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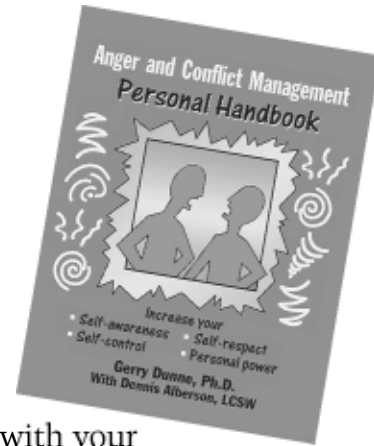
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Dear Colleague,

Welcome to the fulfilling challenge of teaching Anger and Conflict Management!

Whether you are an employed leader/trainer and will conduct the class as part of your job, or an independent contractor offering the class to various organizations for free or pay, I encourage you to follow this guide blended with your own creative contributions. The guide is geared to help participants derive maximum meaning from their text/guided journal, *Anger and Conflict Management: Personal Handbook*, in a lively, experiential and safe class atmosphere. Added to that, your unique personality and ideas will make the class come alive!



I developed this class over the latter part of 2002 and early 2003 while teaching it on a regular basis to one group after another as an independent contractor with the North (Clark) County Community Food Bank in Battle Ground, Washington where I live. The classes have been supported by a grant from Washington Mutual Foundation and are very well received. At this writing expansion to nearby communities is being planned. (More on this in the "Outreach" section, later.)

On these pages I offer some tips and ideas--ways to conduct and advertise the class that work well for me.

Getting Ready

As I went through the evolving process of putting this class together, I found it necessary to prepare on two fronts: *internal* and *external*.

Let me tell you about the internal side first. As all of my short stories in the handbook reveal, I have struggled with out-of-control anger beginning in childhood -- my own and that of others. For years I also struggled to understand and manage it and made some gains, but at length the time had come to face *all* of my personal history as well as my present attitudes and conclusions about anger. The course content and short stories came rushing out of me as a result. Amazingly enough, although I winced at many memories, the overall result was cleansing.

I assume you have entered this process already (or you wouldn't be planning to teach anger and conflict management) and I respect you for it. I suggest you keep

at your self-examination. Find your wounds and lick them. And find those times in your own past when anger may have used you--those are the times in all of our lives that level the playing field between us. If there's anything we need to be when we teach anger and conflict management, it's human--just as prone to feel anger and apt to get into snarls with other people as the participants in our classes. This doesn't mean you have to tell your classes anything you'd rather not reveal about yourself or anyone else. (I don't, and they know it. When I review the guiding principles in the first and second class sessions I point out that privacy is very important. I tell them I have done some things, and left some things undone, when in an angry state that I'm not proud of. I explain that I changed many names of real characters in the short stories and will share only those memories I am comfortable sharing in class. I encourage them to do the same.) The experiences I *do* share, however, and the lessons I learned from those experiences are of keen interest to the participants. I can predict with confidence that you will find the same to be true for you. Along with an accepting, non-judgmental manner, your personal stories tell the participants that anger belongs to us all, that managing it is a challenge everyone faces. This gives you credibility, which in turn allows them to take the class seriously and gain from it.

Now, let's turn our attention to the "externals."

Class structure

This guide provides directions for leading a ten-hour class in five, two-hour sessions carried out at regular intervals, generally one week apart. I conducted my first classes on five consecutive weekday evenings. Another option is to conduct the class in two five-hour sessions such as two consecutive Saturdays. There are tradeoffs with both approaches. The advantage of allowing a longer time for the participants to integrate the information with appropriate repeats of key concepts gained in the former format are reduced in the latter. However, the latter format has the practical advantage of making it necessary for participants to "show up" only twice instead of five times.

If you opt to teach the class in two five-hour sessions follow the structure in this guide leaving out three of the four "openings" and "reviews of the prior sessions" which appear at the beginning of the directions for each two-hour session. (One expanded opening and review will work for your second five-hour session.) This will create about an hour of extra time. If you take a more relaxed pace in delivering the five segments the extra hour may easily be filled but there are other options.

First option: Discuss the short stories and/or create a reader's theatre!

The short stories lend themselves well to discussion. If you set up a reader's theatre, take the role of narrator yourself or assign it to a series of participant volunteers. Give speaking parts of characters in each story--the statements inside quote marks--to volunteers. Read the story all the way through without interruption. Afterward, discuss it with the class from the point of view of what it taught the author and what it can teach us.

Second option: Bring in a guest speaker!

My husband, Dennis Alberson, an LCSW of many years experience (and source of numerous concepts in the *Personal Handbook*) makes a 30 to 40 minute visit to each of my classes when we are focusing on anger and family dynamics. First, Dennis makes a presentation of about 20 minutes concerning specific cases (with names changed, of course) where out-of-control, anger-driven behavior has had destructive outcomes within families he has counseled. He describes how he works with such families to change attitudes and behavior and what the results have been. A question and answer period follows. (I like to lighten things up by telling the participants this is their chance "to ask a shrink anything they've ever wanted to ask one but never had the chance.")

These presentations are refreshing for the participants, many of whom have never seen a counselor and have thought that doing so would stigmatize them. From these presentations participants are enabled to learn, first hand, that counselors, like themselves, are human yet very helpful people. If you are in touch with a licensed counselor who is willing to make such a presentation this may be your preferred way to fill the extra hour.

(If some participants wish extra professional help they may schedule counseling sessions with your guest speaker since you have "introduced" them to each other. Of course, if you are a licensed counselor your participants also have the same option to arrange for counseling sessions with you.)

When is it too late for new participants to join the class?

My recommendation is based on experience: an individual may join my class no later than the second session if it is a five-session class because a significant amount of review is offered in the second session. Coupled with the information in the *Personal Handbook*, this review usually works to bring these individuals "up to speed." In the case of a two-session class comprised of five hours per session, the second session is too late for newcomers to join. I urge these individuals to sign up for the next class.

What about Tuition and the “*Personal Handbooks*?”

Tuition may not be a consideration if you are offering the class as a benefit to a certain audience, such as employees in your firm, members of your church or association, or to students, faculty and/or parents in your school. However, tuition may be necessary to support the program in other circumstances. Our food bank charges tuition but for residents in our service area the cost is based on a “sliding income scale” with some individuals receiving full scholarships. In these cases we did ask most of them to pay for their handbooks, however. You are encouraged to set the tuition at a level that works for you. Be sure to cover your costs for the *Personal Handbooks*.

Every class member needs to have a *Personal Handbook* whether the cost is covered by the organization or by the participants themselves. I have found that many participants are more likely to value their handbooks if *they* pay for them. Tell the participants to bring their handbooks with them to each class session.

I have frequently had participants ask if they could purchase additional handbooks for persons who were not able to attend the class. (One person bought one for each of her fifteen grandchildren, most of whom were in their teens and twenties.) I was pleased to be able to handle her purchase and I encourage you to make extra handbooks available to your participants who may also want to purchase extras. For this reason I recommend you bring extra handbooks to each class session and let the participants know they can purchase them at the end of the session.

Why combine teens and adults?

First, I assure you that combining teens and adults in the class is an option and it's sometimes best if parents and their teen children attend separate classes. The guide and handbooks are structured with examples and scenarios that “speak to” both age groups. Likewise, the class has been structured so that it may be conducted with one group, or the other, or a combination.

Combining teens and adults in the class creates an additional challenge for the facilitator. However, it's been worth it for me for the following reasons:

- A very rich variety of viewpoints are present which makes the class even more interesting.
- Adults were teens themselves and are likely to gain renewed respect and empathy for teens by being with them and reminded of their issues.

- Teens will soon be adults and are likely to gain increased respect and empathy for adults by being with them and hearing about their issues.
- By encouraging members of both groups to attend you are also more likely to have full classes--an important practical consideration.

A Word about the Guiding Principles and Ground Rules

I cannot overemphasize how important it is to carefully review the guiding principles and ground rules for the class in the first *and second* sessions. The statement advising counseling if serious destructive urges are felt should also be reviewed. (These are in the handbook on page 1.) Since new participants may join the class in the second session of a five-session class they will not benefit from this discussion otherwise. Others can profit from a reminder.

This review sets the tone for the class assuring everyone that it will be a safe and stimulating experience, not one that will cause embarrassment, or worse. Of course, a certain amount of unplanned, spontaneous banter will occur and serves a good purpose. However, if a participant behaves in undesirable ways, like pointing a finger at a family member while announcing an anger-driven deed he or she may have done or seriously disrupting class in some other way, be ready to enforce the rules. First, remind the offender of the principles and ground rules. If the offense is repeated, talk respectfully with the individual during a break or at the end of class, asking for cooperation. Explain that you have a responsibility to the other members of the class to keep it safe and effective. Disruptions make it impossible for you to do your job as well as you could otherwise. This is usually all you need to do in extreme cases. But if this approach doesn't work, ask again privately, perhaps giving a warning that the individual will be asked to leave the class if the unacceptable behavior is repeated. Only as a last resort should someone be dismissed. For the well-being of the other participants you must be ready to do it, however, if the individual chooses to ignore your requests and warnings.

Tips for Conducting the Activities

I am an advocate of experiential learning and over my career have found that 19 out of 20 participants in my classes thoroughly enjoy "breaking away" from listening to pure lecture when given the chance to interact meaningfully with other participants. (Unfortunately, that one person in 20 is often very displeased about interacting with others and makes it obvious. I attempt to let these individuals know that I respect their preferences, but I stick with the agenda.)

The main experiential activities offered in this guide include dyads, groups of four, and teams with assigned tasks. Directions for conducting each activity are provided in detail. However, let's focus on each of these separately because each has some special considerations which should be kept in mind.

Dyads

Who partners with whom matters in dyads. Heterogeneity is the key factor: pair teens with adults and emotionally mature individuals with those who are less mature. Split up family members. Place a difficult individual with a very responsible one. If an odd number of participants exists become the partner of the individual without one. If you realize this is going to happen before the activity, plan to pair yourself with a person who seems likely to benefit from partnering with you.

Some of the dyad activities are more structured than others. In the less structured ones, it's a good idea to let the participants know when half of the time for their conversation has passed. I usually blurt loudly over their heads: *"If your partner hasn't spoken yet, give him or her a chance. The time is half gone!"*

Groups of Four

Four people in a group is an ideal number when a topic about personal experiences, feelings and thoughts are shared because it makes for a rich experience and has the powerful effect of increasing the participant's respect and empathy for one another. Groups of four usually "take care of each other" making sure everyone who wishes to participate has a chance. You can help with this by calling time: "Half of the time is gone. Be sure to give everyone a chance to have a turn in your group."

As in dyads, who meets with whom is very important. Take a strong hand in assigning membership of each group breaking up any difficult pairs, assigning family members to different groups and spreading the teens and adults, and mature and immature individuals out as much as possible. If one or two individuals are "left over" assign them to separate groups of four, creating one or two groups of five. If three are left over they can become a group. Don't participate in a group yourself. It is more important that you circulate and call half time.

Teams with Assigned Tasks

The "assigned tasks" referred to here are assimilating specific information from the handbook and then reporting it to the class, usually with a "dramatic demonstration" of some kind.

I have found that when I teach something I am bound to learn it! The same is true for the participants. I have also found that participants take each other seriously when they teach--sometimes more seriously than they seem to take me. This reality is a bit humbling, but why not capitalize on it?

Key considerations are, once again, assigning team membership on a heterogeneous basis: splitting up family members and difficult pairs, and spreading teens and adults, as well as mature and less mature individuals out among the teams as much as possible. Additionally, reduce anxiety about performing by reassuring the participants not to worry about trying to do a perfect job. The object is to get across the information to the group so that they will understand and remember it. Where dramatic demonstrations are concerned, urge the participants to be creative and have fun with this challenge. Urge the teams to involve everyone on the team in reporting and demonstrating as well as planning.

What if you don't have enough participants for the number of teams needed? In this case give each team two topics. Unfortunately, this will expand the amount of time needed for planning. Don't join a team yourself. You are much more valuable as a circulating consultant to all of the teams during planning periods.

Timing is an important variable. It is very easy for the teams to take longer than you would like to prepare, so be clear about how much time will be allotted for preparations as well as performances. I usually tell the participants they will have a shorter time than I think they will need. For example, I typically tell them they will have (five) minutes and at the end of that time some of the teams will invariably beg for more time so I give them (two) more minutes. This allows me to meet my objective of getting the performances started before (10) minutes are up. Had I given them 10 minutes to start with it would have been at least 15 minutes before we were assembled for the performances. During the performance portion of the activity, move things along as best you can. This is a difficult challenge because some very fruitful discussions emerge from these reports and performances. Remember, however, that if you let things drag, they will! As a result participants will tune out and the other activities you wanted to accomplish won't happen.

Outreach

This is a great class to advertise because everyone agrees that it's needed. Some people think others need it, not them, but I openly state with a grin that this is a class everyone needs, including me! That's why I'm teaching it!

Marketing is not my favorite activity, but I have found so much receptivity in the general population that it has actually been enjoyable. Being connected with our

local food bank has been very mutually beneficial. The class offers another vital way for the food bank to help people which is very satisfying to our coordinator, Elaine Hertz--a go-getter with great visionary attributes. Our Board of Directors has also expressed satisfaction and pride in offering the classes.

The success we experienced with our first class paved the way for one grant and, we hope, others so that we can continue to expand the program. The food bank is connected with numerous other non-profit agencies and organizations in our county and energetically encourages them through e-mails, memos, and direct presentations at meetings, to send their clientele and employees to the class. This support and enthusiasm is very encouraging to me as a facilitator who likes to have substantial numbers of participants in each class.

My own outreach activities have included:

- Organizing a new class series to take place in the fellowship hall of a church in a neighboring community. As a result the church has engaged its own outreach efforts even though the class is secular in nature.
- News releases and photos to county newspapers with most published.
- Visits with flyers and brochures to counselors in schools in the county.
- Visits with flyers and brochures to counselors in private practice in the area.
- Flyers and brochures to our county jail to give to offenders ordered to take a class in Anger Management.
- A presentation with flyers and brochures to all of the probation officers in the county's juvenile justice system.
- Announcements with flyers and brochures to every group with which I am associated.
- Announcements and distribution of flyers and brochures by helpful friends to the memberships of organizations they belong to.

See pages 58 and 59 to view the sample flyers we developed. These are included to give you ideas. You may use any of the language on them that you choose as well as the art in this guide and the *Personal Handbook*.

Determining and Reporting Results

In many cases a statement to decision makers (granting authorities, boards, company presidents, superintendents, etc.) must be submitted before support is given for any new educational program. Frequently these statements must be in writing and must show how the proposed class will be evaluated to determine its effectiveness. Much of the language needed for these statements can be found in both the *Personal Handbook* and this guide. Please feel free to use the contents for these purposes.

Note that the **Participant Information Form** (page 20) and **Participant Evaluation Form** (page 57) provide helpful pre and post content for stating how the results of the class will be determined and reported. One of the questions on the first form, which should be completed by participants at the outset of the class, is:

Please state or describe any specific questions, needs and/or expectations you have for the class.

The second form, which should be completed by the participants at the end of the class, includes this question:

"The class (please check one):

met
 more than met
 did not meet
my needs and expectations."

Explain that the responses of each participant to the first question will be read after the first class session in order to ensure that each question, need, and expectation will be addressed during the class. At the end of the class the participant's responses to all of the questions on the evaluation form will be examined and compared to their stated questions, needs and expectations on the former information form. In particular, the participant's responses to the question about whether or not the class met, exceeded, or did not meet participants' needs and expectations will be tallied. Results will be quantified and reported in writing.



Last Word

It pleases me much to paraphrase Ron Johnson, our City of Battle Ground, Chief of Police and President of the North County Community Food Bank, *“This class doesn’t just help a few people; it helps our entire community.”*

I wish you every success in your efforts to help yourself and others learn how to control and *use* the awesome power of anger!

Sincerely,

Gerry Dunne



A resident of Battle Ground, Washington, Gerry earned a Bachelor of Arts Degree at Chapman University in Orange, California, a Master of Science Degree at the University of Southern California, Los Angeles, and a Ph.D. in Psychology at the Saybrook Institute in San Francisco. She has served as a classroom teacher, university professor, publisher, business woman, counselor and trainer/consultant to a wide variety of organizations. She has authored and published over 20 manuals and texts including *Preventing Violence in Our Schools* (Jalmar Press, Carson, CA). Currently, Gerry serves two universities as adjunct faculty, consults, counsels, and teaches classes in Anger and Conflict Management. Awards include Outstanding Faculty at National University in San Diego and Alumnus of the Year, at Chapman University. Gerry is married, has two sons and two grandchildren.



First Class Session -- Two Hours **How Does Your Own Anger Affect You?**

Agenda

Themes: Honesty, Courage and Strength

- I. Greetings and Introductions
- II. Overview of participant's Personal Handbook
- III. Review of Guiding Principles for the Class
- IV. Activity: "How Does Your Own Anger Affect You?"
- V. Groups of Four: "Dealing with Anger"
- VI. Presentation: "Appropriate and Inappropriate Anger"
- VII. Groups of Four: "Anger: Feel It and Channel It"
- VIII. Challenges for the Coming Week: Homework and Life Work

I. Greetings and Introductions (about 10 minutes)

Before the participants arrive, create a friendly seating arrangement by placing the chairs in a horseshoe or concentric rings facing the flip chart.

You will need:

- Name tags
- Flip chart with prepared sheets. (These include the “Welcome” sheet and sheets for Activity IV and Activity VI.)
- Magic markers and pencils
- A copy of *Anger and Conflict Management: Personal Handbook* for each participant.
- A copy of the Participant Information Form for each participant on page 20.
- A copy of the agenda for each participant (optional). (This could also be posted.)

Wearing your own name tag, greet participants individually as they enter the room. Ask their names and write each person's first name in big letters with a magic marker on a name tag. After giving participants their name tags and *Personal Handbooks* invite them to sit down. On flip chart:

Greet the participants warmly and with an air of seriousness. Express your respect to them for being there. Point out the themes for the class on the flip chart and acknowledge them for already showing these qualities by coming to the class. Explain that they will know more about what the class will be like just as soon as they know who each other are.

Begin introductions by introducing yourself: name, role, and a short statement about your family and career. Example, *"I'm Gerry Dunne. Our Community Food Bank is sponsoring this class. I have a Ph.D. in Psychology. I'm married and have two sons and two grandchildren."*



Ask the participants to introduce themselves in a similar manner. Model attentive listening. No interruptions or distractions should occur during this important time.

II. Overview of Personal Handbook (about 10 minutes)

Ask the participants to turn to page iii of the in their handbooks and to write their names in the space provided. Encourage them to remember that this will be their own private journal. This means it would be a good idea to keep it in a private place.



Next, direct their attention to the **Contents** which begin on page v. Briefly review the five chapter headings and point out that they can see listed what each one covers. Point out that each chapter is preceded by a short story about the author's related personal experiences.

Note that the first three topics in the contents are the focus for this first class session. These are:

Guiding Principles for the Class

Anger: Feel It and Channel It

Chapter One: How does your own anger affect you?

Point out that some very good books and articles about anger management can be found in the **Resources** section at the end of the handbook.

III. Review of Guiding Principles for the Class

(about 10 minutes)

Ask the participants to turn to page 1 and to read along with you silently as you read the guiding principles aloud, then ask for comments. Next, ask the participants to read the second part on the page about the ground rules for the class to themselves as you read aloud. Again, ask for comments.

Be sure to direct attention to the statement at the bottom of the page which advises them that this class is not meant to take the place of professional counseling or therapy. It further advises them to seek professional advice if they have persistent destructive thoughts about themselves or someone else.

Point out that counseling can be extremely helpful to us all at certain times in our lives. If you know at least one competent counselor assure participants that you will be pleased to help if they would like a referral.

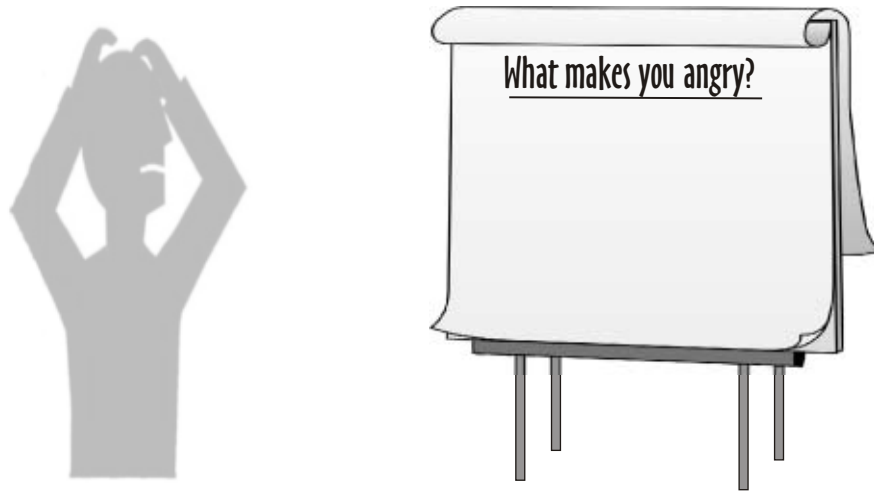
After this important review, ask the participants if they have any question about the guiding principles, ground rules, or recommendation to seek professional help if they become aware of the need for counseling. Make sure the participants

understand that the class will operate in accordance with these standards and that whenever necessary you will enforce them for the common good.

IV. Activity: "How Does Your Own Anger Affect You?" (about 25 minutes)

There are five steps in this opening activity which utilizes the opening pages of Chapter One.

Step One: Show the participants this heading on a blank sheet of chart paper:



Ask them to turn to page 7 in their handbooks. Read the heading and question together. Supply pencils as needed and encourage the participants to list as many things that make them angry as they can think of in three minutes in the space provided. Make your own list too.

At the end of three minutes explain: "*Later you are bound to think of more things that provoke you to anger. After class I encourage you to add more to the list and to write in the total number at the bottom of the page. But right now, let's make a group list. I'll start. Here's one of mine.*" (Write something that makes you appropriately angry under the heading, **What makes you angry?** Suggestion: *When people drive dangerously.*)

Ask, "*Who else has one--something you would feel comfortable sharing that I can write down on the chart?!*" As the participant's contribute, chart their statements in abbreviated fashion. Ask for more information from time to time and make your own comments. The object is to make it evident that all of us are angered by a variety of provocations.

IMPORTANT: Add a second provocation of your own that is an example of *inappropriate* anger but act like it is appropriate. (Suggestion: *When I'm doing housework and my spouse is resting.*)

Chart additional contributions from the group until the page is full.

Step Two: Explain, "*Anger has many degrees and levels. Some things make us furious, others just bother us a bit.*"

Read the next segment on page 7 with the participants which suggests they identify their degrees of anger and rank each statement on their list of provocations with a 5, 4, 3, 2, or 1.

After the participants have completed their rankings, direct their attention back to the group list and, taking each contribution one-by-one, ask the contributors to individually state the ranks they gave their statements. Be sure to include your own ranks of your own two provocations.

Step Three: Read the next segment on page 8 which asks how they experience anger. Ask, "*What images or forces come to mind when you reflect on your angry feelings?*" Give the participants time to write down an idea or two. Turn to a blank chart sheet and suggest another group list of images that have come to their minds. Doing this confirms that anger is a normal yet extremely powerful human emotion that can often be very difficult to understand and control.

Step Four: (This step and Step Five are the most important parts of this opening activity.) Read the next segment on page 8 with the participants which asks, **Is anger bad?** "*Think about a time when you became angry. Afterward, how did you feel about yourself?*"

Give the participants a minute to write down their responses.

Step Five: Ask the participants to read the next segment to themselves as you read aloud. It says:

Anger happens!

Many people have bad feelings about themselves when they feel angry or just afterward. They do their best to avoid anger or deny it when it happens. But anger is not bad--or good; it just is. Guilt, embarrassment, shame, etc. are unhelpful feelings about your own anger. The fact is that you feel what you feel. What you do with your anger is what matters!

Accepting anger is the first step in taking charge of it. (This takes honesty.)

Add your own comments. Stress this point: *“Many people feel bad about themselves after having angry feelings but those bad feelings just complicate things and intensify difficulties. It’s not useful to judge ourselves for our feelings but rather on our actions. Anger is normal just like all the other emotions and we need to accept it as such. The first thing people do, who manage their anger well, is accept their anger and the anger of others.”*

V. Groups of Four: “Dealing with Anger” (about 15 minutes)

There are four steps in this activity.

Step One: Assist the participants to form groups of four and then to introduce themselves to each other. (Take a hand in forming the membership of the groups. Separate troublesome pairs. Mix teens and adults. Place at least one strong, healthy adult in each group.)

Step Two: Explain that you will give them a topic to discuss for about six minutes- giving each participant one to two minutes to speak. Review the ground rules on page 1 of the handbook, then suggest this topic: *“Think of a time when you had a perfect right to be angry about something and you handled the situation well. Perhaps it was because something unfair or unjust was happening to you or someone else. If you are comfortable telling the members of your group about it, describe the situation, but leave out the names and identities of the other people who were involved. Also, tell about your feelings, what you did, how things turned out, and how you feel about it now.”*

Step Three: Ask for questions, then allow the participants to begin. Circulate. but don't insert yourself into any group's discussion. If asked a question, respond briefly and back out quickly. It is important that the participants be allowed to interact solely with each other at this point.

Step Four: (This is a transition to your upcoming presentation.) After most or all of the participants in each group have spoken to the topic ask for everyone's attention. While they are still seated in groups of four ask the participants these questions and model attentive and respectful listening to their responses:

“Could you relate to the situations you heard about?”

“Could you relate to the feelings other people in your group felt?”

“Who heard a description of a good way to handle yourself when you're angry?”