3. "I STATEMENTS:
Upon recognizing your early warning signs,

 Anger. Be SENSITIVE to the fact that you may not need to voice your anger.

 Anger is a second feeling, not a first.

2. EARLY WARNING SYSTEM:
Notice the opportunities to become involved.

ANGER PREVENTION CONCEPTS TO
ANGER MANAGEMENT
Concises
4. TAKE SPACE®: Slow the process down whether you physically leave or just take a break in your mind. Get away, focus on yourself, put yourself in a safe space to avoid escalating the situation.

5. GROUNDING & CENTERING®: A physical and mental process designed to change the way you feel. First, find your tension spots and relax those areas. This involves noticing your breathing and changing to a comfortable body position. Next, you want to focus on what you are thinking and feeling. Often when we are at this place in the cycle we are trashing ourselves. STOP TRASHING! First, say a couple words to get your attention. Secondly, do at least two affirmations which are always positive and always true about you. Challenge yourself to be courageous. Finally, put the situation back into perspective. Take a look at the situation. Step back and compare it to the world... past, present, and future.

6. RESOLUTION: This is the opportunity to resolve your feelings about the situation. This may occur within yourself, with another person, or with a group of people. It is time to resolve when you have taken care of yourself and look to improve the situation, not begin anew with invitations. You may not change the other persons viewpoint but you are at peace with yourself. If you are not, return to Grounding and Centering.
Assignment: List ten in each category. Look for those which occur before anger.

Get to anger. and emotionally, before you What occurs to you, both physically and emotionally. Before you get to anger.

DEFINITION:

EARLY WARNING SYSTEM

ANGER MANAGEMENT

Early Warning System
Why did you choose these colors?

What colors did you pick?

Physical Early Warning Signs

Color in the areas where you feel your
What were the consequences?

Describe it on the cycle. Why did your anger look like and describe it on the cycle.

Assignment: Think of a recent anger situation for you and and

THE NAIVE ANGER CYCLE
1. Who are you likely to be with when you get angry?

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

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

ANGER RISK SITUATIONS
5. List six feelings that come before anger.

4. List six physical signs that come before anger.

ANGER MANAGEMENT

ANGER RISK IDENTIFICATION
Facilitator Guide

"I" Statements

Purpose:

A skill designed to express and take responsibility for your feelings rather than blaming others.

Definition:

1. This is an important area where students take ownership for their feelings.

2. Challenge students to be as creative as possible in identifying feelings.

3. Challenge students to write feelings down.

The homework may be helpful in that it allows students to write feelings down.

4. "I" feel that you...acceptable...often leads to blaming others and is not

The first few times they try it out.

Because it seems that the more students do, the more familiar they become with

the scenarios of homework assignments. We urge people to add to the list

using the skills.

I. This sets the foundation for role plays, which are often extracted from

necessary part of the program.

necessary fall on the continuum of the "anger cycle". We have found it a

necessary to resolve outstanding issues. While this does not

resolve, and begin to resolve outstanding issues. While this does not

have the individual take responsibility for his/her feelings, express his/her

feelings, Blame your own feelings on others is not acceptable in this class.
I feel jealous when you spend time with other friends because I am left out and it included. I feel hurt and embarrassed when people make fun of the way I dress because I spend a lot of time trying to look nice. Examples of "I" Statements

3. Finally, describe the consequence

When feeling is generated, state the circumstance around which the feeling is generated.

2. Secondly, state the circumstance around which the feeling is generated.

1. First, clearly state the feeling.

Steps to Formulating an "I" Statement:

1. "I" Statements

Definition: A skill designed to express and take responsibility for your feelings rather than blaming others.
5. You are five minutes late coming home. You are very seldom late but your parents ground you for the weekend anyway.

"I feel ______ when ______ because ______.

Now, think of some situations where you could use "I" Statements.
TAKING SPACE®

DEFINITION:
Removing yourself either mentally or physically, in order to take care of yourself.

PURPOSE:
Slow down or stop the Anger process. Stress that it is not to be used to load weapons and prepare for battle. Some people are familiar with the concept of counting to ten. We have found that counting to ten, at best, keeps the situation better prepared for the next step.

EXERCISES FOR PHYSICALLY TAKING SPACE©:

1. Place on the board the five basic steps to taking space.
   a. Include the first feeling with an "I" statement
   b. State your position
   c. Indicate that you will be gone (do not ask for permission)
   d. State a definite time that you will return
   e. Promise to work out the matter when you do return

2. Give the group three scenarios which elicit a feeling. Have each person in the group take space. Give the opportunity for feedback. Remember the general rule for feedback: kids first and then facilitators.

3. At the end of the following group, tell anyone they can leave after they demonstrate the skill after they have taken space (I feel then).

Facilitator Guide

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EXERCISES

I. The homework assignment has been most effective in helping students grasp this assignment.

2. Have them try the statements in different order. Don't be stuck with only one formula. The point is to come up with a formula that is comfortable and emphasizes responsibility for acceptance of feelings.

ANGER MANAGEMENT
DEFINITION:

TAKING SPACE

PHYSICAL

MENTAL

You yourself, in order to take care of physically, either mentally or remove yourself.
WHAT NOT TO DO

1. Blame others.
2. Deny your feelings.
3. Debate the matter.
4. Order others to do something.
5. Promise to work out the matter when you do return.

WHAT TO DO

1. Include the first feeling by using "I" statements.
2. State your position.
3. Indicate that you will be gone (do not ask for permission).
4. State a definite time you will return.
5. Promise to work out the matter when you do return.

ESCALATING THE SITUATION

Phvysically separate yourself from the source of conflict without escalating the situation.
You slow down the process of thinking by taking a break to leave the area. When you are unable to physically leave the area, you need to leave the area in your mind through different things to help slow down the process.
Assignment: Take the same example from the Naive Cycle and, using the skills learned in this class, tell us what you would do differently this time.