

Lesson 2

Are You the Only One Who Doesn't Think You're Aggressive?

Goal: To assist aggressive students who deny that they have a problem with aggressiveness, to notice that their behavior is considered aggressive by others.

Materials: Marker board, markers, one copy for each student of "Is There an Aggressive Face in the Mirror?" handout, pens.

1. ♦ **Inform** the students that they will be learning about how to tell if someone really is, or is not aggressive. **Distribute** the "Is There an Aggressive Face in the Mirror?" handout and **ask** the students to each complete the left side of the page by determining which picture of each set best represents their behavior, then marking the proper box in the "I Say" column. **Assist** the class to accurately complete the "Everyone Else Says" portion of the page for each student, one student at a time. **Discuss** with each class member any discrepancy between the student's evaluation, and the class's evaluation, and **note** that the student holds just one opinion, while the class members represent many viewpoints.

2. ♦ **Ask** the class to interpret and discuss any discrepancies between students' self-appraisals and the peers' appraisals of their aggressiveness. **Assist** the students to consider the following issues during the discussion:

- Name other times that you have noticed people evaluating their behavior very differently than those around them. (*Stealing, substance abuse, eating disorders, lying, cheating and other times when people do not want to face the truth about their behavior.*)

- Denial is the term used to describe when a person is the only one (or is one of just a few people) who does not identify a personal problem that is readily identified by others.

- Denial is part of the problem because until you

admit you have a problem, you won't be working on making any changes. Denial can leave you stuck in your problems.

- If your problems strongly impact others, but you deny there's a problem, there is little chance to work out the problem in a way that is satisfactory to everyone. Solutions are more likely to be mandated, punitive and not within your control.

3. ♦ **Ask** the students to list other behaviors that may be denied by people. **Include** behaviors such as lying, cheating, irresponsibility, lateness, stealing, substance abuse, eating disorders, etc., and **list** these behaviors in a column on the board. **Ask** the students to determine the likely results of denial for each of these problems, and **list** their responses in a second column on the board. **Include** responses such as "the alcoholic loses his driver's license" and "the kid that cheats, is kicked out of school." **Discuss** the completed list with the class, and **assist** them to determine that denial often does lead to unpleasant consequences for the person with the problem.

4. ♦ **Review** the major points of this lesson:





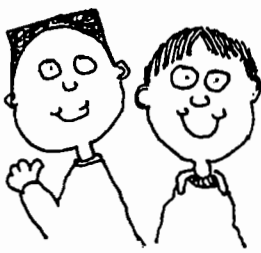


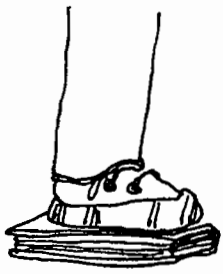
- Denial is the term used to describe when a person is the only one (or is one of just a few people) who does not identify a personal problem that is readily identified by others. If others feel that you are aggressive, but you do not see it or won't admit it, you are probably in denial.

- Denial is a serious concern because until you admit you have a problem, you can not change the problem.

- If your problems strongly impact others, but you deny there's a problem, there is little chance to work out the problem in a way that is satisfactory to everyone. Solutions are more likely to be mandated, punitive and not within your control.

Is There an Aggressive Face in the Mirror?

When you look in the mirror, what do you look like? What does everyone else say?

I Say	Are You Peaceful?	Are You Aggressive?	Everyone Else Says...
<input type="checkbox"/> Aggressive <input type="checkbox"/> Peaceful	 <i>Peaceful Look</i>	 <i>Aggressive Look</i>	<input type="checkbox"/> Aggressive <input type="checkbox"/> Peaceful
<input type="checkbox"/> Aggressive <input type="checkbox"/> Peaceful	 <i>Peaceful Sound</i>	 <i>Aggressive Sound</i>	<input type="checkbox"/> Aggressive <input type="checkbox"/> Peaceful
<input type="checkbox"/> Aggressive <input type="checkbox"/> Peaceful	 <i>Peaceful Interactions</i>	 <i>Aggressive Interactions</i>	<input type="checkbox"/> Aggressive <input type="checkbox"/> Peaceful
<input type="checkbox"/> Aggressive <input type="checkbox"/> Peaceful	 <i>Peaceful to Property</i>	 <i>Aggressive to Property</i>	<input type="checkbox"/> Aggressive <input type="checkbox"/> Peaceful

Lesson 3

So, What Are You So Mad About Anyway?

Goal: To assist students to better identify the causes of anger and aggression.

Materials: Marker board, markers, one copy for each student of "What Really Causes Anger?" handout, pens, index cards (have enough cards so that each student receives at least five to ten cards.)

1. ♦ **Inform** the students that they will be learning more about the causes of anger and aggression. **Distribute** the index cards to the students and ask them to write (or draw) on each card, one thing that might cause a person to become angry. **Offer** the following items as the type of things they may wish to include: "Dad yells at me", "I miss the bus" and "I have a test in math class." **Collect** the completed cards and **review** them with the class, acknowledging that there are many things that can cause people to become angry. **Retain** the cards for use later in the class.

2. ♦ **Ask** the students to explain the phrase "the last straw" (or "the straw that broke the camel's back"), and **assist** them to determine that this phrase refers to the event in a chain of anger-provoking occurrences, that evokes rage for that event as well as many or all of the preceding problems. **Note** that the "last straw" is often not a negative or anger-provoking event, but provides an opportunity to express rage for the accumulation of events. **Ask** the students to discuss if they have ever gotten angry at the

"wrong" person after having many anger-provoking events happen, and then finally raging at the person who was involved or nearby when the "last straw" happened. **Identify** that the original anger-provoking events can be called "sources of rage", and that when people or events unfairly or disproportionately become the outlets for that rage, they can be called "targets of rage". **Discuss** these concepts with the students.

3. ♦ **Distribute** the copies of "What Really Causes Anger?" to the class, and ask the students to complete the form as shown in the instructions on that page. **Discuss** the completed forms with the class.

♦ **Ask** the students to sort the index cards into sources and targets of rage, and **note** that there may be more than one way to sort the cards. **Discuss** the results with the students. **Ask** the students to consider if they ever direct their anger at targets rather than sources of rage.

4. ♦ **Review the major points of this lesson:**

- **There are many events that can provoke anger. Sources of rage are events that thoroughly anger you. Targets of rage is a term that can be used to describe when people or events unfairly or disproportionately become the outlets for your rage**

- **Many people find that they do not direct their anger at the sources of their rage, but at targets.**

What Really Causes Anger?

Find the real sources of rage, and also find the targets of rage, that are often mistakenly labeled as sources. Sources of rage are the things that really make you mad through and through. Targets of rage are the things that you may get mad at, but are not really the main source of your anger, but become the target of your anger release. Under each frame of each cartoon strip, write whether the picture shows a source or target of rage.



Lesson 8

Do You Really Want to Go Through Life Without Brakes on Your Anger?

Goal: To assist students who deny that they have problems with out of control anger, to consider the lifelong consequences of being out of control.

Materials: Marker board, markers, one copy for each student of "Do You Really Want to Go Through Life Without Brakes on Your Anger?" and "Can an Adult Even Make It Through the Morning With a Temper Like That?" handout, pens.

1. ♦ **Inform** the students that they will be learning more about the likely consequences of having poor anger control. **Ask** the students to identify reasons why young people may claim that they will not need to learn anger control skills, and **elicit** answers such as "blowing up isn't that big a problem" or "I can get by". **Assist** the students to discuss these excuses and to consider the validity of these explanations.

2. ♦ **Distribute** the pens and the copies of "Do You Really Want to Go Through Life Without Brakes on Your Anger?" handout to the students, and **ask** the class to complete the forms as indicated on the handout. **Discuss** the completed forms with the class, **focusing** on one question at a time. **Ask** the students to consider if the excuses offered earlier as explanations for not needing to learn anger control skills, are supported by the information on the handout. **Assist** the students to determine that without anger control skills, a person

will have extreme difficulty in many important areas of life.

3. ♦ **Ask** the students to investigate if people can even make it through the morning of a typical adult day without adequate anger control skills. **Distribute** the "Can an Adult Even Make It Through the Morning With A Temper Like That?," and **ask** the students to consider each item, and determine if anger control is needed in each situation described. **Assist** the students to determine that an adult will have difficulty even making it through the morning of a typical day without anger control skills.

♦ **Ask** the students to determine if they could really survive as adults with poor anger control skills, and **assist** the class to decide that students who believe their excuses, and trust that they won't need anger control skills, may be fooling themselves.

4. ♦ **Review the major points of this lesson:**

- **Without anger control skills, a person will have extreme difficulty in many important areas of life.**
- **An adult will have difficulty even making it through the morning of a typical day without anger control skills.**
- **Students who believe that they won't need anger control skills when they're adults, may be very surprised when they actually enter the adult world.**

Do You Really Want to Go Through Life Without Brakes on Your Anger?

Choose the most likely result of out-of-control anger in each of the following multiple choice questions.

1. Pedro always uses lots of swear words when he loses his temper. He will find that when he cusses out his apartment manager that...
 - a. His apartment manager really won't mind loudly being called swear words.
 - b. His apartment managers will patiently wait until Pedro works his way through every nasty swear word he knows in both English and Spanish.
 - c. Apartment managers will begin eviction proceedings immediately.

2. Kwan Lee makes a nasty hand gesture at people and calls them very insulting names if she has a problem with the way they are driving on the freeway. She has just moved to a much larger city. She is likely to find that in this huge city, when she makes vicious gestures and comments, the other drivers will...
 - a. Give her a friendly wave and bright smile.
 - b. Ram her car with their's.
 - c. Thank her for sharing her feelings so freely.

3. Brad grabs people by the collar when he gets angry at them. Now, Brad has a job he really likes. The first time he grabs a business customer by the collar, he will...
 - a. Get a "free trip" from his boss to the unemployment office.
 - b. Get a really big raise from his boss.
 - c. Get a really big promotion from his boss.

4. Maria sometimes shakes people really hard by the shoulders when she is furious with them. Maria now has two tiny children of her own. When she shakes her children, she will find...
 - a. How easy it is to cause a serious injury to a baby.
 - b. That her children won't mind being hurt by their mother.
 - c. That her children won't mind being scared of their mother.

5. Vanessa spits at people who make her angry. She has her own business now, and the first time she spits at the person who supplies her merchandise, she will discover...
 - a. Most business people consider being spit at to be the best part of their job.
 - b. Spitting at business acquaintances is a popular business practice like shaking hands.
 - c. How quickly business people file big law suits claiming assault.

6. Jack can't keep his hands off of the women he works with. In the work place, this will result in...
 - a. A huge sexual harassment law suit against him that he will lose.
 - b. A lot of happy co-workers who like to be touched by anybody who has the urge to do so.
 - c. Thank-you's from co-workers who like to have their personal space violated at work.

7. Rosemary carries a weapon whether it's allowed or not. When the state trooper pulls her over for a traffic check, he will...
 - a. Understand that the rules don't really apply to Rosemary.
 - b. Say that she can pick and choose which laws she follows.
 - c. Confiscate the weapon and arrest her.

8. At work, Jason makes slurs about women and people of diverse backgrounds. Jason will learn...
 - a. That it's good business to harass customers and co-workers.
 - b. That sexual and racial harassment will lead to many serious legal consequences.
 - c. Slurring others is the best way to win their business and respect.

Can an Adult Even Make It Through the Morning With a Temper Like That?

Roberto has poor anger control skills. Follow Roberto through the morning of one typical day in the life of an adult and determine if adults must have anger control skills to succeed and survive.

Time	Event	Was Anger Control Needed?
3:42 AM	Roberto's son wakes him up for the fourth time that night to again complain that he can't sleep.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4:06 AM	Roberto had just fallen back to sleep when the newspaper boy tosses the newspaper into Roberto's metal porch screen door, waking him up.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4:46 AM	Roberto had once again just fallen back to sleep when his son again wakes him, this time to complain that his pillow wasn't very comfortable.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5:04 AM	Roberto was dozing when the sanitation truck came loudly around the corner, and stopped in front of his house to pick up the trash. The sanitation workers crash and slam the metal trash cans waking Roberto's son up.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5:23 AM	Roberto is woken by his alarm clock going off, but he realizes it went off an hour early. He realizes that he set the clock wrong again.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6:23 AM	Roberto has to wait for his son to finish in the bathroom. He sits shivering on the floor near the bathroom.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7:00 AM	Roberto starts to make breakfast for himself and his son. He realizes that his son has finished all the milk and bread. He can't find anything for breakfast.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7:25 AM	Roberto can not find his bus pass anywhere, and he has no change. He won't be able to take the bus unless he finds some change or the bus pass.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7:34 AM	Roberto's boss calls and yells at him to hurry up, that the whole crew is stuck waiting for him. The boss slams the phone down in Roberto's ear.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7:43 AM	Roberto finds the bus pass in his son's room. Apparently, his son took it out of Roberto's wallet without asking.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7:59 AM	The boss hands Roberto a written warning about his lateness and threatens to fire him if it happens again. He tells Roberto that he's a "crummy employee" and that he regrets hiring him.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8:49 AM	Roberto realizes he has no money for a morning coffee, or lunch, that somehow he has left his wallet at home.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Lesson 10

Could You Have a Problem with Aggression?

Note: This lesson provocatively confronts aggressive students' denial of their anger control problems. This lesson should be used carefully by non-clinicians, such as teachers, who may wish to consult with a mental health professional to best ensure an appropriate, careful and safe implementation of this lesson.

Goal: To break through the denial shown by aggressive students who minimize, excuse or deny that they have critical problems with anger control.

Materials: Marker board, markers, one copy for each student of "The Top 6 Ways to Deny You Have a Problem with Aggression" handout, pens, large sheets of light-colored or white construction paper.

1. ♦ **Inform** the students that they will be learning more about the denial that some aggressive people may have about their problem with aggressiveness. **Ask** the students to identify the reactions aggressive youth often have when confronted about their aggressive behavior, and **elicit** answers such as "they deny that they're aggressive" or "they say that it's not a problem."

♦ **Distribute** the copies of "The Top 6 Ways to Deny You Have a Problem with Aggression" handout, and **discuss** with the class. **Assist** the class members to give feedback to aggressive students who actually use these or similar excuses.

2. ♦ **Assist** the students to relay their concerns to class members who continue to deny, minimize or excuse their aggressive behavior. **Ask** the students to divide into small groups and to make lifelines for and with class members who are still denying their aggressiveness. **Inform** the students that a lifeline is a horizontal line they draw on paper, that lists the major events in a person's life, and the dates the events occurred. **Ask** the students to create two lifelines for each aggressive class

member: the first lifeline of hypothetical events should be crafted as though the student learned to manage their aggressiveness; the second lifeline of hypothetical events should be crafted as though the student continued to deny their aggressive behavior and began to experience the expectable, serious consequences of the behavior.

3. ♦ **Discuss** the completed lifelines with the class, assisting the students to continue to confront peers who are denying, minimizing or excusing their anger control problems. **Assist** the students to recognize that denial of anger control problems often may lead to extreme consequences such as death, and **aid** them to convey their concern about these outcomes to their peers. **Assist** the students to confront denial, minimizing and excuses, referring to the "Top 6 Ways to Deny You Have a Problem with Aggression" handout, as needed.

♦ **Ask** the students who continue to deny their anger control problems to consent to tracking the number of aggressive incidents that occur in just your school or agency setting. An adult or peer who has extensive contact with the aggressive student, can be asked to keep a tally of all the verbal, physical and property problems that the aggressive youth is involved in during one day or week, then can report the results back to the class to help provide clarification on whether a problem exists or not.

4. ♦ **Review the major points of this lesson:**

- **Students often use excuses to deny, minimize or explain away their aggressiveness.**
- **Denying a serious anger control problem can often result in extreme consequences, including death.**
- **If those around you see problems with aggressiveness, but you do not, you are probably in denial.**

The Top 6 Ways To Deny You Have a Problem with Aggression



6 Force them to see it your way.



5 Pretend you really like negative consequences... a lot...really...REALLY!



4 Shut your eyes.



3 Shut their eyes.



2 Point the finger elsewhere.



1 Convince them you'll be able to control your temper when you're an adult.

