable that anger and aggression become ways to fight back. Hurt and anger almost always go together. Hurt feelings arise seconds after an event; then, anger skyrocket into our awareness. The anger usually comes so quickly and is so real that it is easy to miss the hurt that comes first.
- *Learning*: Many of us have been moved to action by words or by the actions of someone that provoked our anger. This can be a negative learning experience as well. By watching and listening to others, we learn to become more easily angered and more outwardly aggressive.
ANGER CONTROL STRATEGIES
Objective: Control and prevent anger

Have each person in the group discuss a situation that has invoked anger in the past. Then using the techniques below, discuss ways of controlling the anger of the situation.

Step 1: **Relax yourself by using deep, natural breathing and muscle relaxation.**
- Take deep breaths and silently repeat the words “relax” until you are able to calm down.
- Do not say or do anything until you are calmed down.
- Avoid words or actions in the “heat” of the moment.

Step 2: **Recognize what aroused or provoked your anger.**
- Is it a situation, an event, or a person?
- Is it real or imagined?

Step 3: **Use a rational approach to “rethink,” “reframe,” and reason in your mind what is going on and why you are angry.**
- Is this event triggering old unresolved anger or is this just resentment in me?
- How is this event related to my past?
- What is really making me angry?
- Maybe the person provoking my anger is having a bad day or needs more of my understanding.
- How am I feeling about this?
- What needs to be changed here?
- What alternatives could I use to get the best results in handling this situation?

Step 4: **Once you have a “clear” idea of what is going on, take steps to change the situation that has provoked the anger.**
- Use “I” statements. “I feel angry when you . . .”
- Clarify your feelings about the situation.
- Point out issues needing clarity.
- Relate to the person and how the past is directly connected to the current situation.
- Identify the unresolved anger, resentment, hostility, or depression and work on it.
- Inject some humor into the situation to defuse the anger or hostility.
ANGER CONTROL STRATEGIES
Objective: Identify constructive ways to deal with internal and external anger

Ways to Deal with Anger:

- **Withdrawal:**
  - The easiest but LEAST EFFECTIVE way to deal with anger is to simply withdraw.
    - leaving the room
    - plunging into work or other activity
    - drinking or taking drugs
    - denying the anger (consciously or unconsciously)

- **Turning Inward:**
  - Problems are not solved by denying them or by withdrawing. At best, the relief is only temporary, and in time the pressure builds until it explodes and creates more difficulties. Internal anger is a powerful force which may express itself in other ways.
    - Physical Symptoms (ulcers, high blood pressure, headaches, or heart attacks)
    - Psychological Reactions (anxiety, fear, tension, or depression)
    - Unconscious attempt to self harm (accident or self-inflicted)
    - Self-pity or thoughts of revenge
    - Struggles due to bitterness, wrath, anger, and slander

- **Attacking a Substitute:**
  - This is a common tendency to blame innocent people when things are not going well (blaming family members for the loss of a job).

- **Facing the Sources of Anger:**
  - This can be done in either a destructive or a constructive way.
    - Destructive reactions
      - verbal or physical aggression
      - ridicule or cynicism
      - refusal to cooperate
      - involvement in things which hurt or embarrass someone
      - alcohol consumption
      - failing school or project
      - cheating on a spouse
Section 4: Anger Management

- taking an ‘eye-for-an-eye’ approach
  - Constructive reactions
    - admit your anger to others
    - ask for help with identifying the source of the anger
    - prevent pride, lack of self-esteem, or feelings of injustice from controlling the situation
    - stop and reanalyze the situation before reacting

**Activity:**
Read each scenario below. Using the previous lessons on Anger Management, think of constructive solutions to deal with each situation.

1. A friend asks to borrow $100.00. You agree, but only on the condition that he promises to return it the following week. Next week, he gives you $20.00, saying that is all he has and that he won’t be able to give you the rest for a couple of weeks.

2. A friend sees you flirting with someone you really like and makes a teasing remark when he passes the two of you.

3. You and John take an English class. On the final grade report at the end of the semester, your English grade is a “B”, but John’s grade is an “A”. You know that you have done “B” work, but all of John’s test grades were consistently lower than yours.

4. The Shift Captain sees you walk away from the lunch table without cleaning up your garbage and assigns you extra-duty for a week of after-lunch cleaning the cafeteria tables.

5. You are driving home from work and your tire goes flat. You need to call your family to let them know that you will be late but your cell phone has no service.
ANGER CONTROL STRATEGIES
Objective: Identify alternative responses to reduce anger by using social skills (i.e. convincing, negotiating, making a complaint, asking for help)

To make a good choice in any situation, we have to think of more than one way to act. Maintaining self-control increases the number of choices available to us. We do not have to respond automatically to any situation. We can calm ourselves and think about the best way to handle the problem.

In this lesson, we are going to discuss some constructive ways to solve problems that may cause anger. These choices include: convincing, negotiating, making a complaint or asking for help. Having these additional choices for solving problems gives us a better chance of getting what we want and getting around things that are in our way. Let's look at what is involved in the process of convincing another person to do something our way.

Activity:
Review Handout #1- Convincing Others.

Review the Problem Solving Steps. Consider instances where you can use this skill. Can you think of a problem situation where you wanted to convince someone to do something?
HANDOUT #1
SOCIAL SKILLS: Convincing Others

STEPS

1. Decide if you want to convince someone about something. It might be doing something your way, going someplace, interpreting events, or evaluating ideas.

2. Tell the other person your ideas. Focus on both content of ideas and feelings about point of view.

3. Ask the other person what he/she thinks about it. This requires use of listening skills.

4. Tell why you think your idea is a good one.

5. Ask the other person to think about what you said before making up his/her mind. Check on the other person’s decision at a later point in time.
**Activity:**
Another way of handling problems is to negotiate. Let’s take a look at how that is done.

**Review the Handout #2 - Negotiating. Consider instances where you can use this skill.** Can you think of an example of a problem situation where you and another person had a difference of opinion? **Compromise may be a necessary step in negotiating process. Most often people who choose to negotiate expect compromise.**

Negotiating is not the same skill as Convincing. Negotiating is a skill that requires an ability to understand the feelings of others. As we already learned, negotiating also presumes we are willing to compromise, that there will be some give and take, that we will meet the other person half way or part way to find a solution.

There are times when issues cannot be resolved by either convincing or negotiating. You may decide that you want to make a complaint. Making a complaint may sound like an easy thing to do, but if we want to get our way there are steps we should follow in making a complaint. These steps might increase our chances for success. Following these steps will also help us maintain self-control so that we do not make our complaint when we are angry and not thinking straight.
HANDOUT #2
SOCIAL SKILLS: Negotiating

STEPS

1. Decide if you and the other person are having a difference of opinion. Are you getting tense or arguing?

2. Tell the other person what you think about the problem. State your own position and your perception of the other’s position.

3. Ask the other person what he/she thinks about the problem.

4. Listen openly to his/her answer.

5. Think about why the other person might feel this way.

6. Suggest a compromise. Be sure the proposed compromise takes into account the opinions and feelings of both persons.
Activity: Review Handout #3 - Making a Complaint.

Consider instances where you can use this skill. As you read, think of the importance of spending time thinking about your complaint and what you want done about it, deciding the appropriate person to complain to, expressing the exact nature of the complaint and what you want done and asking the person to tell you how he or she feels about the complaint.

At times, we will encounter a problem that we are not sure how to handle. In these situations, our best choice may be to ask for help. If we are use to solving problems on our own, asking someone for advice or help may be difficult for us. We may have thoughts or beliefs that influence us to go it on our own or tough it out by ourselves, but doing this may not get us what we want.
HANDOUT #3
SOCIAL SKILLS: Making a Complaint

STEPS

1. Decide what your complaint is. What is the problem?

2. Decide whom to complain to. Who can resolve it?

3. Choose the right time and place making a complaint. It may be a private place, or a time when the other person is unoccupied.

4. Tell that person what you would like done about the problem. Consider alternative ways to complain (e.g., politely, assertively, privately).

5. Ask how he/she feels about what you've said. Offer a helpful suggestion about resolving the problem.
Activity:
Let’s look at the steps involved in asking for help.

Review Handout #4 – Asking for Help. Consider instances where you can use this skill. As you read, think of some issues we have that we cannot solve by ourselves. Think about when it may be necessary to seek out persons who are good problem solvers (i.e., those who get “good” results).
HANDOUT #4
SOCIAL SKILLS: Asking for help

STEPS

1. Decide what the problem is. Be specific; who and what are contributing to the problem; what is its effect on you.

2. Decide if you want help for the problem. Figure out if you can solve the problem alone.

3. Think about different people who might help you and pick one. Consider all possible helpers and choose the best one.

4. Tell the person about the problem and ask that person to help you.
HOMEWORK

1. Think about the problems you have that remain unsolved. Review the Social Skills you learned in this lesson. Decide whether or not the skills will help you solve these problems. Select a problem that may be solved by using these skills. Describe your problem and the Social Skill(s) you will choose to solve the problem. Write down your plan for solving the problem using the Social Skill steps as a guide.

   a. Describe your problem.

   b. What Social Skill(s) could you use to help you solve the problem? (Circle one or more.)

   - Convincing
   - Negotiating
   - Making a complaint
   - Asking for help

   c. What steps will you take to solve the problem?
ANGER CONTROL STRATEGIES
Objective: Evaluating and responding to criticism and provocation without anger

Criticism is finding fault in someone or something. Many times criticism involves judging another person in a harsh, unfair or an unfavorable way.

Criticism at times is good for us. It can help us understand some things about ourselves that we were not aware of. We may even learn to appreciate some forms of criticism. Let’s try to think of some examples of criticism we might appreciate.

At other times, we may feel that we are being criticized unfairly or disagree with what is being said to or about us.

Whether we believe the criticism is fair or not, most of us tend to respond to all criticism with anger. But if we become upset, it is unlikely that we will be able to handle the situation in a way that is helpful to us. If we remain calm when we are criticized, we will have many more choices in how we respond to the criticism.

Handling criticism is a skill that will help us cope with stressful situations and be more successful in solving our problems.

Let’s look at the steps involved in handling criticism.

Activity:
Review HANDOUT #1 – How to Receive Criticism.

Can you think of a recent situation where you were criticized? How did you handle it?

Criticism is not the same thing as provocation. However, many people use criticism to provoke another person. To provoke means to intentionally try to anger another person. Maintaining self-control in a situation where someone is trying to provoke you can be very difficult but it can be done.
HANDOUT #1
SOCIAL SKILLS: How to Receive Criticism

STEPS

1. Listen carefully. Face the person, establish eye contact, do not interrupt or discourage the person, listen to what is being said, try not to think about how you will defend yourself or respond.

2. Think about what is being said. Ask yourself, “Why does the person feel the way they do?”

3. Ask for specific information if the statements being made are too general. Ask the person, “Can you tell me what I do or say that makes you feel that way?”

4. Let the other person know that you’ve heard and understand what was said. Repeat the criticism in your own words. “What I hear you saying is.”

5. Think about what was said. Ask yourself:
   - Am I being asked to change something I am capable of changing?
   - Am I willing to work at changing it?
   - What is true in what the person is saying? What is not true?
   - What are the consequences of changing and not changing?

6. Decide how you will respond. Acknowledge the truth in the statement “Certain things you say might be true.” “I can see how you might think that.” If you disagree with the criticism, say so and explain the situation as you see it. “I don’t see things the same way as you do.” If you agree with the criticism:
   - Apologize if appropriate.
   - If you are willing to make changes, say so.
   - Try to find a solution that meets both your needs.
Activity:
Let's look at the steps involved in handling provocation.

Review HANDOUT #2 – Handling Provocation and think of ways you can use this skill.
HANDOUT #2
SOCIAL SKILLS: Handling Provocation

1. Listen to what the other person is saying.
   What is being said? Is it accurate or inaccurate? What is the other person’s tone of voice and body language?

2. Determine whether you are being provoked or criticized.
   Was it said in a mean way or a constructive way?

   Is the other person calling you names, teasing you or making threats to harm you?

3. Decide if you want to ignore/get out of the situation or respond.
   Consider the risks versus the gains (short and long term consequences).

   Think about what the other person might say to you.

   Think about things that might happen during the conversation.

   Determine whether or not you will be able to remain calm.

4. If you decide to respond, think about different ways you could say what you have to say.

5. Choose to respond in the way that worked best for you in the past.
HOMEWORK

1. Try to remember a situation in which you were criticized or provoked by another person.

Complete a Problem Log on the next page about the incident.

2. Using the Social Skill Handouts from this lesson as a guide, describe the specific steps you would take if this problem occurred again.

   a. What Social Skill would you use to help solve the problem?

      How to receive criticism     How to handle provocation

   b. What steps would you take to solve the problem?
PROBLEM LOG

Date: ____________  Time: ______________

A. What is the problem? (Describe the situation including who is involved, where it happened and what happened):
________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________

B. Report your thoughts as they occurred:
________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________

C. Describe your feelings before, during, and after this event:
________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________

D. What did you want to happen?
________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________

E. What did you do or say to solve the problem?
________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________
F. What was the outcome? Did your choice solve the problem?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

G. How well did your choice work? (Circle One):
  Poorly    Not so well    OK    Good    Great

H. What were your thoughts after the event?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

I. What were your feelings after the event?
______________________________________________________________________
______________________________________________________________________

J. How would you handle this situation if it occurred again?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Section 4: Anger Management

**Objectives:**

At the end of this section, the participants will be able to:

- Recognize that thoughts affect feelings
- Recognize anger triggers and cues
- Deal with unresolved anger
- Perceive external factors: react positively
- Interpret body language
- Learn that anger is a normal emotion
- Control and prevent anger
- Identify constructive ways to deal with internal and external anger

**Topics:**

- How Thoughts Influence Feelings
- Origin of Anger
- Anger Control Strategies
HOW THOUGHTS INFLUENCE FEELINGS

Objective: Recognize that thoughts affect feelings.

Sometimes it is difficult to determine what a thought is and what a feeling is. Thoughts are the things we say to ourselves in our mind. Feelings are our emotional states or moods.

Many people believe that they have no control over what/how they feel. They think that their bad moods result from things that are beyond their control.

Someone may say, “My girlfriend/boyfriend left me; of course I am unhappy” or “How am I supposed to feel good about myself? I just lost my job.”

Some people believe that their childhood experiences were so awful that they can do nothing to change the sadness and anger they feel. Others believe that an illness or a disappointing experience is responsible for their unpleasant feelings. Others believe that the weather is responsible for their bad mood.

You may ask, “How can I be anything but unhappy? I’m in prison?”

Our moods are to some extent affected by what happens to us or by situations that we encounter. Many times in our past, we did not have control over what happened to us or the situations we encountered. For example, we had no control over the family with which we were born. As children, we did not choose the neighborhoods where we lived, the schools we attended or the teachers who taught us. Today, I cannot control the weather.

Can you think of other examples of things that happened to us or situations we encountered in the past where we had no control? Can you think of situations over which you have no control today?

As we have just seen, how we feel is often affected by things that happen to us and the situations we encounter.

Even more importantly, our feelings and moods are influenced by what we think. Most often, it is our thoughts and attitudes that create our moods and feelings. The things we say in our minds have an enormous impact on our emotions. Even when we are confronted by situations over which we have little control, the way we think about these situations may have more influence on our mood than the situations themselves.

Let’s see how this happens. If your boss says, “I really like the way you do your job,” consider how you might think and feel. You might think to yourself, "I'm glad someone noticed how hard I've been working" and be happy that your boss complimented you. Someone else may respond differently. They may think, “He’s telling me that for a
reason. Maybe he wants me to do more work or stay late.” If these are your thoughts, you may be resentful or angry. Although the same comment was made, the way you feel depends on the way you think about it.

That’s what is meant when we say that our thoughts create feelings. Most often, positive thoughts create positive feelings and negative thoughts result in negative feelings or what we call our “bad moods.”

Think about the following situation:
You planned a surprise party for your husband/wife. You want him/her to come home right after work. How do you think your significant other would feel about being told to come home right after work without an explanation? How would his/her thoughts about the situation influence his/her feelings?

Very often positive feelings stem from positive thoughts. Negative feelings stem from negative thoughts.

Can you provide examples of how your own negative thoughts result in negative feelings as well as how your positive thoughts create positive feelings?

We do not believe that you should be happy all the time. That would be unrealistic. There are many times when negative feelings are healthy and appropriate. Learning how to accept these feelings and how to cope with a negative situation is important. For example, if someone we love is seriously ill, we will feel concerned. These sad feelings are a sign of caring.

But on other occasions, distorted thoughts can make us feel angry. For example, if we cannot see how much time it takes to do something and think “I have to be the best and have the best right now,” we are likely to feel angry or frustrated if the project takes longer than expected or does not work the way we think it should.

**Activity:**
Complete the two (2) Thinking Reports that follow based on:
- A time last month when you were angry or irritable
- A time you were happy
THINKING REPORT: A time last month when you were angry or irritable

Date: ___________ Time: _______________

A. Please describe the situation you are reporting on in OBJECTIVE terms:
   ______________________________________
   ______________________________________
   ______________________________________

B. Report your thoughts as they occurred:
   ______________________________________
   ______________________________________
   ______________________________________

C. Describe your feelings before, during, and after this event:
   ______________________________________
   ______________________________________
   ______________________________________

D. What kind of pattern do you see in your thoughts & feelings about this event? Can you think of any other times that you've had similar thoughts and feelings?
   ______________________________________
   ______________________________________
   ______________________________________

E. What can you do to produce a positive outcome?
   ______________________________________
   ______________________________________
   ______________________________________
THINKING REPORT: A time you were happy

Date: ____________ Time: ________________

A. Please describe the situation you are reporting on in OBJECTIVE terms:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

B. Report your thoughts as they occurred:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

C. Describe your feelings before, during, and after this event:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

D. What kind of pattern do you see in your thoughts & feelings about this event? Can you think of any other times that you’ve had similar thoughts and feelings?
______________________________________________________________________
______________________________________________________________________
ORIGIN OF ANGER
Objective: Recognize anger triggers and cues

Anger is one feeling that you have probably tried to deal with by consuming alcohol or getting high. Anger usually comes from fear, frustration, or hurt. It is an emotion that tells us something is wrong. Everyone gets angry sometimes, but some people use their anger as a way to control others. In this lesson, the participant will learn what triggers their anger and the visible signs which let the person know that they are becoming angry. These are known as “Anger Triggers” and “Anger Cues”.

Anger Triggers & Anger Cues

Often, people react with anger when what they are really feeling is frustrated, disappointed, bored, embarrassed, impatient, afraid, or hurt. One reason for this is that many people think they appear strong when they act angry, but appear weak when they show some of these other feelings. The problem is that acting angry when you really feel another way may prevent you from getting the response you want. Therefore, it is best to identify what ‘Triggers’ your anger. Once a trigger is activated, anger cues occur as natural responses in the human body that can alert a person to their own anger.

Feelings other than anger caused by Anger Triggers:

1. Afraid
2. Embarrassed
3. Hurt
4. Bored
5. Frustrated
6. Disappointed
7. Impatient

Anger Cues (a.k.a. physical anger warning signs):

1. Racing & Pounding Heartbeat
2. Dry Mouth
3. Clenched Teeth
4. Clenched Fist
5. Feeling Hot
6. Feeling Cold
7. Increased Perspiration
8. Loud Voice
9. Breathing Faster & Harder
10. Red Face
11. Tensed Muscles
12. Upset Stomach

Activity:
Complete the following Anger Trigger worksheet.
### Anger Triggers

The following situations triggered anger among members of a student group. How would you feel in these situations? As you read each one, imagine you are the person named in parentheses. Ask yourself: Would this situation make me angry? If so, how angry? Place a checkmark in the column that best describes your feeling.

<table>
<thead>
<tr>
<th></th>
<th>Not Angry</th>
<th>Somewhat Angry</th>
<th>Very Angry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darius bumps Cara with his boombox. (Cara)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darius pressures Emma to give him her window seat so that he doesn’t get carsick. (Emma)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>While Nina is enjoying a peaceful moment, Darius cranks the volume up on his boombox. (Nina)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking it’s a waste to sleep late, Maria wakes Cara up to go for a morning run. (Cara)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cara sarcastically lashes out at Maria for waking her to invite her on an early-morning run. (Maria)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darius, Ethan, and Emma eat the grapefruits Rob bought for himself. (Rob)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethan sees his girlfriend, Emma, dancing with another guy. (Ethan)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emma walks away from Ethan because he lashes out at Aaron in a fit of jealousy. (Emma)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What types of situations make you most angry?
ORIGIN OF ANGER
Objective: Deal with unresolved anger

Reflect on the following questions:
1. Who raised you?
2. What were the characteristics of the people who raised you?
3. How did these people get along on a daily basis?
4. How did they get along with you?
5. What types of punishments & rewards were used when you got into trouble or did something good?
6. Did the people who raised you have trouble which involved the law?
7. Do you believe that the cause of your incarceration is partially or fully due to the way you were raised?
8. How did they express anger?
9. When you were young, how did you express anger?
10. On a scale of 1 to 10 (10 representing the most), how much of a problem do you believe that you have with anger?
11. Did anger play a part in the crime which caused your incarceration?
12. Is your anger likely to cause trouble for you in the future?
13. Do you believe that learning to control your anger will make a difference in your life?

Violence is caused by and causes anger. Therefore, a cycle of violence is also a cycle of anger.

In today's world, violence is everywhere. We learn about the consequences of violence from reports in newspapers, magazines, television and radio. We see violent acts in movies and television programs (including cartoons). We also hear about it in the lyrics of popular music and video games. We experience violence in our communities. Many children and teenagers become victims of violent acts in places that have traditionally been safe havens — their homes and schools. With violence and anger permeating every aspect of our lives, what can we do to turn the tide?

In handling a “current” anger situation, you may have encountered a “trigger” event that brings up past feelings of hurt, pain, resentment, hostility, or anger. The trigger event is not what you are actually reacting to but, rather, you are reacting to the past situation, (one that went unresolved).
ORIGIN OF ANGER
Objective: Perceive external factors: react positively

The mindless venting of anger towards another person does not solve the origin of the anger. Instead, it can add to the original problem. The same can be said for running away from anger or pretending that it never existed.

When one expresses anger appropriately, they are being honest, which makes for better relationships. Everyone should learn how to trust themselves and others so as to consistently act appropriately. Many times anger works like an umbrella to protect us from the cold rain of uncomfortable emotions. For example, it’s easier to blow up at your boss when you are late for work rather than to feel the shame of not taking care of business. Some of the feelings that anger “protects” us from include sadness, loneliness, confusion, and fear. Everyone will have these feelings, but by always displaying anger, instead of the real emotion, these feelings are hidden from ourselves and others.

Being able to deal with anger can be very rewarding, but you must have a plan. Two steps for dealing with your anger appropriately are:

- Ask yourself what about the situation makes you angry; and
- Look at the feelings under your anger. Are you really angry or is there another feeling that would cause you to react as if you were angry? Be honest!

These are not easy steps. Asking yourself what makes you angry might seem like a simple task. However, often anger has consumed us before we think about that question. Help lower your anger by slowing down. Taking a 5 minute timeout can often help a person to answer the question.
Anger Prevention Patterns

Pattern #1 -- Stop—Think of the Immediate Consequences

- Before you act, think about the immediate consequences.
- Ask, “What gets me angry?”
- Think, “Anger leads to violence.”

Pattern #2 -- Stop and Think about Who Gets Hurt—Reasoning Process

- Think about all the problems that your anger has caused you and others in the past.
- Use the guilt of hurting others to change yourself.
- Think about the whole picture or ripple effect . . . (i.e., you, family, community, etc.)

Pattern #3 -- Plan Ahead, Think Ahead, Make Another Choice

- Use this when you are reminded of negative past actions.
- Try to foresee with whom, where, and under what circumstances you might get angry. List ahead of time your past thoughts and actions that would lead to anger.
- Avoid these people and places, and make another choice.

Pattern #4 -- Examination of Conscience—Moral Inventory Daily

- Think more about the consequences of your actions rather than the incident itself.
- Think about how your anger would affect others.
- Examine your conscience immediately. Think about the effect of your irresponsible conduct.

Pattern #5 – Don’t Dwell On It

- Use responsible thinking patterns to replace the old patterns.
- Do this in advance and practice it.

Activity:
Complete The Umbrella of Anger Activity worksheet.
The Umbrella of Anger Activity

What feelings do you hide from others under your anger umbrella? Answer the following questions as honestly as you can. You might be surprised by the answers.

 Have you ever been sad and pretended that you were angry instead?
Example: A guy breaks up with his girlfriend, goes to a bar and gets in a fight. Is he really angry? Or does he think that he will look weak if people know he is sad?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

 Have you ever been lonely and pretended that you were angry instead?
Example: A man is incarcerated and has no friends or family visit during his incarceration period. Therefore, he is constantly deviant and fights with others. Is he really angry or does he not want to admit that he is simply lonely?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

 Have you ever been confused and pretended that you were angry instead?
Example: A man buys a new bicycle for his child’s birthday. The night before the big party, he tries to assemble the bicycle, but he cannot figure out how to get the handle bars on. This situation initiates an argument with his wife. Therefore, he storms out of the room leaving the bicycle in pieces. Is he really angry? Or, is he confused?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

 Have you ever been afraid and pretended that you were angry instead?
Example: A guy does not want to meet his date’s parents because he thinks his criminal record will make them dislike him. Instead of telling his girlfriend that he’s nervous, he tells her that he simply doesn’t want or need to visit her parents. Is he really angry or is he afraid?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
ORIGIN OF ANGER
Objective: Interpret body language

Body Language is the language which shows the way we may be thinking during a conversation. Body language comes in clusters of signals and postures, depending on the internal emotions and mental states.

- Aggressive body language: Showing physical threat.
- Bored body language: Just not being interested.
- Closed body language: Not wanting to reveal.
- Deceptive body language: Seeking to cover-up, lying or other deception.
- Defensive body language: Protecting self from attack.
- Emotional body language: Identifying feelings.
- Evaluating body language: Judging and deciding about something.
- Open body language: Wanting to reveal.
- Power body language: Demonstrating one’s power.
- Relaxed body language: Comfortable and unstressed.
- Submissive body language: Showing you are prepared to give in.

AGGRESSIVE BODY LANGUAGE
Facial Signals: Much aggression can be shown in the face, from disapproving frowns and pursed lips to sneers and full snarls. Attack Signals: When somebody is about to attack, they give visual signals such as clenching of fists ready to strike and lowering and spreading of the body for stability.

BORED BODY LANGUAGE
Distraction: A bored person looks anywhere but at the person who is talking to them. They find other things to do, from doodling to talking with others to staring around the room. Repetition: Bored people often repeat actions such as tapping toes, swinging feet or drumming fingers. The repetition may escalate as they try to signal their boredom.

CLOSED BODY LANGUAGE
Arms Cross: In a closed position one or both arms cross the central line of the body. They may be folded or tightly clasped or holding one another. There may also be holding one another. Legs Cross: When legs are crossed but arms are not, it can show deliberate attempts to appear relaxed. This is particularly true when legs are hidden under a table. Looking down or away: The head may be inclined away from the person, and particularly may be tucked down.
DECEPTIVE BODY LANGUAGE
Anxiety: A deceptive person is typically anxious. This may include sweating, sudden movements, minor twitches of muscles (especially around the mouth and eyes), and changes in voice tone and speed. Control: In order to avoid being caught, there may be various signs of over-control such as forced smiles or jerky movements. Distracted: A person who is trying to deceive will need to think more about what they are doing. Therefore, they may drift off or pause as they think about what to say or hesitate during speech.

DEFENSIVE BODY LANGUAGE
Covering Vital Organs: In physical defense, the defensive person will automatically tend to cover those parts of the body that could get damaged by an attack. Fending off: Arms may be held out to fend off an attacker and possibly straight out or curved to deflect incoming attacks. Seeking escape: Flicking the eyes from side to side shows that the person is looking for a way out.

EMOTIONAL BODY LANGUAGE
Anger: It occurs when achievement of goals is frustrated. Examples are red face, baring of teeth, clenched fists, invasion of body space, etc. Fear and nervousness: Fear occurs when basic needs are threatened. Examples are cold sweat, pale face, damp eyes, varying speech tone, etc. Sadness: It indicates a depressive state. Examples are drooping of body, flat speech tone, etc.

EVALUATING BODY LANGUAGE
Hand Movements: The classic signal of evaluation is the steeped hands which are clasped together, either looking like they are praying, with both hands pressed together, or with linked fingers and with index fingers only pointing upwards. Relaxed intensity: The body may well be relaxed and open. The person seems to be unafraid or even unaware of danger. However, there is also a level of concentration, perhaps with pursed lips and an intense gaze. The chin may be resting in one or both palms.

OPEN BODY LANGUAGE
Arms & Legs Open: Arms and legs are not crossed. For example, appearing to hold things and form more detailed shapes. Looking around and at the other person: The head may be directed solely towards the other person or may be looking around. Eye contact is likely to be relaxed and prolonged. Relaxed clothing: Clothing is likely to hang loosely and actions to loosen clothing may take place.

POWER BODY LANGUAGE
Handshake: As the other person approaches, move to the left side, extend your arm horizontally, palm down (be first to do this). Grab their palm firmly, pull them in and hold their elbow with your left hand. Touching: Touching is a power symbol. Touching people can be threatening and is used by leaders to demonstrate power. Talking & Emoting: Talk with confidence and use the body beat in time with assertions. It is also powerful to show that you have emotion but in the right place only.
**RELAXED BODY LANGUAGE**
*
Torso: The torso may sag slightly to one side (but not be held there by irregular tension). It may also be well-balanced, with the shoulders balanced above the pelvis.

Breathing: Breathing is steady and slower. This may make the voice a little lower than usual.

Relaxed limbs: Relaxed limbs hang loosely. They do not twitch and seldom cross one another, unless as a position of comfort.

**SUBMISSIVE BODY LANGUAGE**
*
Body Positions: The body in fearful stances is generally closed and may also include making the body small and motionless.

Submissive Gestures: There are many gestures that have the primary intent of showing submission and that there is no intent to harm the other person. Hands out and palms up shows that no weapons are held and is a common pleading gesture.
ANGER CONTROL STRATEGIES
Objective: Learn that anger is a normal emotion

Overview on Anger:
- Anger is normal and not necessarily wrong.
- Anger can be harmful when handled by:
  - Ventilation of anger (letting anger out).
  - Internalization of anger (keeping anger in).
- Anger is often the result of poor self-image or poor self-esteem.
  - Individuals with a poor self-image often feel that they have to overcompensate to make others like them. One quote that puts it into perspective is: “You are as sick as your secrets.” If you feel afraid or inferior, no one can help you unless you tell them.
- Anger often leads to wrong choices and responses.
  - Vengeance, bitterness, hatred, revenge, resentment & judgmental attitudes.
  - Verbal abuse.
  - Dishonest sharing of our true feelings.
  - Refusing to share and pretending it doesn’t matter in order to keep the peace.
- Anger can be controlled.
  - Anger must be acknowledged before we can put it away.
  - Outbursts must be restrained. We need to learn to think before we act.
  - Forgive and seek forgiveness to keep anger from controlling us.
  - The urge to seek revenge and develop a judgmental attitude must be resisted.

Causes of Anger:
- Injustice: A truly valid reason for anger but one of the least common causes of anger.
- Frustration: An obstacle (event, person, or physical barrier) that hinders our progress toward a goal.
- Threat & Hurt: Threats challenge our self-esteem and make us feel so vulnerable that anger and aggression become ways to fight back. Hurt and anger almost always go together. Hurt feelings arise seconds after an event; then, anger rockets into our awareness. The anger usually comes so quickly and is so real that it is easy to miss the hurt that comes first.
- Learning: Many of us have been moved to action by words or by the actions of someone that provoked our anger. This can be a negative learning experience as well. By watching and listening to others, we learn to become more easily angered and more outwardly aggressive.
ANGER CONTROL STRATEGIES
Objective: Control and prevent anger

Have each person in the group discuss a situation that has invoked anger in the past. Then using the techniques below, discuss ways of controlling the anger of the situation.

Step 1: Relax yourself by using deep, natural breathing and muscle relaxation.
- Take deep breaths and silently repeat the words “relax” until you are able to calm down.
- Do not say or do anything until you are calmed down.
- Avoid words or actions in the “heat” of the moment.

Step 2: Recognize what aroused or provoked your anger.
- Is it a situation, an event, or a person?
- Is it real or imagined?

Step 3: Use a rational approach to “rethink,” “reframe,” and reason in your mind what is going on and why you are angry.
- Is this event triggering old unresolved anger or is this just resentment in me?
- How is this event related to my past?
- What is really making me angry?
- Maybe the person provoking my anger is having a bad day or needs more of my understanding.
- How am I feeling about this?
- What needs to be changed here?
- What alternatives could I use to get the best results in handling this situation?

Step 4: Once you have a “clear” idea of what is going on, take steps to change the situation that has provoked the anger.
- Use “I” statements. “I feel angry when you . . .”
- Clarify your feelings about the situation.
- Point out issues needing clarity.
- Relate to the person and how the past is directly connected to the current situation.
- Identify the unresolved anger, resentment, hostility, or depression and work on it.
- Inject some humor into the situation to defuse the anger or hostility.
ANGER CONTROL STRATEGIES
Objective: Identify constructive ways to deal with internal and external anger

Ways to Deal with Anger:

- **Withdrawal:**
  - The easiest but LEAST EFFECTIVE way to deal with anger is to simply withdraw.
    - leaving the room
    - plunging into work or other activity
    - drinking or taking drugs
    - denying the anger (consciously or unconsciously)

- **Turning Inward:**
  - Problems are not solved by denying them or by withdrawing. At best, the relief is only temporary, and in time the pressure builds until it explodes and creates more difficulties. Internal anger is a powerful force which may express itself in other ways.
    - Physical Symptoms (ulcers, high blood pressure, headaches, or heart attacks)
    - Psychological Reactions (anxiety, fear, tension, or depression)
    - Unconscious attempt to self harm (accident or self-inflicted)
    - Self-pity or thoughts of revenge
    - Struggles due to bitterness, wrath, anger, and slander

- **Attacking a Substitute:**
  - This is a common tendency to blame innocent people when things are not going well (blaming family members for the loss of a job).

- **Facing the Sources of Anger:**
  - This can be done in either a destructive or a constructive way.
    - Destructive reactions
      - verbal or physical aggression
      - ridicule or cynicism
      - refusal to cooperate
      - involvement in things which hurt or embarrass someone
      - alcohol consumption
      - failing school or project
      - cheating on a spouse
• taking an ‘eye-for-an-eye’ approach
  o Constructive reactions
  • admit your anger to others
  • ask for help with identifying the source of the anger
  • prevent pride, lack of self-esteem, or feelings of injustice
    from controlling the situation
  • stop and reanalyze the situation before reacting

**Activity:**
Read each scenario below. Using the previous lessons on Anger Management, think of constructive solutions to deal with each situation.

1. A friend asks to borrow $100.00. You agree, but only on the condition that he promises to return it the following week. Next week, he gives you $20.00, saying that is all he has and that he won’t be able to give you the rest for a couple of weeks.

2. A friend sees you flirting with someone you really like and makes a teasing remark when he passes the two of you.

3. You and John take an English class. On the final grade report at the end of the semester, your English grade is a “B”, but John’s grade is an “A”. You know that you have done “B” work, but all of John’s test grades were consistently lower than yours.

4. The Shift Captain sees you walk away from the lunch table without cleaning up your garbage and assigns you extra-duty for a week of after-lunch cleaning the cafeteria tables.

5. You are driving home from work and your tire goes flat. You need to call your family to let them know that you will be late but your cell phone has no service.
ANGER CONTROL STRATEGIES
Objective: Identify alternative responses to reduce anger by using social skills (i.e. convincing, negotiating, making a complaint, asking for help)

To make a good choice in any situation, we have to think of more than one way to act. Maintaining self-control increases the number of choices available to us. We do not have to respond automatically to any situation. We can calm ourselves and think about the best way to handle the problem.

In this lesson, we are going to discuss some constructive ways to solve problems that may cause anger. These choices include: convincing, negotiating, making a complaint or asking for help. Having these additional choices for solving problems gives us a better chance of getting what we want and getting around things that are in our way. Let's look at what is involved in the process of convincing another person to do something our way.

Activity:
Review Handout #1- Convincing Others.

Review the Problem Solving Steps. Consider instances where you can use this skill. Can you think of a problem situation where you wanted to convince someone to do something?
HANDOUT #1
SOCIAL SKILLS: Convincing Others

STEPS

1. Decide if you want to convince someone about something.
   It might be doing something your way, going someplace, interpreting events, or evaluating ideas.

2. Tell the other person your ideas.
   Focus on both content of ideas and feelings about point of view.

3. Ask the other person what he/she thinks about it.
   This requires use of listening skills.

4. Tell why you think your idea is a good one.

5. Ask the other person to think about what you said before making up his/her mind.
   Check on the other person’s decision at a later point in time.
Activity:
Another way of handling problems is to negotiate. Let’s take a look at how that is done.

Review the Handout #2 - Negotiating. Consider instances where you can use this skill. Can you think of an example of a problem situation where you and another person had a difference of opinion? Compromise may be a necessary step in negotiating process. Most often people who choose to negotiate expect compromise.

Negotiating is not the same skill as Convincing. Negotiating is a skill that requires an ability to understand the feelings of others. As we already learned, negotiating also presumes we are willing to compromise, that there will be some give and take, that we will meet the other person half way or part way to find a solution.

There are times when issues cannot be resolved by either convincing or negotiating. You may decide that you want to make a complaint. Making a complaint may sound like an easy thing to do, but if we want to get our way there are steps we should follow in making a complaint. These steps might increase our chances for success. Following these steps will also help us maintain self-control so that we do not make our complaint when we are angry and not thinking straight.
HANDOUT #2
SOCIAL SKILLS: Negotiating

STEPS

1. Decide if you and the other person are having a difference of opinion. Are you getting tense or arguing?

2. Tell the other person what you think about the problem. State your own position and your perception of the other’s position.

3. Ask the other person what he/she thinks about the problem.

4. Listen openly to his/her answer.

5. Think about why the other person might feel this way.

6. Suggest a compromise. Be sure the proposed compromise takes into account the opinions and feelings of both persons.
Activity: Review Handout #3 - Making a Complaint.

Consider instances where you can use this skill. As you read, think of the importance of spending time thinking about your complaint and what you want done about it, deciding the appropriate person to complain to, expressing the exact nature of the complaint and what you want done and asking the person to tell you how he or she feels about the complaint.

At times, we will encounter a problem that we are not sure how to handle. In these situations, our best choice may be to ask for help. If we are use to solving problems on our own, asking someone for advice or help may be difficult for us. We may have thoughts or beliefs that influence us to go it on our own or tough it out by ourselves, but doing this may not get us what we want.
HANDOUT #3
SOCIAL SKILLS: Making a Complaint

STEPS

1. Decide what your complaint is.  What is the problem?

2. Decide whom to complain to.  Who can resolve it?

3. Choose the right time and place making a complaint.  It may be a private place, or a time when the other person is unoccupied.

4. Tell that person what you would like done about the problem.  Consider alternative ways to complain (e.g., politely, assertively, privately).

5. Ask how he/she feels about what you've said.  Offer a helpful suggestion about resolving the problem.
Activity:
Let's look at the steps involved in asking for help.

Review Handout #4 – Asking for Help. Consider instances where you can use this skill. As you read, think of some issues we have that we cannot solve by ourselves. Think about when it may be necessary to seek out persons who are good problem solvers (i.e., those who get “good” results).
HANDOUT #4
SOCIAL SKILLS: Asking for help

1. Decide what the problem is. Be specific; who and what are contributing to the problem; what is its effect on you.

2. Decide if you want help for the problem. Figure out if you can solve the problem alone.

3. Think about different people who might help you and pick one. Consider all possible helpers and choose the best one.

4. Tell the person about the problem and ask that person to help you.
HOMEWORK

1. Think about the problems you have that remain unsolved. Review the Social Skills you learned in this lesson. Decide whether or not the skills will help you solve these problems. Select a problem that may be solved by using these skills. Describe your problem and the Social Skill(s) you will chose to solve the problem. Write down your plan for solving the problem using the Social Skill steps as a guide.

a. Describe your problem.

b. What Social Skill(s) could you use to help you solve the problem? (Circle one or more.)

   Convincing   Negotiating   Making a complaint   Asking for help

c. What steps will you take to solve the problem?
ANGER CONTROL STRATEGIES
Objective: Evaluating and responding to criticism and provocation without anger

Criticism is finding fault in someone or something. Many times criticism involves judging another person in a harsh, unfair or an unfavorable way.

Criticism at times is good for us. It can help us understand some things about ourselves that we were not aware of. We may even learn to appreciate some forms of criticism. Let’s try to think of some examples of criticism we might appreciate.

At other times, we may feel that we are being criticized unfairly or disagree with what is being said to or about us.

Whether we believe the criticism is fair or not, most of us tend to respond to all criticism with anger. But if we become upset, it is unlikely that we will be able to handle the situation in a way that is helpful to us. If we remain calm when we are criticized, we will have many more choices in how we respond to the criticism.

Handling criticism is a skill that will help us cope with stressful situations and be more successful in solving our problems.

Let's look at the steps involved in handling criticism.

Activity:
Review HANDOUT #1 – How to Receive Criticism.

Can you think of a recent situation where you were criticized? How did you handle it?

Criticism is not the same thing as provocation. However, many people use criticism to provoke another person. To provoke means to intentionally try to anger another person. Maintaining self-control in a situation where someone is trying to provoke you can be very difficult but it can be done.
HANDOUT #1
SOCIAL SKILLS: How to Receive Criticism

**STEPS**

1. **Listen carefully.**
   Face the person, establish eye contact, do not interrupt or discourage the person, listen to what is being said, try not to think about how you will defend yourself or respond.

2. **Think about what is being said.**
   Ask yourself, “Why does the person feel the way they do?”

3. **Ask for specific information if the statements being made are too general.**
   Ask the person, “Can you tell me what I do or say that makes you feel that way?”

4. **Let the other person know that you’ve heard and understand what was said.**
   Repeat the criticism in your own words. “What I hear you saying is.”

5. **Think about what was said.**
   Ask yourself:
   - Am I being asked to change something I am capable of changing?
   - Am I willing to work at changing it?
   - What is true in what the person is saying?
   - What is not true?
   - What are the consequences of changing and not changing?

6. **Decide how you will respond.**
   Acknowledge the truth in the statement “Certain things you say might be true.”
   “I can see how you might think that.”
   - If you disagree with the criticism, say so and explain the situation as you see it. “I don’t see things the same way as you do.”
   If you agree with the criticism:
   - Apologize if appropriate.
   - If you are willing to make changes, say so.
   - Try to find a solution that meets both your needs.
Activity:
Let's look at the steps involved in handling provocation.

Review HANDOUT #2 – Handling Provocation and think of ways you can use this skill.
HANDOUT #2
SOCIAL SKILLS: Handling Provocation

STEPS

1. Listen to what the other person is saying.
   What is being said? Is it accurate or inaccurate? What is the other person’s tone of voice and body language?

2. Determine whether you are being provoked or criticized.
   Was it said in a mean way or a constructive way?
   Is the other person calling you names, teasing you or making threats to harm you?

3. Decide if you want to ignore/get out of the situation or respond.
   Consider the risks versus the gains (short and long term consequences).
   Think about what the other person might say to you.
   Think about things that might happen during the conversation.
   Determine whether or not you will be able to remain calm.

4. If you decide to respond, think about different ways you could say what you have to say.

5. Choose to respond in the way that worked best for you in the past.
HOMEWORK

1. Try to remember a situation in which you were criticized or provoked by another person.

Complete a Problem Log on the next page about the incident.

2. Using the Social Skill Handouts from this lesson as a guide, describe the specific steps you would take if this problem occurred again.

   a. What Social Skill would you use to help solve the problem?

   How to receive criticism    How to handle provocation

   b. What steps would you take to solve the problem?
PROBLEM LOG

Date: ____________  Time: ____________

A. What is the problem? (Describe the situation including who is involved, where it happened and what happened):
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

B. Report your thoughts as they occurred:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

C. Describe your feelings before, during, and after this event:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

D. What did you want to happen?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

E. What did you do or say to solve the problem?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
F. What was the outcome? Did your choice solve the problem?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

G. How well did your choice work? (Circle One):
Poorly     Not so well     OK     Good     Great

H. What were your thoughts after the event?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

I. What were your feelings after the event?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

J. How would you handle this situation if it occurred again?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Section 5: Values & Principles

Objectives:
At the end of this section, the participants will be able to:

- Define values
- Learn the differences between values & principles
- Learn about paradigms & paradigm shifts
- Apply principles to real life scenarios

Topics:
- Values
- Principles
- New Words, New Thoughts & New Horizons
- Practical Applications
What are Values? (Discuss question)

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Some values:

<table>
<thead>
<tr>
<th>Success</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>Kindness</td>
</tr>
<tr>
<td>Stability</td>
<td>Honesty</td>
</tr>
<tr>
<td>Respect</td>
<td>Patience</td>
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<tr>
<td>Excellence</td>
<td>Dignity</td>
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<tr>
<td></td>
<td>Reliability</td>
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<tr>
<td></td>
<td>Freedom</td>
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<td></td>
<td>Maturity</td>
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<td>Gratitude</td>
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<td></td>
<td>Consistency</td>
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<td></td>
<td>Morality</td>
</tr>
<tr>
<td></td>
<td>Trustworthy</td>
</tr>
</tbody>
</table>

- Questions for Discussion:
  Where did you get your values?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Can values change?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

What are some of your values that have changed?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

How can you measure your values?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
GENERAL LIFE VALUES EXERCISE:

Look at this list of values and decide which ones are most important to you, ranking each from 1 to 10. Each value can only have one number ranking. Some of these may be very close but still use only one number per value. What is most important to you, next important, etc.

______ Culture
______ Family
______ Health
______ Productivity
______ Freedom
______ Success
______ Love
______ Adventure
______ Nature
______ Religion

- Values are actually revealed by one thing – your choices!
- A value is not a value unless it has seven factors. A value must be:
  1. freely chosen
  2. chosen from considering alternatives
  3. chosen with a clear knowledge of consequences
  4. prized and cherished
  5. publically proclaimed
  6. acted on
  7. acted on repeatedly

Principles

Real character growth starts with the humble admission that we are not in control and that principles are. Everyone is driven by what they value but values aren't always principle-based.

- Values imply situations, personal beliefs, social traditions, cultural norms, or relative truths.
- Principles are absolute and universal; they never change.

You may think that it's just a matter of words and that when most people talk about values they really mean these universal principles. There is a clear difference between principles and values.

How are principles different than values?
The Humility of Principles
- The key to improving quality of life is to be centered on principles
- We're not in control; principles are in control
- We're arrogant when we think we are in control
- We may control our actions, but not the consequences of our actions (Remember the consequences lesson in Section 2?)

Building character and creating a better quality of life are functions of aligning your beliefs (values) and behaviors (choices) with universal principles.

Principles are:
- Impersonal – they don’t depend on your circumstances
- External – outside of yourself
- Factual – “black & white”
- Objective - unemotional
- Self-evident – “plain as day”

Some basic principles are: fairness, justice, integrity, honesty and trust. If your current life is not in alignment with these principles, then you might trade a “value-based map” for a “principle-centered compass.”

What is the difference between a compass and a map?

- Gravity is a principle and a natural law. You don’t have to be aware of it, believe in it or even know of it but try to defy it by stepping off a roof and see what happens. And although in a fall gravity has negative consequences (there’s that word again), it also keeps you from flying off the planet – and this is a positive consequence. Life can be difficult. When we work against principles life gets even more difficult. But once you understand basic principles of life it becomes significantly less difficult.

Pain is the ultimate tool for changing a belief!
To make life-changes often takes a crisis. In the absence of such a crisis, we tend to live in complacency – doing good, easy, or routine things that we don't even stop to ask ourselves if we're doing what really matters.

What crisis (pain) in your life has caused real change in you?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

What do these two statements mean to you?

1. Humility is the mother of all virtues

____________________________________________________________________________
____________________________________________________________________________

2. Courage is the father of all virtues

____________________________________________________________________________

When you set up your own value system and then develop your mission and goals based on what you value, you tend to create laws unto yourself, proud and independent.

Is your current situation real enough for you to see the consequences of this truth?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Just because we value a thing doesn't mean that having it will enhance our quality of life. We see people who cling to their current life-style based on self-selected values and bad habits even as their "ship" is sinking when they could be floating safely on the life raft of principles.

Nothing sinks people faster than arrogance. Arrogance proclaims "I know best!"

With pride, we often sow one thing and expect to reap another. The classic definition of insanity is: repeating the same behaviors over and over again expecting different results. Many of our views (maps) of the world and the routines and habits that grow out of them never produce the results we expect because they are based on illusions. Like the mirage of an oasis in a desert you go expecting to find water and shade but only find sand and hotter sun. Something is wrong.

Arrogance is the lack of self-awareness; blindness; an illusion; a false form of self-confidence; and a false sense that we're somehow above the laws of life.
Quality of life can't grow out of illusion. Illusion means:
1. Something that deceives by producing a false or misleading impression of reality.
2. A perception that represents what is perceived in a way that is different from the way it is in reality.

Your life may be based on an enchanted view that needs to be dis-enchanted, to face the truth that your life is not measuring up to your expectations.

What illusions might be driving you deeper into a desert?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Four Gifts
Humans have four unique gifts or skills that help to distinguish between reality and illusion (to change your map into a compass) and to align our lives with the realities outside of us that govern quality of life.

1. Self-awareness (know who you are and your purpose in life);
2. Conscience (sense of right and wrong);
3. Independent Will (your freedom – and responsibility – of choice); and/or
4. Creative Imagination (see next page for power of words teaching).

Four Ways to Care for Your Unique Gifts:

1. Care for self-awareness by keeping a journal.
2. Teach your conscience by learning, listening, and responding.
3. Nurture your independent will by making and keeping promises.
4. Develop creative imagination by seeing your new life.

The Two Main Principles:
1. YOU ARE NOT IN CONTROL – PRINCIPLES ARE!
2. NO SHORTCUTS! – THE LAW OF THE FARM

Principle #1: You are not in control!
What does this mean? Just what it plainly states – no matter how much you think you are in control you are not. Principles are. That doesn't get you off the hook though. You are still responsible for your choices, actions and…their consequences.

Principle #2: No shortcuts!
The Law of the Farm is another way of understanding this principle. Picture a corn or dairy farmer. The corn farmer prepares the soil in early spring, plants the seeds, fertilizes and then waits for nature to take its course. He cannot do anything to change the outcome. If he waits until early summer and then applies extra fertilizer, water and sunlight his crop will not be corn, but weeds. Weeds love fertilizer, water and sun. Said another way, “You reap what you sow.” A
dairy farmer has to milk his cows twice a day. If he thinks he can skip a morning or even a day and his harvest will be twice the amount of milk he is wrong. His cows will be in distress and the milk production will go down not up.

This is why principle #2 – **there are no shortcuts** is so important to understand.

Think about your own life and how and where you might have tried to go against the flow of these two key principles and what that produced. Give two examples from your life:

1. __________________________________________________________________________
2. __________________________________________________________________________

**Integrity** means soundness or completeness. Total integrity is a struggle and we do not always "walk our talk." It is easier to talk and teach than to practice what we preach. You must commit to having total integrity around principles.

NEW WORDS ☰ NEW THOUGHTS ☰ NEW HORIZONS

**Words have power and the words we speak to ourselves have the most power.**
With the above truth in mind, new words, or the correct meaning of words we use but don’t always understand, can make a difference in your life.

A new word: **paradigm** (par-uh-dime) is another word for pattern of something; a model. It is how one sees life. It is your view of things or how you filter information and interpret it. It is the way you assume things really are or should be. The way you perceive something will affect the way you behave and interact with other people.

You see the world, not as it is, but as you are conditioned to see it. When you describe what you see, you in effect describe yourself, your view, your filter, your paradigm. When other people disagree with you, you think there is something wrong with them.

*One Sunday morning on a subway in New York people were sitting quietly -- some reading newspapers, some lost in thought, and some resting with their eyes closed. It was a calm, peaceful scene.*

*Suddenly a man and his children entered the subway car. The children were so loud and rambunctious that instantly the whole climate changed.*

*The man sat down next to me and closed his eyes, apparently oblivious to the situation. The children were yelling back and forth, throwing things, even grabbing people’s papers. It was very disturbing. And yet the man sitting next to me did nothing.*
It was difficult not to feel irritated. I could not believe that he could be so insensitive as to let his children run wild like that and take no responsibility at all. It was easy to see that everyone else on the subway was feeling irritated too. So finally, with what I felt was unusual patience and restraint I turned to him and said, “Sir your children are really disturbing a lot of people. I wonder if you couldn’t control them a little more.”

The man lifted his gaze as if to come to consciousness of the situation for the first time and said softly, “Oh, you’re right. We just came from the hospital where their mother died about an hour ago. I don’t know what to think, and I guess they don’t know how to handle it either.”

Suddenly I saw things differently, and because I saw differently, I thought differently. I felt differently. My irritation vanished. I didn’t have to worry about controlling my attitude or my behavior; my heart was filled with the man’s pain. Feelings of sympathy and compassion flowed freely. “Your wife just died? Oh, I’m so sorry! Can you tell me about it? What can I do to help?” Everything changed in an instant.

When “everything changed in an instant” the storyteller’s paradigm shifted. His view, map, filter all were changed with additional information. He saw the big picture and with it he was changed.

**What were you thinking or feeling when the story began?**

____________________________________________________________________________
____________________________________________________________________________

**How did your feelings change when you heard the rest of the story?**

____________________________________________________________________________
____________________________________________________________________________

When a paradigm shifts everything starts over. This is known as “Ground Zero.” Think about the act of terror we now know as “9-11.” That was a major paradigm shift in our nation’s history. Everything since then has changed in America. Everything. How the world sees us and how we see the world has changed. We have a new filter, new lenses.

Here is another story illustrating the paradigm-shifting concept of principles:

*Two battleships assigned to the training squadron had been on maneuvers in heavy weather for several days. I was serving on the lead battleship and was on watch on the bridge as night fell. The visibility was poor with patchy fog, so the captain remained on the bridge keeping an eye on all activities.*

*Shortly after dark, the lookout reported. “Light, bearing on the starboard bow.”*

*“Is it steady or moving astern?” the captain called out.*

*The lookout replied, “Steady captain,” which meant we were on a dangerous collision course with that ship.*
The captain then called to the signalman, “Signal that ship: We are on a collision course, advise you change course 20 degrees.”

Back came a signal, “Advise you change course 20 degrees.”

The captain said, “Send, I’m a captain, change course 20 degrees.”

“I’m a seaman second-class,” came the reply, “you had better change course 20 degrees.”

By this time the captain was furious. He spat out, “Send I’m a battleship. Change course 20 degrees!”

Back came the flashing light, “I’m a lighthouse.”

We changed course.

Principles are like a lighthouse or natural laws that cannot be broken. We cannot break principles; we only break ourselves against them. This is the hard reality that you are experiencing today.

Responsibility – “response-ability” or the ability to choose your response. The only “control” we have is the freedom and the power of choice. Understand that after we make our choice principles always determine their outcome. Poor choices = poor outcomes: The Law of the Farm.

It can be hard to accept this but until you can say deeply and honestly, “I am what I am today because of the choices I made yesterday,” you cannot say, “I choose otherwise.”

Where do you focus your time and energy? (What are you sowing today that you will reap tomorrow?)

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

When you spend all your time attempting to control and change things you cannot change and control you probably are exhausted, frustrated, angry and not successful. You end up less in control, you have lost ground. Where you are right now is proof of this truth.
An Exercise:

She tries to keep the kids quiet, dinner always there, house spotless, thinking this will control when and why her husband loses his temper, gets angry and hits her.

- What can she control?

- What can she do?

- What happens to her belief in herself as an independent person when she spends all her time trying to control someone else's behavior?

- What happens when he blames his hitting on her, she made him hit her?

- Where is the distorted thinking?

- Can she change the way he thinks?

A Testimony:

“You just can’t imagine what’s happened to me!” she exclaimed.

“I’m a full-time nurse to the most miserable, ungrateful man you can possibly imagine. Nothing I do is good enough for him. He never expresses appreciation; he hardly even acknowledges me. He constantly harps at me and finds fault with everything I do. This man has made my life miserable – and I often take my frustration out on my family. The other nurses feel the same way. We almost pray for his demise.”

“And for you to have the gall to suggest that no other can hurt me, that no one can hurt me without my consent, and that I have chosen my own emotional life of being miserable – well, there was just no way I could buy into that.”

“But I kept thinking about it. I really went inside myself and began to ask, “Do I have the power to choose my response?”
“When I finally realized that I do have that power, when I swallowed that bitter pill and realized that I had chosen to be miserable, I also realized that I could choose not to be miserable.”

“At that moment I stood up. I felt as though I was being let out of San Quentin. I wanted to yell to the whole world, ‘I am free! I am let out of prison! No longer am I going to be controlled by the treatment of some other person!’”

An Exercise:

You just got out of prison from serving a sentence for selling drugs. You get out and move back in with your girl/boy friend. S/he chooses to start selling drugs, which includes bringing drugs and buyers into the house. You don’t want to go back to prison but his/her behavior is putting you in risk of returning to incarceration.

▪ What can you control?

____________________________________________________________________________
____________________________________________________________________________

▪ Whose behavior can you control?

____________________________________________________________________________
____________________________________________________________________________

▪ What are your options?

____________________________________________________________________________
____________________________________________________________________________

If you try to talk to her/him, s/he will not change their behavior. You do not have the option of moving out until you save enough money and find another place to live. During this period where you are working two jobs to be able to save enough money to move there is a drug bust and you are arrested. With your record you are going back to jail. You actually were caught giving a brown bag to an undercover police officer who was there posing as a drug buyer.

▪ Are you responsible for what was in that bag?

____________________________________________________________________________
____________________________________________________________________________

▪ Are you responsible for what goes on in your home?

____________________________________________________________________________
____________________________________________________________________________

▪ Did you give up that responsibility?

____________________________________________________________________________
____________________________________________________________________________
Section 5-Values & Principles

- Can you give up that responsibility?

- Are you responsible for what you allow to go on around you?

Excuses:
- “It’s not my fault s/he brought drugs and buyers into our house.”
- “It’s not my fault the place was busted before I had a chance to move.”
- “I am only responsible for my behavior and no one else’s.”
- “I did not know what was in the bag. I just handed it to the man at the door.”
- “I did not know what was in the bag.”

Any time you think the problem is “out there,” that what happened is not your fault and responsibility – that thought is the problem. You empower what’s “out there” to control you and what happens.

The distorted thought: “I am not responsible for what s/he does,” is an example of a thinking error (also known as criminal or addictive thinking) and reflects one of your values reflected in the choices you made in this example. You chose to stay in the place where illegal activity was – that was your choice!

- Are you being arrested for your behavior or her/his behavior?

Did you know your girl/boy friend was selling drugs and buyers were coming to the house? …Yes? You are responsible for what you do and you did give the bag to someone. Did you choose to do that? …Yes? You chose to still do behavior that at the very least was being in possession of drugs …Yes? You chose to risk being in possession of drugs.

- Is what you did wrong?
- Who was responsible for your behavior?
- Whose fault was it?
- Who placed you at risk (s/he or you)?
- Who is responsible for you?

Principles are guidelines for human conduct. They are fundamental and trying to live a life based on their opposites is useless and a waste of time and life. Why would anyone – why would you –consider unfairness, deceit, greed, mediocrity or any of the other “values” you may have been operating under expect a life of lasting happiness and success?

Think about this statement:

“Your best thinking is what got you here!”
Section 6: Goals & Goal Setting

Objectives:
At the end of this section, the participants will be able to:
- Learn how goals differ from good ideas
- Understand the importance of a life purpose
- Learn about personal mission statements
- Know the S.M.A.R.T. system for goal setting

Topics:
- Goals & Goal Setting
- Life Purpose, Mission & Calling
- Mission Statements
- The S.M.A.R.T. System
What are goals and how do you feel about them?
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____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

“All disappointment is due to unmet expectations.”

Before anyone can set a goal it is important to have some basic information. There are two questions that most people don’t ask let alone answer:
1. Who Am I?
2. What is my purpose?

What is your purpose? (Why do you exist?)
Another word for purpose is “mission,” meaning an assignment or task. This is one of the most important things to work on. Once you know who you are and why you exist, life can begin to make some sense. Remember that life is difficult, but once you understand it is difficult, it is only life. Everyone has problems, challenges and difficulties – you must learn to deal with them.

When you know your purpose, your mission or your “calling” in life you can use that as a measuring stick for decisions. When an opportunity comes your way simply ask, “Does this add to or take away from my purpose?” If it takes away from it the decision is easily made – even if it appears to be a good thing!

A mission statement is a brief written statement of the purpose and goals of a person or organization. It guides the actions, spells out overall goals, provides a sense of direction, and guides decision making.

What is the mission statement of every Police Department in America? __________________________________________________________

A personal mission statement is a brief description of what you want to focus on, what you want to accomplish and who you want to become in a particular area of your life. It is a way to focus your energy, actions, behaviors and decisions towards the things that are most important.

While there is no unique format or formula for creating your personal mission statement, the following guidelines may be helpful:

- Keep it simple, clear and brief.
- Your mission statement should touch upon what you want to focus on and who you want to become as a person.
- Make sure your mission statement is positive.
Include positive behaviors, character traits and values that you consider particularly important and want to develop further.

Think about how your actions, habits, behavior and character traits affect the important relationships in your life.

Create a mission statement that will guide you in your day-to-day actions and decisions.

Think about how your mission affects the other areas of your life. Will it conflict with or contradict something else? Is it balanced?

Make it emotional. Including an emotional payoff in your mission statement infuses it with passion and will make it even more compelling, inspiring and energizing.

Remember that your mission statement is not cast in stone. It will continue to change and evolve as you gain insights about yourself and what you want out of each part of your life.

**Web Resources for writing a Personal Mission Statement:**
- www.franklincovey.com/msb/missions/login
- www.timethoughts.com/goalsetting/mission-statements.htm
- www.missionstatements.com

**Ask yourself these tough questions:**

- How much are you willing to take control of your life?
- How do your ideas about other people affect what happens to you?
- Do other people react to you the way you expect them to react?

**GOALS** can be long-term or short-term and there are 5 key elements for a goal to be a goal.

A goal must be S.M.A.R.T. –

1. **Specific** – detailed, not vague
2. **Measurable** – progress can be plainly determined
3. **Achievable** – can be accomplished
4. **Realistic** – grounded in reality
5. **Timely** – a start and a finish time/date.

Another important part of goal setting is No Alternative – no “Plan B!” – this may seem to fly in the face of common sense but if there is an alternative it will distract you from your original plan.
(“If I can’t find work I know how to make some money on the streets.”) This is followed by excuse-making, also known as rationalizations. (“I have to feed my children; pay my bills, etc.”)

The following sets of questions are to help you begin to focus, think, plan and achieve your goals:

4 QUESTIONS:

1. Where do I want to be in life?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. How will I get there?

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____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

3. What will get me there?

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____________________________________________________________________________
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4. What could stop me?

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5 STATEMENTS TO CONSIDER:

1. All my life I wish I could…

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____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Section 6: Goals & Goal Setting

2. I would love to learn to...

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____________________________________________________________________________
____________________________________________________________________________
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____________________________________________________________________________

3. If I could start all over again I would...

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____________________________________________________________________________
____________________________________________________________________________
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4. One thing I want to change in my life is...

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____________________________________________________________________________
____________________________________________________________________________
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5. I would like to have...

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WHAT SHOULD I DO WITH MY LIFE?

1. How have my parent’s / caregiver’s expectations affected my choices?

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____________________________________________________________________________
____________________________________________________________________________

2. What are my assumptions about money?

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____________________________________________________________________________
____________________________________________________________________________
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. With whom should I surround myself?</td>
<td></td>
</tr>
<tr>
<td>4. How much power does my environment have over me?</td>
<td></td>
</tr>
<tr>
<td>5. How have I been trapped by success?</td>
<td></td>
</tr>
<tr>
<td>6. Am I willing to spend time before letting my dream manifest itself?</td>
<td></td>
</tr>
<tr>
<td>7. What assumptions did I make when I was young about what I'm good or</td>
<td></td>
</tr>
<tr>
<td>not good at?</td>
<td></td>
</tr>
<tr>
<td>8. Am I afraid of looking inward?</td>
<td></td>
</tr>
<tr>
<td>9. Am I willing to spend time looking for an answer?</td>
<td></td>
</tr>
<tr>
<td>10. What am I naturally curious about?</td>
<td></td>
</tr>
</tbody>
</table>
Passion!

“Passion is the genesis of genius.” – Anthony Robbins

“Nothing great in the world has ever been accomplished without passion.” – Hegel

One definition of passion is a willingness for the object or cause of your passion. Another way of looking at passion is to ask yourself what is really important to you. Do you have a passion for your family? Your work? Helping people? What are those things in life that hold your attention? Those are all indicators of your passion. On the negative side of things if you have an addiction or other compulsive behaviors those things may be your passion. Things like excitement, power or control.

There is a problem with passion – it requires an honest look deep inside, an inspection of who we really are and what we stand for. Passion is rare because it requires courage and courage is always a character issue – a heart issue. When we look at ourselves we may find a lot we don’t like and often what we have become is far from what our purpose is. Another way of looking at passion is to ask what am I willing to “suffer for?” Not in a painful way but what are you willing to give up to follow your dream: Time? Money? Comfort? Status? Reputation?

Imagine you are reading a news magazine like Time or Newsweek and something really captures your attention. Whatever it is might be a clue to your passion, your purpose or your mission.

What are you passionate about? (Don’t confuse this word with sex or illegal activities.)

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Success:

Everyone has the power for greatness – not for fame, but greatness. Greatness is determined by service. All of us need a vision for our lives and even as we work to achieve the vision we must surrender it to the greater power than we know. If you want to have success you can’t make success your goal. The key is not to worry about being successful but work toward being significant. The success will naturally follow. How do you serve your way to greatness? When you shift your focus from success to service, your work will instantly have more meaning.
My Personal Goals:

A goal is different than a good idea. Goals begin with an idea but for the achievement process to succeed there are important guidelines or principles that will determine the outcome. (Review the S.M.A.R.T. rules from earlier in this Section.)

- Write down a goal you have. (short-term or long-term)

- How specific is it? (details)

- How measurable is it? (from beginning to end)

- How achievable is it? (by you)

- How realistic is it? (be honest)

- How timely is it? (start/finish)

Is your goal attainable within your time frame? Don’t set yourself up to fail. “Fail to plan; plan to fail” is more than a saying. If you have one big goal it needs to be broken into smaller short-term goals. You will do better with small manageable steps than grand plans. There must be action steps tied to your goal and be flexible but without a “Plan B.” Expect barriers to your goals; they are part of the process.

Personal Planning:
This would be a good time to review your Personal Transition Action Plan from Section 1 to see if you need to modify or update your short-term goals following your release from incarceration. It is important to write down your goals because thoughts are often vague. A written plan requires you to be specific. This is hard work. It requires time, energy and thinking. You can do it, don’t give up!
Section 7: Social Situations

Objectives:

At the end of this section, the participants will be able to:

- Understand the importance of good communicating
- Learn the importance of asking good questions
- Learn how body language communicates
- Know the differences between passive, assertive & aggressive behaviors
- The importance of boundaries

Topics:

- Communications
- Active Listening
- Body Language
- Passive, Assertive & Aggressive Behaviors
- Boundaries
The arena of social situations is broad and covers most of life. Anytime we find ourselves interacting with another human being that is a social situation. Sometimes they are casual encounters – a store checkout clerk or simply walking by someone in a hallway. Other times social situations can be complex depending on relationships – acquaintances, associates, friends, family – and even within these relationships there are different degrees of intimacy. Another way to understand these relationships is to see them as forms of communication – from formal to informal, close to distant. The key to all social situations is to understand one basic principal: the only person you are responsible for, and the only one you can change, is you.

**What is communication?**

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Communication is defined as being able to transmit, exchange information, to speak with, to talk or use writing. Communication affects relationships, work and income and reflects not only ideas but also what you believe. Remember: "It’s not what you say but how you say it!"

**What is the most important part of communication?**

____________________________________________________________________________

**Why?**

____________________________________________________________________________

**Forms of Communication:** Words, sounds and nonverbal actions are the 3 forms of communication.

For effective communicating what do you think is the most important form? ____________.

Next most important form? _____________. Least important form ? _____________.

What percentage (%) of effectiveness would you apply to each of your choices? (Total 100%)

1. ________ % 2. ________ % 3. ________ %

**The Basic Rules:** (Remember: "It’s not what you say but how you say it!")

1. You cannot *not* communicate. (Even refusing to answer a question is communicating.)
Active Listening is listening that truly involves the listener. Listening is not the natural process you may believe it is. You have control over your listening ability and can learn to be a better listener.

Why is listening so important?
An obvious answer is that you may miss important information or misunderstand instructions if you do not listen. In addition, people like to be heard. Most people really appreciate it when someone seems to listen to them and understand their point of view. When you really listen to people, you will find they are more receptive to you and your ideas.

Why is listening so difficult?
The basic problem is that we can listen about three times as fast as we can talk. This means that there is a lot of extra time for our minds to wander, or for us to start planning what we will say next.

Sometimes emotions interfere with listening.
If you are anxious, angry or fearful it will be harder for you to listen and concentrate on the speaker. If you are trying too hard to make a good impression (over-selling yourself) and worry about what the speaker thinks of you, you can miss what they are saying and make a poor impression in spite of your efforts.

Now that we have determined that listening is the most important aspect of communication let’s look at how to be a better listener:

1. Pay attention – the moment you notice your mind wandering, stop and get back to what the speaker is saying. If you get bored listening becomes difficult.
2. Keep your mind open – do not assume you already know what the speaker is going to say. Don’t follow his thoughts to your conclusions.
3. Encourage the speaker to talk – statements such as, “Yes, I see what you mean,” will show you are listening.
4. If you don’t understand something, ask – if you are unsure of what is being said re-phrase what you thought was said to clarify.
5. Relax – take a few deep breaths, tell yourself you are simply there to listen.
6. Take time – if put on the spot with a tough question give yourself time to think before responding.
Asking Questions

How do you ask questions that not only appear intelligent but also result in answers that satisfy the information you are seeking? Here are some tips for asking more open-minded and informed questions.

Steps:
1. Start with something simple. Asking something simple first lets the information provider know that you are about to state your opinion but that you fully realize that you do not comprehend the whole story and that you are hoping they can fill in some gaps.
2. Define exactly what it is you want to know. Before you ask a question, it is important to have a concept of what is unclear about the information in your head.
3. Never ask a question in an aggressive manner. This indicates that you are only asking the question to prove to the other person that you are right and they are wrong. Ask because you are genuinely interested. Otherwise, you will receive a defensive and less than helpful response.
4. Lay your ideas and assumptions on the table. Take care to make sure that the other person is fully aware of exactly what your current thinking is and why you think it.
5. Ask politely and second-guess carefully. You are seeking information to fill a gap in your knowledge and here is the person who may have the answer, so be polite!
6. Be gracious. If you find the information provider is beginning to feel uncomfortable and maybe out of their depth, do not press the issues. Back down and thank them.

Tips:
- Do not use big words. They will make you sound pretentious (try to sound intelligent by using “big words”).
- For certain questions, do some research ahead of time.

Warnings:
- Never ask a question just for the sake of it, whether to bring attention to yourself or for appearing smart. That is the worst possible motivation for asking a question.
- Watch out for getting aggressive at the response you get if you don't like the answers. If you're not willing to receive any and all answers, don't ask the question.
- Sometimes a person can answer aggressively to your innocent query. Don't fret; just ask your question in another way.

Getting What You Want (DEAR MAN)
- **Describe:** Describe the current situation.
- **Express:** Express your feelings and opinions about the situation.
- **Assert:** Assert yourself by asking for what you want or saying no clearly.
- **Reinforce:** Reinforce the person ahead of time by explaining the positive effects of your need.
- **Mindful:** Focus on your objectives.
- **Appear:** Be effective & competent with your voice tone, eye contact & physical manner.
- **Negotiate:** Be willing to give to get; offer alternative ideas; focus on what will work for you.
Body Language:

Remember, “It’s not what you say but how you say it?” Body language is another way of how we communicate. The way you move is your autobiography in motion, or words heard with the eyes. Body language is how people reveal certain truths through the movement and stance of their physical selves.

Just like a neon “OPEN” sign in the window of a local shop signals they are open for business and you are welcome to enter, so do certain body gestures. The way in which we present ourselves gives the first clue as to how receptive and approachable we are to everyone that we meet and interact with.

Body Language Is a Two-Way Street
When you are communicating with someone face-to-face, the words coming out of your mouth may actually carry very little weight. People are likely to be more influenced by the tone of your voice and the way that you express yourself through your body language. However, body language is definitely a two-way street. Not only can it help you communicate your message more clearly to others, body language also reveals how you are reacting to what others say to you. While your verbal response may be worded politely, your body language can betray your true attitude.

Fortunately, by consciously working at it, you can show people that you really are listening to what they are saying. People will feel comfortable talking to you if you take a relaxed stance. If you are curious or enthusiastic about what someone else is communicating, don’t be afraid to let it show in your face. Making direct eye contact and slightly leaning forward are some of the best cues to let others know that you are interested.

The Handshake
You can judge a lot about a person by their handshake. A firm solid handshake is the way to go about greeting a fellow human being with respect. Have you ever extended your hand to shake someone else’s and found that you weren’t sure if it was a hand or a dead fish you were shaking? Not a good impression is it? A lasting impression all the same and in so brief an encounter. So next time you reach out and make a good impression, really give them a hand they will count on.

Arm Gestures
Arm gestures are our personal directional signal as to whether a direct approach is a go ahead or caution is needed. The more outgoing a person is the more they will move their arms in large gestures while a more insecure or shy person will hold their arms close to their body. Crossing your arms in front of your body is defensive and a real “no-no” unless of course you want to show displeasure or disapproval.

Think of the stance your mother may have held when as a child you had just tracked across her freshly washed floor with muddy shoes. Can you just picture her standing there with arms folded...
across her chest? Got the picture? Crossing body parts, arm or legs signifies that you are closing yourself off to others.

Don’t forget about the hands at the end of your arms. You can’t have them just dangling like some kind of wilted flower. You want to appear friendly and open, and so your hands should appear open. The palms of the hands in a slightly upward and open position signify earnest sincerity. Being who you really are is the best way to present yourself. A philosopher once said, “Be the person you pretend to be.”

You can also listen with your eyes by observing what another person’s body language is saying. You can listen with the eyes by observing the way people walk. Do they slump? Do they walk as if they have the weight of the world on their shoulders? Is there a bounce or swagger in their step? Do they pound the earth with their feet as if they are angry at the world beneath them?

By being aware of your body language and others you can become a better listener and a better communicator.

### Body Language Signals:

<table>
<thead>
<tr>
<th>Nonassertive</th>
<th>Assertive</th>
<th>Aggressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTURE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slumped, shoulders forward</td>
<td>Erect but relaxed</td>
<td>Erect, tense, rigid</td>
</tr>
<tr>
<td>Shifting often, chin down</td>
<td>Shoulders straight, few shifts</td>
<td>Shoulders back, jerky shifts or</td>
</tr>
<tr>
<td>Sitting legs entwined</td>
<td>Comfortable, head straight or</td>
<td>planted in place, chin up or</td>
</tr>
<tr>
<td></td>
<td>with a slight tilt</td>
<td>thrust forward</td>
</tr>
<tr>
<td></td>
<td>Sitting legs together or crossed</td>
<td>Sitting heels on desk, hands</td>
</tr>
<tr>
<td></td>
<td></td>
<td>behind head or tensely</td>
</tr>
<tr>
<td></td>
<td></td>
<td>leaning forward</td>
</tr>
<tr>
<td>GESTURES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluttering hands, twisted</td>
<td>Casual hand movements</td>
<td>Chopping or jabbing with</td>
</tr>
<tr>
<td>Motions, shoulder shrugs</td>
<td>Relaxed open hands, palms out</td>
<td>clenched hands</td>
</tr>
<tr>
<td>Frequent head nodding</td>
<td>Occasional head nodding</td>
<td>Pointing sweeping arms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sharp, quick nods</td>
</tr>
<tr>
<td>FACIAL EXPRESSIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifted eyebrows, pleading look, wide-eyed, rapid</td>
<td>Relaxed, thoughtful, caring or concerned look</td>
<td>Furrowed brow, tight jaw</td>
</tr>
<tr>
<td>blinking</td>
<td>Few blinks, genuine smile</td>
<td>Tense look, unblinking glare</td>
</tr>
<tr>
<td>Nervous or guilty smile, chewing lower lip</td>
<td>Relaxed mouth, shows anger with flashing eyes,</td>
<td>Patronizing or sarcastic smile,</td>
</tr>
<tr>
<td>Shows anger with averted eyes, blushing</td>
<td>serious look, slight flush or color</td>
<td>tight lips</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shows anger with disapproving scowl, very</td>
</tr>
<tr>
<td></td>
<td></td>
<td>firm mouth or barred teeth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extreme flush</td>
</tr>
<tr>
<td>VOICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiet, soft, higher pitch “uh’s”</td>
<td>Resonant, firm, pleasant, smooth, even-flowing</td>
<td>Steely quiet or loud, harsh</td>
</tr>
<tr>
<td>“ah’s” and hesitations stopping in mid-sentence</td>
<td>comfortable delivery</td>
<td>“biting-off” words</td>
</tr>
<tr>
<td>Nervous laughter, statements</td>
<td>Laughter only with humor</td>
<td>Precise measured delivery</td>
</tr>
<tr>
<td>sound like questions with voice tone rising at the</td>
<td>Voice tones stay even when making statements</td>
<td>Sarcastic laughter</td>
</tr>
<tr>
<td>end</td>
<td></td>
<td>Statements sound like orders or pronouncements</td>
</tr>
</tbody>
</table>

Bureau of Re-Entry Programs & Education  104  100-Hour Program  2013 Edition
Notice the headings of this chart and the words nonassertive, assertive and aggressive. We will look at these categories of behavior later but for the exercise following these are the three styles of communication to think about. Again, “it’s not what you say but how you say it.”

**Body Language Exercise:**

Given the list of body language signals above how would you classify the following examples? Answers will be either NAS=Nonassertive / AS=Assertive / AG=Aggressive

- 1. Elbows out, fists on hips.
- 2. Touching someone’s forearm as you speak with them.
- 3. While walking, putting an arm around someone’s shoulder and firmly grasping their shoulder on the side opposite you.
- 4. Shifting repeatedly from one foot to the other while standing.
- 5. Constantly nodding up and down.
- 6. Leaning back, propping up feet on desk, grasping hands behind head.
- 7. Looking at toes while speaking.
- 8. Leaning forward with hands grasped, elbows on knees while seated facing someone.
- 9. Rapidly tapping a pencil (like a drumstick) while listening.
- 10. Sitting with elbows on table, hands together, chin on hands while listening.
- 11. Standing with arms folded while listening.
- 12. Standing with arms folded, head tilted and legs crossed.
- 13. Looking over the tops of eyeglasses.
- 14. Twirling a pencil with fingers at each end while talking.
- 15. Elbows on table, hands together at fingertips forming a “steeple.”

**Behaviors:**

- **Assertive behavior is active, direct and honest.**
It communicates a message of respect for others and self-respect. By being assertive we view our wants, needs and “rights” equal with those of others. We work toward “win-win” outcomes. An assertive person wins by influencing, listening and negotiating so others choose to cooperate willingly, leading to success without retaliation and encouraging honest relationships.
Assertive people have the right to say “yes” and also “no” without any particular reason or excuse. They have the attitude and ability to disagree with someone without being disagreeable, angry or manipulative.

- **Aggressive behavior is about manipulating others through power and control.**
  It communicates a message of arrogance and disrespect. By being aggressive we put our wants, needs and “rights” above those of others. We attempt to get our way by not allowing the other a choice. Aggressive behavior is inappropriate because it violates the boundaries of others.

Aggressive people believe that other people are placed on earth to serve them and to satisfy their needs. Their behavior is selfish, unreasonable and demanding.

- **Nonassertive (passive) behavior is passive and indirect.**
  It communicates a message of inferiority. By being nonassertive we allow the wants, needs and “rights” of others to be more important than our own. A person behaving non-assertively will often be disregarded and following this path leads to being a victim. Consistent passive behavior is unhealthy.

Nonassertive people take whatever is dished out to them. They feel incompetent or feel guilty if they do not satisfy demands placed on them by others.

**NOTE:** There is a form of nonassertive behavior that is actually aggressive. Known as passive-aggressive it is actually a more serious form of aggressive behavior because it is manipulation cloaked in kindness or concern; it is deception at its most damaging.

Given the fact that you are incarcerated there is a pretty good chance that your main behavior style is aggressive or passive-aggressive. A simple test: Ask yourself how you would feel if your behavior(s) were experienced by you? Chances are you would not like them.

**Exercise: How Do You Respond?**

Imagine yourself in the following situation and answer honestly. Do not give the answer you think is right but how you would typically respond.

You are in a line at a store and in a hurry to get home. A man cuts in front of you.

_____ 1. I would feel irritated and angry, but would probably do nothing.

_____ 2. I would feel irritated and angry and would tell the man in a manner-of-fact voice that I was there first and ask that he go to the back of the line.

_____ 3. I would feel irritated and angry and would attack the man verbally telling him what I thought of his rudeness.

_____ 4. I would not have any feeling about the situation one way or the other.

_____ 5. I would feel irritated and angry, but I would not say anything to the man. I would complain to the cashier about how rude people can be and ask whether there is anything she could do about it.
What if it were a woman with a child who cut in front of you? ______________

How about an older person in a wheelchair? ______________

**Exercise: Which Is Which?**

Given the list of body language signals above how would you classify the following examples? Answers will be either NAS=Nonassertive / AS=Assertive / AG=Aggressive

_____ 1. “Only an idiot would think of a solution like that! Don’t you ever think before you speak?”

_____ 2. “You know, we might want to think about an alternative way, what do you think?”

_____ 3. “Oh, I can’t go – I have other plans.”

_____ 4. “I’m not completely comfortable with your solution. Will you please develop another option.”

_____ 5. “No thank you. I appreciate you asking me, but I really don’t enjoy the opera.”

_____ 6. “Opera,” you’ve got to be kidding!”

_____ 7. “This probably isn’t what you wanted, but I guess I wasn’t too sure about what you said, and anyway, I’m not very good at this kind of thing.”

_____ 8. “Well, okay, if that’s what you want to do.”

_____ 9. “Great idea! Let’s do it!”

_____ 10. “Tracy, please send this to all regional offices today.”

**Boundaries**

The inability to set suitable boundaries at correct times with the right people can be very destructive.

**What are boundaries?**
What Does a Boundary Look Like?

- In the physical world, boundaries are easy to see. Fences, signs and walls are all physical boundaries.
- Physical boundaries mark a visible property line that someone else owns.
- Boundaries also define us. They identify what is me and what is not me.

Examples of Boundaries:

- Skin - The most basic boundary.
- Words - The most basic boundary-setting word is no.
- Truth - There is always safety in the truth. (“You are only as sick as your secrets.”)
- Consequences - Trespassing on other people carries consequences.

What Is Within My Boundaries?

Feelings

- Your feelings are your responsibility and you must own them and see them as your problem so you can begin to find an answer to whatever issue they are pointing to.

Attitudes & Beliefs

- Attitudes have to do with your orientation toward something.
- Beliefs are anything that you accept as true.

Behaviors

- Behaviors always have consequences.

Choices

- You need to take responsibility for your choices; you are in control of your choices, no matter how you feel.

Limits

- You need to be able to say no to yourself.

Thoughts

- Establishing thinking boundaries involves 2 things:
  1. You must own your own thoughts. Many people have not taken ownership of their own thinking processes. They are mechanically thinking the thoughts of others without ever examining them.
  2. You must clarify distorted thinking. The easiest distortions to notice are in personal relationships. We rarely see people as they really are. Taking ownership of your thinking in relationships requires being active in checking out where you may be wrong.

Desires

- Many desires masquerade as the real thing.

Love

- Our ability to give and respond to love is our greatest gift.
A Summary of Boundary Problems

<table>
<thead>
<tr>
<th>Can't Say No</th>
<th>Can't Hear No</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Compliant:</em> Feels guilty and/or controlled by others; can't set boundaries</td>
<td><em>The Controller:</em> Aggressively or manipulatively violates boundaries of others</td>
</tr>
<tr>
<td>Can't Say Yes</td>
<td>Can't Hear Yes</td>
</tr>
<tr>
<td><em>The Nonresponsive:</em> Sets boundaries against responsibility to love</td>
<td><em>The Avoidant:</em> Sets boundaries against receiving care of others</td>
</tr>
</tbody>
</table>

The most important “boundary problem” one needs to be aware of is “the controller” since these are the types of individuals that can get you in trouble.

**The Controller: Not Respecting Others’ Boundaries**

- Controllers can’t respect others’ limits. They resist taking responsibility for their own lives, so they need to control others.
- Controllers are perceived as bullies, manipulative and aggressive. The primary problem of individuals who can’t hear no is that they tend to project responsibility for their lives onto others looking for someone to carry their individual responsibilities in addition to their crises and crushing burdens.
- Controllers come in two types:
  1. *Aggressive controllers.* There’s no place for someone else’s no. They attempt to get others to change, to make the world fit their idea of the way life should be. They neglect their own responsibility to accept others as they are.
  2. *Manipulative controllers.* Less honest than the aggressive controllers, manipulators try to persuade people out of their boundaries. They indirectly manipulate circumstances to get their own way. They seduce others into carrying their burdens. They use guilt messages. Manipulators deny their desires to control others.

**Boundary Injuries**

- Controllers do lots of damage to others, but they also have boundary problems.
- Controllers are undisciplined people and have little ability to curb impulses or desires.
- Delaying gratification is difficult; that’s why they hate the word “no” from others.
- Controllers don’t take responsibility for owning their own lives. Having relied on bullying or indirectness, they can’t function on their own in the world.
- Controllers are isolated. People stay with them out of fear, guilt, or dependency.
- Sooner or later, someone will say “no” to us in ways that we can’t ignore. Observe the progression of “no’s” in the life of the person who resists others’ limits:
  1. the no of parents
  2. the no of siblings
  3. the no of schoolteachers
  4. the no of school friends
  5. the no of bosses and supervisors
  6. the no of spouses
  7. the no of health problems from overeating, alcoholism, or an irresponsible lifestyle
  8. the no of police, the courts, and then…prison.

**Alcohol and Substance Abuse**

- Probably the clearest examples of internal boundary problems, alcohol and drug dependencies create devastation in the lives of addicts. Divorce, job loss, financial havoc, medical problems, and death are the results of the inability to set limits in these areas.
Developing Healthy Boundaries

- We usually know what the right thing to do in life is, but we are rarely motivated to do it unless there’s a good reason. Pain motivates us to act.
- Even with the desire for a better life, we can be reluctant to do the work of boundaries for another reason: it will be a war. There will be skirmishes and battles, disputes, and there will be losses.

Exercise: What Can We Change?

Directions: List everything about you “in your skin” that you can change and can’t change in the left-hand columns. In the right-hand columns list everything outside of yourself you can change and can’t change.

<table>
<thead>
<tr>
<th>ME</th>
<th>NOT ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAN CHANGE</td>
<td></td>
</tr>
<tr>
<td>CAN’T CHANGE</td>
<td></td>
</tr>
</tbody>
</table>
Remember:
*You can’t think your way into a new kind of living, but live your way into a new kind of thinking.*

**Suggested Activity:**

Verbal Communication Lesson Activity
“Drawing Bugs”