Session 4

Identifying Feelings & Looking at Consequences

Session Objectives

😊 Review concepts learned to date.
😊 Identify and label feelings other than anger.
😊 Distinguish between different types of feelings.
😊 Recognise both the costs and benefits of becoming aggressive.
# Session 4 Outline

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>10 min</td>
</tr>
<tr>
<td>Introduction to Identifying Feelings</td>
<td>15 min</td>
</tr>
<tr>
<td>Identifying Feelings: Exercise</td>
<td>25 min</td>
</tr>
<tr>
<td>Break</td>
<td>10 min</td>
</tr>
<tr>
<td>Looking at Consequences</td>
<td>20 min</td>
</tr>
<tr>
<td>Closure</td>
<td>10 min</td>
</tr>
</tbody>
</table>
Detailed Contents

Review of Last Week & Introduction to Identifying Feelings
(25 mins)

- Briefly review previous weeks and introduce today’s session. For example: “In the last couple of weeks we’ve been concentrating on trying to work out triggers, we’ve talked about how important it is to open the steam release to avoid the lid blowing off. Remember back to the difference between anger and aggression. What is the difference?”
- From above discussion, draw out – anger is a ‘normal’ feeling. Give example of another emotion, eg: “If someone close to us dies we would think sadness is a very normal and okay reaction.”
- Comment on the fact that there are quite a few different types of feelings and ask “How can you tell which feelings are which?”
- Out of the discussion, reflect the fact that feelings can be confusing and it’s sometimes difficult to tell the difference between one feeling and another.

Identifying Feelings: Exercise (25 mins)

- Ask group members to close their eyes, sit quietly and imagine a strong feeling – any feeling. Ask questions such as: What does it feel like? What colour does it have? How does it feel in your body?
- Write responses on white board.
- Facilitate a general discussion about feelings: Some questions to promote further discussion about feelings might include: “What have you learned about feelings?” “What’s difficult about feelings?”
- Use Hassle Logs to look at different situations and different feelings associated with each.
- Highlight the idea that different feelings can result in aggressive acts. Eg If you’re feeling sad but do not allow yourself to say so, you may become frustrated and aggressive.
- Introduce the idea that being true to yourself and your feelings means being able to identify what the real feeling is and being able to say so.
**DETAILED CONTENTS**

- Emphasise that it's okay not to know exactly how you're feeling, and that it may be a whole mixture of things.

**BREAK (10 mins)**

**LOOKING AT CONSEQUENCES: Introduction (20 mins)**

- Discuss the consequences of aggression.
- Have another look at hassle logs to consider the consequences of aggressive behaviour.

**CLOSURE (10 mins)**

- Reinforce participants for progress made.
- Ask participants to try to notice over the next week the different feelings that they may experience and to also note to themselves how it feels in their bodies.
- Remind them to continue to fill out Hassle Logs because we’ll continue to use them next week.

**PROCESS NOTES**

Most young people experience at least some ‘rewards’ for their aggressive behaviour. For example, they may receive strong peer approval, or they may feel that it is part of their identity. The discussion about consequences needs to acknowledge these ‘rewards’ without condoning the aggression. It is important that group leaders remain non-judgemental. The discussion should then be turned to what has motivated the young people to attend the group (ie the costs of being aggressive), so that the ‘costs’ of aggression can be weighed against the ‘benefits’.
SESSION 5

EFFECTIVE COMMUNICATION

SESSION OBJECTIVES

😊 Review concepts learned to date.

😊 Clarify why they get angry: introduce the notion of ’anger rights and responsibilities’.

😊 Introduce the concept of ‘loosening the lid’ by using assertiveness (‘straight talk’).
# Session 5 Outline

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review, and Introduction to Rights and</td>
<td>25 min</td>
</tr>
<tr>
<td>Assertive Communication</td>
<td>25 min</td>
</tr>
<tr>
<td>Break</td>
<td>10 min</td>
</tr>
<tr>
<td>Assertive Communication (cont.)</td>
<td>20 min</td>
</tr>
<tr>
<td>Closure</td>
<td>10 min</td>
</tr>
</tbody>
</table>
## Detailed Contents

### REVIEW OF LAST WEEK & INTRODUCTION TO ‘RIGHTS & RESPONSIBILITIES’

(25 mins)  
Briefly review previous weeks and introduce today’s session. For example: “Last week we talked about different types of feelings. We also talked about anger being a normal feeling which is telling you that you’ve reacted strongly to something and you might need to choose a way to deal with it.

- Ask: “When do you think it’s okay to be angry?”
- Brainstorm. Write on white board – participant to act as scribe.
- Reframe as ‘anger rights’.
- Introduce the ‘flip side’ (ie responsibilities). Eg “As you’ve just pointed out there are some circumstances when it seems okay to be angry, but along with that comes responsibilities. What do you reckon your responsibilities are when it comes to being angry?”
- Brainstorm. Write on white board – participant to act as scribe.

### INTRODUCTION TO ASSERTIVE COMMUNICATION (25 mins)

- Drawing from discussion on ‘anger rights’, begin to introduce the concept of appropriate anger expression. For example: “So, okay you’re angry and you think you have a right to be angry - how can you express this in an effective but non-aggressive way?”

- Group brainstorm on butchers’ paper under headings:

<table>
<thead>
<tr>
<th>PASSIVE</th>
<th>AGGRESSIVE</th>
<th>ASSERTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-verbal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BREAK (10 mins)

ASSERTIVE COMMUNICATION (cont) (20 mins)
- Use video clips to illustrate verbal and non-verbal examples of passive, aggressive and assertive communication.
- Use pause button – eg “has person responded passively, assertively or aggressively. How can you tell?”
- Add to butcher’s paper any extra things the participants think of.

CLOSURE (10 mins)
- Reinforce participants for progress made.
- Ask participants to notice over the next week passive, aggressive and assertive behaviours in others.
- Give handouts - Assertiveness and Anger Rights & Responsibilities, and ask them to read it for next week.
- Remind participants to do Hassle Logs because we’ll use them again next week.

Butcher’s paper & Marker (from previous exercise)

Handouts (Appendix 2):
Anger rights and Responsibilities (A5 size)
Assertiveness (A4 folded to A5)
Session 6

Effective Communication (cont.)

Session Objectives

😊 Review anger rights and responsibilities.
😊 Further consolidation of assertiveness skills.
# Session 6 Outline

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of Last Week</td>
<td>10 min</td>
</tr>
<tr>
<td>More on Assertiveness</td>
<td>25 min</td>
</tr>
<tr>
<td>Break</td>
<td>10 min</td>
</tr>
<tr>
<td>Assertiveness Role Plays</td>
<td>20 min</td>
</tr>
<tr>
<td>Review Hassle Logs</td>
<td>20 min</td>
</tr>
<tr>
<td>Closure</td>
<td>5 min</td>
</tr>
</tbody>
</table>
DETAILED CONTENTS

REVIEW OF LAST WEEK (10 mins)
- When is anger okay?
- Assertiveness – introduce by asking if they had a chance to look at handouts. What is assertiveness? Why be assertive? Did they notice during last week how other people responded?
- Discuss.

MORE ON ASSERTIVENESS (25 mins)
- Relate assertiveness to pressure cooker: For example:
  - “When the lid is clamping the feelings in tight, there is a huge build up of pressure. Assertiveness allows the feelings to be expressed in a way that doesn’t cause more problems. Being assertive is like having a loose lid, so that steam can escape when it needs to and there’s no build up of steam. Being passive means keeping the feelings clamped in tight. Being aggressive means letting everything explode in one big mess.”
- Discuss the verbal and non-verbal characteristics of passive, aggressive and assertive expression (review from last week).
- Write responses on whiteboard with a participant acting as scribe.
- Note that they are probably familiar with the aggressive response so we need to spend some time looking at the assertive response.
- Introduce a guide for assertive communication. Explain, for example:
  It has non-verbal elements eg eye contact, voice steady, as well as verbal elements. A good guide to responding assertively is the following –
  (assume you’re angry about something)
  “I hear what you are saying. This is how I feel...
  This is what I’d like to happen...
  This is what I’ll do about it.”
- Point out the use of ‘I’ messages when being assertive. This avoids placing blame on anyone.

EQUIPMENT/ACTIVITY

PROCESS NOTES

White board & Marker
and is more likely to diffuse the situation.

- Emphasise the need to stay calm.

BREAK (10 mins)

ASSERTIVENESS ROLE PLAYS (20 mins)
- Facilitators to enact role plays.
- Ask participants to notice the non-verbal and verbal characteristics, and add any to list on white board.
- Emphasise the use of ‘I’ messages, and that the young person in the role play stayed calm when being assertive.

REVIEW HASSLE LOGS (20 mins)
- Any examples of assertiveness? If so, focus on these.
- Take some other examples when participants responded aggressively and work out alternative assertive response.
- Participants or facilitators can role-play.
- Brainstorm problems that the participants might encounter when they try to be assertive, eg people thinking that they’re “acting smart”.
- Problem-solve solutions to these.
- Reflect on the earlier role play. Remind participants that when the son/daughter was assertive, the parent first got angry, and the son/daughter had to remain calm.
**CLOSURE (5 mins)**

- Emphasise the need to practise skills.
- Remind participants of skills they’ve learned.
- Give brief introduction to next week’s session.
- Remind participants to use Hassle Logs.

For example, all this may be explained as follows:

“There’s just two weeks left now and next week we’re going to look at another really effective strategy for managing anger – one that can stop you being angry in the first place. In the meantime, practice the other skills you’ve learned as much as possible. Think about your triggers and whether you can avoid them, let off some steam before you do anything else, if you decide you’re still angry and it’s worth being angry, say what you need to say in a ‘straight way’ by being assertive. Use the Hassle Logs next week to record a couple of times when you get angry.”
ROLE PLAY SCRIPTS – For Facilitator demonstration

To illustrate passive, aggressive and assertive responses

**Passive Script**

Parent (somewhat aggressively) - Look you're going off to this group every week, I want to know what you're talking about. I reckon as your parent I've got a right to know what’s going on. I bet you talk about me! What is it you’re saying?

Son/daughter (Looking sheepish and avoiding eye contact) - Gee I’m sorry mum. I didn’t mean to upset you. I guess that was really selfish of me.

Parent - Too right it upset me - yeah you are pretty selfish sometimes.

Son/daughter (eg hand to head and quiet voice) - Gee I feel really bad - I’ll try and think what we did.

Parent - well get on with it then, I haven’t got all day.

Son/daughter - Well they told us something about cooking pots or saucepans or something and (gp members name] told us how she kicked her cat last week, and [gp members name] told us that he got in a fight and I said that everything’s great at my home.

Parent - well I should think so too.

Son/daughter - do you want to know anything else?

**Aggressive Script**

Parent (somewhat aggressively) - Look you're going off to this group every week, I want to know what you're talking about. I reckon as your parent I've got a right to know what’s going on. I bet you talk about me! What is it you’re saying?

Son/daughter (Looking very aggressive, moving closer, puffing out chest etc) Just lay @#$%^ off would you. You just go on and on and on and on. I can't believe what a $@%*# you are sometimes. You're ALWAYS sticking your damn fat nose into my affairs. You NEVER leave me alone.

Parent (shouting) - Watch your mouth! Just who do you think you're talking to young lady/man. You think you run this place. All I want to know is just a little tiny bit about your day and you treat me like @#@%. I just can’t wait for you to grow up!

Son/daughter (Even louder) - Me to grow up??!! ME??!! You're the one who needs to grow up! You're an idiot. You act like a 2 year old, you're unbelievable!

Mum/Dad (even louder) - Don’t you dare shout at me!
ROLE PLAY SCRIPTS (cont.)

Assertive Script

*Mum/Dad (somewhat aggressively)* -
Look you're going off to this group every week, I want to know what you're talking about. I reckon as your parent I've got a right to know what's going on. I bet you talk about me! What is it you're saying?

*Son/daughter (Looking parent in the eye; keeping voice level)*
Look mum/dad. I can see you're worried (pause) but when you say things like that, it makes me feel really irritated.

*Mum/dad (shouting)*
Hey, don't you give me that cheek, I have a right to know what's going on.

*Son/daughter (Staying calm)*
Mum, look I CAN see you want to know, but I just feel angry when you shout at me. If you just cool it down a bit then we'll be able to talk.

*Mum/Dad (A bit less aggro than before)*
Well! All right then. [pause] All right, so you'll tell me.

*Son/daughter*
Mum, I know you want to know what we do and say in the class but it's not something that I feel like talking about at the end of the day, and it does irritate me when you ask me. If you don't ask me in future I'll probably feel more like telling you things in general.
Session 7

Using Self-Talk to Manage Anger

Session Objectives

😊 Understand that thinking affects feeling.
😊 Understand the use of self-talk in managing anger.
😊 Prepare for group completion.
## Session 7 Outline

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>20 min</td>
</tr>
<tr>
<td>Using Self-Talk to Manage Anger</td>
<td>20 min</td>
</tr>
<tr>
<td>Break</td>
<td>10 min</td>
</tr>
<tr>
<td>Using Self-Talk (cont.)</td>
<td>15 min</td>
</tr>
<tr>
<td>Relate Self-Talk to the Pressure Cooker</td>
<td>10 min</td>
</tr>
<tr>
<td>Closure &amp; Preparation for Final Session</td>
<td>15 min</td>
</tr>
</tbody>
</table>
REVIEW (20 mins)
- Ask how they went with using the skills learned last week.
- Using the ‘hassle log’ format go through any examples they have of assertiveness.
- Reinforce examples of assertiveness.
- Notice and point out any other skills used that relate to previous weeks, eg letting off steam, dealing with triggers.
- Put up illustration of pressure cooker done in previous week, and relate their triggers and responses to the pressure cooker model.
- Point out that Loosening the Lid is a constructive way of dealing with angry feelings.

USING SELF-TALK TO MANAGE ANGER
(20 mins)
- Move on to recognising how thoughts affect feelings, by telling the group something like:

  “Loosening the lid (being assertive) is a really handy way of dealing with things once you’re angry. Another really powerful way to prevent explosions is to not get angry in the first place. You can do this by turning down the flame. Turning down the flame means simply thinking in cool ways. How does this work?”

  “Imagine this scenario:
  [Write this up on butcher’s paper or white board as you say it, under headings of ‘trigger’, ‘self-talk’ and ‘feeling’.

  “You’re at work and your boss yells at you for not getting enough done. Let’s look at what could happen. If you were to think to yourself, ‘what an arsehole– he’s always picking on me, that’s so unfair’, how do you think you’d feel? [Angry] If, on the other hand, you were to think – ‘gee, he must be having a hard day, I’d better keep out of his way’ - how do you think you’d feel?.” [Calm/the same as before]

- Discuss with group.
- Ask for examples when they could have been angry, but their self-talk made them calm.
BREAK (10 mins)

USING SELF-TALK (cont.) (15 mins)
- Watch video to illustrate concept of self-talk.
- Use pause button after each ‘option’ to discuss what the young person was thinking and feeling.
- Explain how this is effective, for example: “This is a really powerful strategy in anger control because your self-talk can stop you getting angry in the first place. This gives you heaps of control. If you think about it in terms of the pressure cooker, if the flame is right down, the pot won’t be able get to more than a simmer.”

RELATING SELF-TALK TO THE PRESSURE COOKER (10 mins)
- Use hassle logs for getting their real-life examples of anger incidents.
- Write each strategy on diagram of pressure cooker under headings of triggers, cool self-talk, feelings.
- Have participants brainstorm and write up other examples of ‘cool’ self-talk which could be used in each situation.
- Reflect on what the resulting feelings are likely to be using the different self-talk.

CLOSURE & PREPARATION FOR FINAL SESSION (15 mins)
- Explain to participants that they’ve now covered all the essential skills needed for aggression and anger control.


Illustration of Pressure Cooker Model

This vignette shows a young man being accused by his supervisor of not working fast enough. In ‘option 1’ the young man gets angry; in ‘option 2’ the young man uses cool self-talk to remain calm.
Emphasise that the most important thing is to hone these skills through practice.

Use the analogy of driving a car – ie. that you can be shown the brake, clutch, steering wheel etc – but it’s essential to practice so that you become really good at it, your reaction time improves etc.

Emphasise that these skills can be used and practised in lots of different situations – you don’t have to be ‘full-on’ angry.

Give some examples – eg someone wants you to go out on Friday night and you don’t feel like it – say ‘no’ assertively; you’re feeling a bit annoyed that your mum and your sister are fighting – you can use self-talk to feel less annoyed, like ‘I guess that’s their problem, not mine’.

Encourage group members to try the skills, but emphasise that it will take time to get the hang of it, and just do the best they can.

Discuss with participants what they would like to do for the last session in next week. Be clear about restrictions as they apply to the setting or the facilitators, eg can’t go off-site. They may like all to bring something special for afternoon/morning tea.

Again remind participants that over next week they’ll be learning a lot just by trying to practice what we’ve covered in the sessions.

Ask participants to continue with hassle logs and we’ll use these again next week.
Session 8

Putting it Together

Session Objectives

😊 Review all concepts learned to date.

😊 Discuss what group members have found helpful and unhelpful.

😊 Prepare for possibility of relapse.

😊 Group closure.
## Session 8 Outline

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of Previous Week</td>
<td>15 min</td>
</tr>
<tr>
<td>Reflection on the Keeping Cool Program</td>
<td>15 min</td>
</tr>
<tr>
<td>Closing Down Activity</td>
<td>50 min</td>
</tr>
<tr>
<td>Relapse Prevention &amp; Closure</td>
<td>10 min</td>
</tr>
</tbody>
</table>
DETAILED CONTENTS

REVIEW OF PREVIOUS WEEK (15 mins)
- Give the participants the opportunity to discuss any incidents from the previous week.
- Elicit help from other group members where appropriate.

REFLECTION ON THE KEEPING COOL PROGRAM (15 mins)
- Ask the group members what they’ve found most helpful about the course – anything that comes to mind. Write the responses on butcher’s paper.
- Ask what they found unhelpful, noting their responses.

CLOSING DOWN EXERCISE (50 mins)
The remaining time should be spent informally doing whatever the group has decided for the final session.

CLOSURE (10 mins)
- Thank participants for their attendance and reflect on many positives that you noticed as facilitators.
- Hand out summary booklets.
- Tell them the work they’ve done is a fantastic beginning and that with continued practice they’ll become better and better at the skills. Remind them that if they would like or feel they need to do further work they should speak about this with their individual counsellors.
- Prepare them for relapse – For example: “you might find that you’ve been going just great

EQUIPMENT/ACTIVITY

PROCESS NOTES

Butcher’s paper & Marker

This is a good ‘closing down’ exercise. Participants are likely to be in agreement about what they liked and didn’t like about the course, leaving them with a feeling of cohesion from the group. Their responses may have more to do with group process than content, eg “knowing others have the same problem”.

Handout (Appendix 3 – to be assembled ahead of time): A Guide to Getting Along & Keeping Cool [summary booklet]
**DETAILED CONTENTS**

and then suddenly the old aggressive patterns start happening again. This is quite common and in this case go back and look at the summary booklet and if this isn’t enough you might just need a booster session with your individual counsellor.”

- Remind them that you will be contacting them next week for post-group interviews.

---

**EQUIPMENT/ACTIVITY**

**PROCESS NOTES**