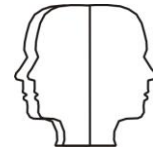


Lesson 14 – Social Skill: Responding to Anger



Summary and Rationale

With many offenders, it is automatic to respond to anger in others with anger of their own. This leads to a cycle of escalating conflict that often results in violence or other destructive behaviors. Therefore, learning to respond appropriately to anger is a critical social skill.

Concepts and Definitions

Anger is a common yet dangerous emotion. Appropriately **responding to anger** in others, especially when that anger is directed towards us, is an important skill that helps one to avoid violence and destructive conflict.

Objectives – As a result of this lesson the group members will:

1. Describe the importance of **responding to anger**.
2. Perform the steps of **responding to anger** during the lesson.
3. Perform the steps of **responding to anger** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role

Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with all Group Members

Activity 8: Assign Homework

Activity 9: Wrap-up

Supplements

Charts – Make before facilitating lesson. (See supplement section in each lesson for full text of chart page.)

Denoted in lesson plan with this symbol:



Handouts – Make copies before lesson. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



H-14-1-Pocket Skill Cards
H-14-2-Homework Sheet

Presentation Slides – Make transparencies if projector is not available. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



P-14-1-Lesson Title
P-14-2-Apologizing Definition
P-14-3- Apologizing Skill Steps
P-14-4-Homework
P-14-5-Homework, continued
P-14-6- Responding to Anger Definition
P-14-7-Responding to Anger Skill Steps

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E.1997. Champaign IL: Research Press

Activity 1: Homework Review

Welcome back to another session of **Thinking for a Change**! Before we learn a new skill, let's briefly review the skill we learned last time, **apologizing**.

Remember that skill was about practicing a way for one person to tell another person or a group of individuals that he/she is feeling sorry for or regrets something he/she did, said, or made happen.

Let's have a volunteer read the skill steps for us.

(Answer: Decide if it would be best for you to apologize for something you said or did; Think of the different ways you could apologize; Choose the best time and place to apologize; Make your apology.)



P-14-1



**Thinking
for a
Change**


Lesson 14 –
Social Skill:
Responding to Anger



P-14-2

Apologizing – Definition

A way for 1 person to tell another person or a group of individuals that he or she is sorry for, or regrets something he or she did, said, or made happen




P-14-3

Apologizing – Skill Steps

1. Decide if it would be best for you to apologize for something you said or did
2. Think of the different ways you could apologize
3. Choose the best time and place to apologize
4. Make your apology

If there is time, have individuals take turns reading a step of the skill and stating whether it is a

Your homework was to practice using the skill, **apologizing**. Take out your homework reports and let's quickly review.

- Tell us about practicing the skill: The situation, when you did the skill, where, and with whom.
- What was your thinking check-in?
- Describe specifically what you did to follow each step of the skill.
- Tell us another situation where you will use the skill.

Who would like to begin?

thinking step or an action step.



P-14-4

Homework Review

- Review the situation where you practiced the skill
- Read "when you did the skill, where, and with whom"
- Complete thinking check-in for the homework --- read your answers to the 4 questions in that section



P-14-5

Home Work Review cont.

- What did you do to follow each step of the skill? Be specific
- Describe another situation where you will use the skill again



Choose a group member and take a minute to review the homework.

Repeat with all group members.

This is a quick report of their practice with the social skill - don't spend too much time on any

Activity 2: Overview of Social Skill: Responding to Anger

Today, you will learn another important skill for getting along with others, either individually, or in a group. **Responding to anger** is a skill that you will use in difficult situations that may lead you into further trouble.

What do you think this skill, **responding to anger**, is about?

(Example answer: Reacting when another person shows you that he/she is annoyed, irritated, or aggravated with you or something you did, or with someone else or something he/she did.)

Why do you think it might be an important skill for you to have “in your pocket?”

(Example answers: If I don't use it I might do something that gets me into more trouble; or I might hurt myself or the other person.)

one's homework.
Reinforce appropriate
thinking check-ins.

Define the Skill

Responding to anger is a way to learn how to identify when another person is angry and to react to that person by expressing your thoughts and feelings, without hurting yourself or others.

Based on that definition, start to think about times when you may have had difficulty in situations where you had to respond to anger.

We will have an opportunity to talk about what **responding to anger** means to you and how you might use it in a little bit.

Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **responding to anger**. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future. Then you will have a chance to try it out here in class.

Review Action and Thinking Steps

Definition

Remember, every skill is made up of a number of steps. Each of the steps is either a “thinking” step or an “action” step.



P-14-6

Responding to Anger - Definition

A way to learn how to identify when another person is angry and to react to that person by expressing your thoughts, feelings, attitudes and beliefs, without hurting yourself or others



What was a thinking step about?

(Answer: A thinking step is something that you say to yourself and that can't be seen.)

What are we supposed to do when we do a thinking step?

(Answer: Point to our head to show people that what we are saying is to ourselves and is going on inside our head.)

And the second type, the action step, what was that about?

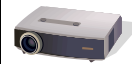
(Answer: It is called that because we can actually see the person doing that skill step.)

Skill Step Identification

Would *(group member name)* read step 1 of the skill and tell us if that is a thinking step or an action step?

(Answer: Listen to the other person who is angry. Action.)

That's right. Interestingly, this step is an action step. Does this step sound familiar to anyone? Exactly: **Active listening** was the first social skill we learned, way back in session 2. Since we learned it and you did your homework, we are assuming that this



P-14-7

Responding to Anger

1. Listen to the other person who is angry
2. Try to understand what the angry person is saying and feeling
3. Ask the other person to explain anything you don't understand
4. Show that you understand why the other person feels angry
5. In a pro-social way, express your thoughts and feelings about the situation



Discuss the fact that group members learned **active listening** in session 2. If appropriate, review the steps of **active listening**. When doing

skill is already “in your pocket.”

(Group member name) read step 2. Is this a thinking step or an action step?

(Answer: Try to understand what the angry person is saying and feeling. Thinking.)

Would *(group member name)* read step 3 of the skill? Is it a thinking step or an action step?

(Answer: Ask the other person to explain anything you don't understand. Action.)

(Group member name) read step 4 of the skill. Tell us if that is a thinking step or an action step.

(Answer: Show that you understand why the other person feels angry. Action.)

step one of **responding to anger**, group members to *do not* have to show all four steps of **active listening**, and they do not have to display the thinking steps of that skill: the assumption is that they learned the skill and did the homework, so the skill is therefore already “in their pocket.”

Be sure to take every opportunity to read the steps of the skill – don't just say the number when assigning the steps or referring to them.

Thank each individual and provide positive feedback for participation.

(Group member name) read step 5. Tell us if that is a thinking step or an action step.

(Answer: In a pro-social way, express your thoughts and feelings about the situation. Action.)

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

Activity 3: Model the Skill: Responding to Anger

Now Mr./Ms. _____ and I will model the skill for you.

Here is the situation.

Modeling Display Option #1 – For institutional settings, adult or youth:

My cellmate just realized I took his last clean shirt. He begins to yell as he moves toward me.

Modeling Display Option #2 – Probation or Parole settings:

I drive a city bus, and am required to stay



H-14-1

Pocket Skill Cards,
Responding to Anger

The purpose of a modeling display is to demonstrate the steps of the skill.

Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group setting; Youth, adult, probation, parole, or incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your

employed as a condition of my probation/parole. It was raining very heavily today, and when I approached a bus stop I splashed a customer that was about to get on board. She was very upset.

Modeling Display Option #3 – Generic setting for youth:

The person who lives in the next apartment comes into my apartment and starts yelling about his wife. He is angry because she has taken his car, his kids and all his money. She left a note saying she has gone to visit her best friend in another state and won't be home for a week. I know this person only a little, but he has always been friendly to me. I am afraid that his yelling might bring the manager or might even escalate into violence.

audience but the core elements should stay the same.

Tell group members which facilitator is modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when performing thinking steps (step 2).

Note that step 3 could technically be optional (if

Activity 4: Discuss Modeling Display

you believe you understand everything). However, it is important that facilitators always model how to do each step.

Exaggerate the steps to make it obvious for the group members.

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the step of the skill. Therefore, the only answer to these questions about performing the steps is always, “yes.”

When group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

In step 1, did _____ listen to _____? What evidence did you see or hear?

In step 2, did _____ “try to understand what _____ was saying and feeling?” What did _____ determine the other person was saying and feeling?

How about step 3? Did _____ “ask _____ to explain anything he/she didn’t understand”? What did _____ ask?

In step 4, did _____ “show that he/she understood why _____ was feeling angry”? What was said and done?

And step 5, did _____ express his/her thoughts and feelings about the situation in a pro-social way? What was said and done?

Group Members Identify a Specific Situation

(Answer: He/she pointed to his/her head and said...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

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Be sure that all group members identify a specific current or

Now that you have seen a model of the skill, what is a current or immediate future situation in which you might use this skill?

Think of something that is likely to occur before the next session.

This is important because what you identify and role play here you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When will you practice it? (Specific time and day.)
- Where will you practice it? (Specific location.)

Transition

Great, everyone has had the opportunity to describe the situation where they will use the skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

immediate future real life situation, identifying specific information such as: Who, when, and where.

It is critical that you get the group member to be as specific as possible.

Once everyone has had the opportunity to describe the situation where they will use the skill, have one group member volunteer to do a role play.

Remind the group that

Remember, everyone in the group will have an opportunity to try out the skill during this lesson.

Activity 5: Group Members Role Play Skill

To the Main Actor

Who is going to be involved as you practice the skill, **responding to anger?**

Set the Scene

Where will you be when you are using this skill?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill as best you can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

everyone will have an opportunity to try-out the skill during the session with the situation he/she has described.

Designate the volunteer as the main actor, and ask him/her to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation).

Set the stage for the role playing, including props, arrangements, and set description.

Prepare the main actor to follow each of the steps of the skill. For example, you might say to the main actor: "Be sure to point to your head for each thinking step."

Ensure that the main actor has a Pocket Skill Card and is facing either

To the Co-actor

Try to play the part of _____ as best you can.
Say and do what you think _____ would do in this situation.

Assign Each Group Member a Skill Step**To Group Members**

Watch carefully how well (*main actor*) performs the steps of the skill, because afterwards, we will discuss it.

In fact, (*group member name*), watch step 1 to see how well (*main actor*) listens to (*co-actor*).

(*Group member name*), look for step 2 and see if (*main actor*) tries to understand what the angry person is saying and feeling.

(*Group member name*), look for step 3 and see

a chart or a screen that has the skill steps on it.

Have the main actor brief the co-actor by giving him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members observing a step.

if (*main actor*) asks (*co-actor*) to explain anything he doesn't understand.

(*Group member name*), see if (*main actor*) uses step 4 by showing that he/she understands why the other person feels angry.

(*Group member name*), see how well (*main actor*) completes step 5 and expresses his/her thoughts about the situation in a pro-social way.

Begin Role Play

Let's start. Remember, this should take just 1 or 2 minutes.

Activity 6: Discuss of the Role Play

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn't, **stop** the role play, provide coaching, and begin again.

The role play should last no more than 1 - 2 minutes.

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively,

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like to say about your part as the co-actor?

To the Selected Group Members

Who had step 1? Did (*main actor*) listen to the angry person? What evidence did you see?

Who was looking for step 2, "Try to understand what the angry person is saying and feeling." Did (*main actor*) do that? What did he determine the co-actor was saying and thinking?

Who had step 3? Did (*main actor*) ask the other person to explain anything he/she didn't understand? What specifically was said?

Who had step 4? Did (*main actor*) show that he/she understood why the other person was feeling angry? What did you see/hear to let you know (*main actor*) completed this step?

whether the role player followed the steps of the skill, and not how well he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor's role play of the skill step. For example, "yeah, he did step one", or "he did the step" does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed the step of the skill.

Who had step 5? Did (*main actor*) express his/her thoughts and feelings about the situation in a pro-social way? What did (*main actor*) say or do?

For thinking steps in the skill, have the group member identify specific thoughts he/she observed the main actor report as part of his/her self-talk (fingers pointing to his/her head) that confirms the main actor completed the step of the skill.

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have for (*main actor*)?

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.

At this point the main actor will have followed all the steps. The facilitator should ensure that the main actor has received positive reinforcing statements; “You have followed the steps in order, as modeled.”

Activity 7: Repeat Activities 5 and 6 with all Group Members

Now, who would like to go next? Okay, (*group member name*) as I recall, your situation was...

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next lesson do you think you can practice it?

Here is a homework sheet.

- Complete the top part with your name, date, skill to practice and the anticipated situation. Do that now.
- Remember, the anticipated situation is the one you just role-played and where

Adjust the sample feedback statement in the lesson plan as needed according to the specific role play.

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4 (Discuss Modeling Display.)

Every group member must try out the steps of the skill as the main actor in a role play situation.



H-14-2-Homework Handout

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

you tried out the steps of the skill.

- You do need to write down each of the steps of the skill in the appropriate space.
- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.
- Remember, your homework must include a thinking check-in.

Activity 9: Wrap-up

Next time you will learn another social skill and have an opportunity to review your homework. This will help you see how you did practicing, **responding to anger**. See you next time.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.

