

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.

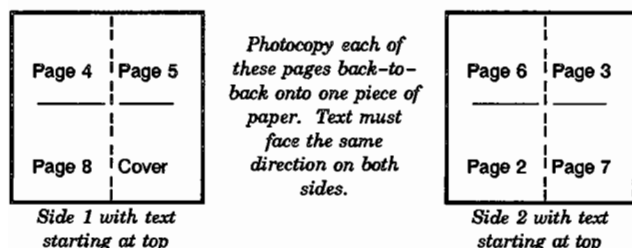
Time	Event	Was Anger Control Needed?
3:42 AM	Roberto's son wakes him up for the fourth time that night to again complain that he can't sleep.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4:06 AM	Roberto had just fallen back to sleep when the newspaper boy tosses the newspaper into Roberto's 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

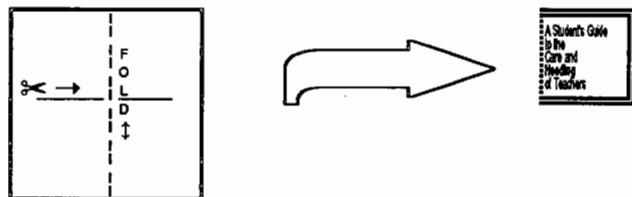
Even You Can Get Along with Teachers

Goal: To assist students who have difficulty successfully interacting with teachers, to acquire the skills to interact more successfully.

Materials: Marker board, markers, one copy for each student of "A Student's Guide to the Care and Heeding of Teachers", assembled into booklet form. (To assemble a booklet for each student, you need to make just one double-sided sheet per student using the two pages that follow this lesson. Be sure to make back-to-back copies using two sides of each page so that each booklet will be made from just a single, two-sided sheet of paper. When making the back-to-back sheets, the text should begin at the top of both sides as shown in the diagram below.



Next, cut the page horizontally as indicated in the diagram below. Do not cut vertically. Place the set of pages in order, forming a book with pages 1 through 8, and a fold at the left side as shown below. You may wish to add one or two staples on the fold.)



1. ▲ **Distribute** the copies of "A Student's Guide to the Care and Heeding of Teachers." **Assist** the students to read aloud and discuss one page at a time.

2. ▲ **Ask** the students to identify any problems they might have interacting with teachers in a reasonable manner, as detailed in the guide. **Discuss** with the students how the techniques from the guide would work with adults' authority figures, such as the IRS, police, bosses, business customers and apartment managers. **Aid** the students to recognize that the guidelines identified in the booklet mirror the ways they will have to interact with authorities when adults, in order to be successful.

3. ▲ **Ask** the students who have problems successfully interacting with teachers, to work with the rest of the class to identify these problems and develop specific plans to successfully address these concerns. **Assist** the class to recognize that learning to successfully manage teacher problems is vital preparation to later successfully managing adult authority problems.

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

- Teachers must be treated in a business-like, non-abusive manner if they are to be able to best help you prepare for your future. Teachers have much to offer you, should you choose to accept it.

- Learning to successfully interact with teachers who you find difficult, gives you essential preparation for successfully managing the authorities you will later encounter as an adult.

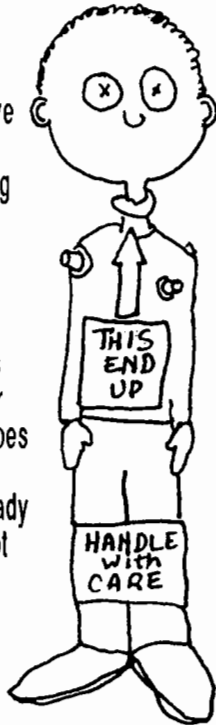
- The best way to manage problems with authorities is to identify the problem then work it out.

Care of Your Teacher: Exterior Components

Your teacher could be damaged if jostled. Your teacher won't work properly if treated in a rough or abusive manner. Your teacher could lose the ability to smile, offer a friendly greeting or show enthusiasm. It is never necessary to shake or push your teacher.

Your teacher is designed with features similar to an elevator. Aggressively or repeatedly pushing elevator buttons does not cause the elevator to arrive more quickly. Like elevators, teachers already operate at maximum speed and can not respond to you any faster—no matter how long or hard you push their buttons.

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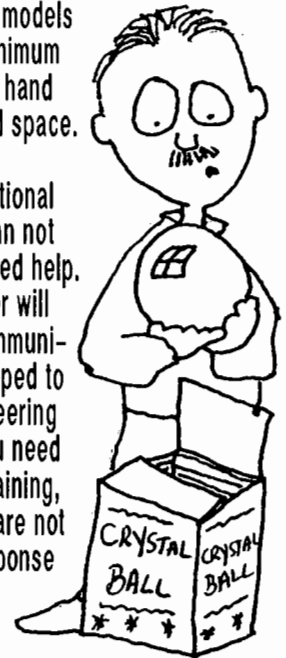


Communicating with Your Teacher

Your teacher is equipped with a minimum of two ears and two eyes. Some models require glasses, but still meet minimum standards, and can spot a raised hand from across one classroom-sized space.

Your teacher does not include optional mind-reading capabilities, and can not magically determine when you need help. To respond properly, your teacher will need written, verbal or visual communication. Your teacher is not equipped to recognize that pencil tapping, sneering or fleeing the room mean that you need help. General griping and complaining, being absent, or refusing to talk are not enough to trigger the helping response included with every teacher.

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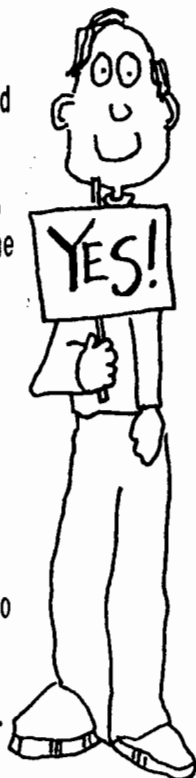


When to Heed Your Teacher

Heed your teacher daily. Failure to heed creates problems for both you and your teacher. You do not have to like heeding teachers, but it prepares you to work with authorities such as bosses, the IRS, customers and building managers. To heed your teacher, you need just one word: "yes."

Heeding your teacher can offer benefits you never imagined. Teachers are created to be "on your side". If you permit it, your teacher can help shape your life for the better with words of wisdom, bits of insight, and glimpses into your best possible future. Teachers don't just show you the stars. If you let them, teachers help you reach the stars.

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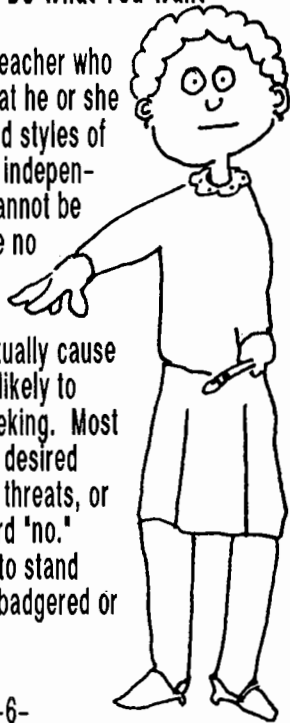
A Student's Guide to the CARE and HEEDING of Teachers



How to Get Your Teacher to Do What You Want

Understandably, you want a teacher who will do what you want, not what he or she wants. However, all types and styles of teachers come equipped with independent, internal controls, and cannot be remotely operated. There are no student-controllable parts.

Some student actions can actually cause your teacher to become less likely to offer the outcome you are seeking. Most teachers will not produce the desired behavior even if subjected to threats, or endless repetitions of the word "no." Your teacher is programmed to stand firm when yelled at, nagged, badgered or threatened.

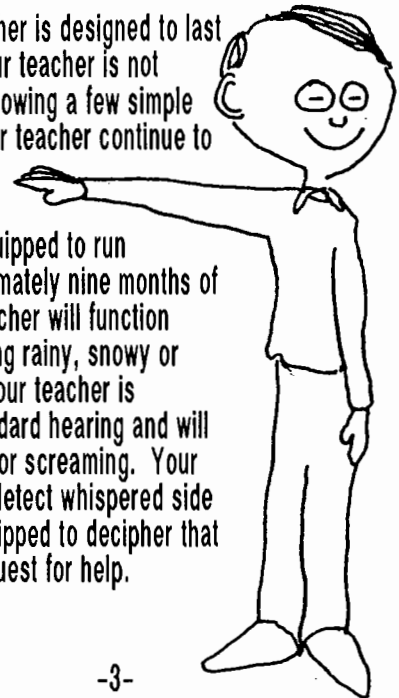


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Care of Your Teacher: Audio Components

Although your teacher is designed to last all school year, your teacher is not indestructible. Following a few simple steps, will help your teacher continue to best help you.

Your teacher is equipped to run weekdays, approximately nine months of the year. Your teacher will function properly even during rainy, snowy or cold conditions. Your teacher is equipped with standard hearing and will not require yelling or screaming. Your teacher is able to detect whispered side talk, but is not equipped to decipher that your grunt is a request for help.



-3-

Congratulations on receiving a teacher!

Your teacher is designed for years of instruction, grading, testing and fire drills. As standard equipment, your teacher is immediately ready to offer you the tools and skills you will need throughout your lifetime. Most teachers are equipped to offer, as an added option, the inspiration, encouragement and understanding you may need now, and will remember for years to come.

Although we have designed your teacher to be durable and resilient under normal conditions, following a few basic guidelines will help your teacher keep working for you all school year long.



-2-

What to Do When Your Teacher Doesn't Work Right

Each teacher is designed to be perfect--to effectively provide you with the best, most important information that you will need for a lifetime. However, despite careful preparation, government licensure, and years of training, not every teacher will perform to your liking or expectations.

The best way to fix problems with the operation of your teacher, is to tell your teacher about it. All teachers want to do a good job, but are not able to change or fix concerns until alerted by you. Counselors, principals or parents can also help. Most teachers are designed to graciously accept feedback that is offered kindly.



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Lesson 4

Will You Make Cents in the New Century?

Goal: To show students that they will need an education to be able to complete even everyday functions in the new millennium.

Materials: Marker board, markers, pens, one copy for each student of the "Will You Make Cents in the New Century?" handout.

1. ▲ **Distribute** the pens and the copies of the "Will You Make Cents in the New Century?" handout, and **ask** the students to complete the form, then **discuss**. **Assist** the students to discover that they may not be adequately prepared to survive in the new millennium.

2. ▲ **Ask** the students to list items that are now considered outmoded and obsolete, and **elicit** answers such as "outhouses," "record players" and "egg beaters." **Assist** the students to recognize that change is inevitable, and how quickly change can come. **Ask** the students to list all the inventions that they can think of that occurred just during their lifetimes. **Elicit** answers such as "cellular phones" and "e-mail." **Assist** the class to discover that the pace of change is actually accelerating rapidly compared to the past.

3. ▲ Now that students better recognize that change is inevitable and swift, **ask** the students to consider if they are going to be ready to keep up with the pace of change in the future. **Ask** students to give examples of people they know who have not kept up with change. **Elicit** answers such as "my mom still has to use a typewriter because she can't figure out a computer." **Ask** the class to determine which they prefer: to be left behind, stuck using outmoded and obsolete things because they lack the skills to do otherwise, or to have the skills and education to keep up, and master any change that occurs in the new millennium.

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

- **More skills and education than ever before may be needed to survive in the new millennium.**

- **Change is inevitable, and the pace of change may actually be getting faster and faster.**

- **Only by completing school, can you acquire the skills and education you need to keep up with the fast and dramatic changes expected during the new millennium.**

Will You Make Cents in the New Century?

1. For my career in the new millennium, the equipment I am already most prepared to use is:
 - A) A computer network
 - B) The internet
 - C) A hair net
2. I'll be ready when all mail is electronic mail because I already know that an ISP is:
 - A) Inkless Scented Postcards sent by computer, that smell good too!
 - B) Iridescent Stamped Postcards that are sent by computer and glow in the dark
 - C) An Internet Service Provider who links you to the internet
3. When discussing chips, I feel knowledgeable enough to discuss:
 - A) The most important reasons to select fast computer chips
 - B) The most important reasons to buy only computers that use Intel chips
 - C) The most important reasons to buy taco chips not potato chips
4. When people talk about the new millennium, I know that they're referring to:
 - A) That hot, new grunge group from Seattle, 10,000 Milleniacs
 - B) The mineral found in milk that you have to get 1,000 milligrams of every day
 - C) The 1,000 years that began in the year 2,000
5. I'm ready to deal with high tech problems like spam that will occur in this new century because I know:
 - A) That Spam is best served hot
 - B) That Spam is best when not served at all
 - C) That Spam can clutter up e-mail terribly, making it hard to notice important items
6. In this new millennium, almost everything will be run by computer, and computers often have problems. To fix a computer, sometimes you have to:
 - A) Throw your boot at it
 - B) Just hoot at it
 - C) Re-boot it
7. One of the most exciting, high-paying jobs that will exist in this new century is webmasters, who:
 - A) Work with spiders
 - B) Work only on Halloween
 - C) Work to create and manage internet sites
8. When people ask me if my home, business or work place has wi-fi, they mean:
 - A) Do I have wide fries?
 - B) Do I have wise flies?
 - C) Is there a wireless internet connection?
9. Soon, everyone may need to use the net, so you'll need to know that on the net, a cookie is:
 - A) A virtual treat that's good with milk
 - B) An item sold by Girl Scouts
 - C) Information that people on the net can gather about you without you even knowing

SCORING:

8-9 Right...You'll Be Master of the Millennium

6-7 Right...You May Be Mystified by the Millennium

5 or Less Right...Don't Start the Millennium Without More Education!

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:**





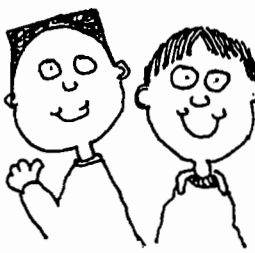


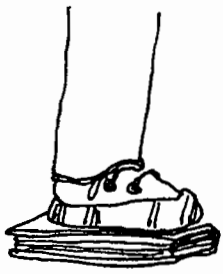
- Denial is the term used to describe when a person is the only one (or is one of just a few people) who does not identify a personal problem that is readily identified by others. If others feel that you are aggressive, but you do not see it or won't admit it, you are probably in denial.

- 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