



Why Hang Onto Anger?

Participant Journal

WHOA!

Why Hang Onto Anger!

A Course for Parents in Crisis

Dr. Mollie M. Hughes

Anger: Moving From Argument to Discourse

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Cover and interior design by Ted Ruybal

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ISBN 13: 978-0-0000000-0-0

LCCN 0000000000

First Edition

1 2 3 4 5 6 7 8 9 10

Published by: Chrilisan, LLC Ashville,
Alabama, 35953 USA

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Seattle, WA 98115
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Introduction

The first question to ask yourself is “Why am I here?” When you decided to enter the *WHOA!* program, were you afraid someone would think you were a bad parent? Were you just trying to satisfy a court order or a dependency requirement? Or maybe you were looking for support through a tough breakup or help managing a difficult child. Maybe you wanted to be the parent that stays cool in a crisis, not the one that flips out!

Whatever the reason—WELCOME! Our goal is to lead you to self discovery, not put you down, make you feel bad or try to change you. We will lead you in the direction of self-motivation and problem-solving much in the way we hope you will lead your children. Our instructors do not teach this course because they feel “above” you in anyway. They teach because they have experienced both the failures and successes of parenting in profound ways.

The *WHOA!* course is designed to focus on the needs of the parent—YOU. You are your child’s best chance of reaching his or her full potential, but *you cannot teach what you do not know*. Therefore, this journal guides you toward joy of being a loving, valued, capable and self-respected person who has the ability to teach your child confidence, motivation, discovery and accountability.

Anger: Argument to Discourse

You are in charge of the outcome. Here are the requirements to finish this course.:

- Attend all scheduled classes and come to class on time
- Read the material in the journal & complete journal assignments
- Keep information about others in the group confidential
- Participate in class discussion & demonstrations
- Complete ongoing surveys & self-evaluations
- Accept recommendations from trained facilitators

If you do these things, I guarantee you will find that you are more comfortable being a decision maker, a parent, a friend and a person, not because we changed you, but because you communicating more effectively and are more trusting of yourself and others.

If you are part of the 18-week extended parent program, you will continue into the 10-week Breakthrough Parenting classes that shift the focus from your needs to your child's needs. You will read another book by Jayne A. Major, Ph.D. *Breakthrough Parenting: Moving Your Family From Struggle to Cooperation* and complete a parent-friendly workbook. A series of monthly workshops will follow for six months.

I personally wish you well on this most difficult, but worthwhile endeavor. You may talk to me at anytime by making an appointment with the staff.

Mollie M. Hughes, M.A.

Director of Education

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Week One: Understanding Anger

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Chapter One

Parenting Dignity

Raising the Human Child

The curriculum is framed on the assumption that all human beings have the right to **dignity**. How we present these rights to our children is how they will react to us and others as they grow to adulthood. The first chapter of this course addresses anger. Anger is a barrier to communication and damages trust. But understanding how we feel will help us understand how we think and what we need.

We teach What We Know

When people get angry, is it the fault of the one who is angry or the one that has committed the offense? Angry people make up reasons to be angry with their children, partner, co-worker or others. They blame others for their anger. Some-times this anger translates to a whole system of people such as courts, social service agencies or law enforcement. When people feel threatened or forced to do things they feel are unfair, they often make poor choices in their actions and behaviors.

WHOA! Why Hang Onto Anger

Children are excellent observers. They witness the way parents react in stressful situations. Children are often confused when they feel they are treated unfairly. They don't have experience in how to get their thoughts and feelings across to others so they make poor choices or act out because they are not being treated fairly. Sound familiar? Children look to their parents as role models for their reactions.

What is anger Management?

Anger management is simply the way we interact productively when we perceive a threat or offence. Behavior is the outcome of that perception and interaction. If behavior becomes the only focus of anger management, then the process is less likely to be effective or permanent. Change occurs when there is a shift in a person's state of mind, the way in which they interpret information or situations.

Example: I like the smell of strawberries. But if I get sick after eating them, I may perceive the smell of them to be offensive, even threatening. If my friend eats strawberries in front of me, I may find that disrespectful of my feelings regarding strawberries. Through experience, I interpret strawberries differently and, therefore not only avoid them but avoid those who associate with them.

There is no perfect way to react to any given situation. There are only ways that are more or less productive. In other words, *I may be able to share my dislike of strawberries with my friend who loves them in a way that keeps our relationship.* I have an opportunity to agree to share my dislike for strawberries but, more importantly, understand what makes my friend love them. Our friendship is more important than the strawberries.

“Holding onto anger is like grasping a hot coal with the intention of throwing it at someone else; you are the one who gets burned.”

—Buddha

Am I satisfied with the results?

It is not enough to tell people *they must act better*. Rather is it more challenging to offer insight into *how the people around them interpret what they say and do*. Through this process, individuals take charge of their own feelings, thoughts and needs. They acknowledge how the other person is experiencing the relationship and *they alone are responsible for the results*.

The following information demonstrates ways to set boundaries and limits without stepping over the boundaries and limits of others. The models and research information demonstrates options for a more thoughtful, engaged and compassionate relationships with family, friends, coworkers and Self.

Misconception

Anger management is about healthy relationships. It is about how we think and feel about a person, place, idea or thing. A common misconception of anger management is that it is about controlling or managing emotions. We learn here that it is about recognizing *thoughts* that drive our emotions.

When a person finds themselves in conflict or in a co-dependent relationship they may feel victimized. Or they may feel they are becoming like their angry parent. Their relationships may be stuck in rituals of arguments or dead end conversations punctuated by cycles of put downs, shut downs, threats or even violence.

Example: If I don't like Aunt Clara because of her religious beliefs, I interpret her comments about the way I dress as a criticism or insult. I might start to get defensive and get angry with her. But, if I process the question for a moment from her point of view, I might think of how different life is now, and how little exposure she has to new fashions. This changes my emotional response to her and I smile instead and say, "This is the newest fashion, but it must look kind of funny to you, Aunt Clara. Things were so different when you were young." I may even take her for a nice walk and stay longer than I planned.

WHOA! Why Hang Onto Anger

Therefore we must address underlying needs of ourselves and others in ways that help us keep our relationships healthy and happy. Yet, *it is very hard to change behavior.*

Let's do two activities: One demonstrating change and one to get to know your classmates.

Change

Pick a partner, preferably someone you have not worked with yet. Observe each other face to face for a moment. Now turn around back to back and change three things about yourself. When you face each other again, you must guess what three things your partner has changed. (you will be instructed to do this at least twice)

- What did you notice about the exercise?

- Was it easy to change?

- How many of you put everything back the way it was when you began?

Interview classmates

This exercise is designed to gain a better understanding of the other parents in your group. Pick a partner. Use the interview questions below to learn more about your partner. Write down as much as you can because when you are finished, you will *introduce your partner to the rest of the group*. You have about 5 minutes each.

- What is your full name? Do you have a nick-name?

- Tell me about your family:

- What is your favorite color? What color do you hate?

- If you could be any animal, what would it be? Why?

- Tell me what you value the most in your life.

You have just been given the power to change one thing in the world, what would it be? Explain your answer.



Free Write: Goals

Now that we know each other better it is time to set some realistic goals that can be achieved in the next few weeks. Use the space below and the back of the sheet to answer the questions below.

What Brought You Here?

1. What are my goals for the 8-week course?

2. How will I know I have achieved these goals?

3. What will I use to evaluate my progress?

[illegible]

Anger Is a Secondary Emotion

“Between stimulus and response, there is a space. In that space lies our freedom and power to choose our response. In our response lies our growth and freedom.”

—Victor Frankl, Man’s Search for Meaning

Anger is . . .

- an intense emotional state
- a product of fight, flight or freeze response
- an energizer for action when threatened psychologically or physically.
- energy when put to productive and efficient use

Primary vs. Secondary Feelings

A *primary* feeling is what is felt immediately before we feel angry. We always feel something else first. There are only two primary emotions: **Love and Fear**. Anger is driven by **fear-based** emotions which are felt immediately before a person feels angry. Examples of fear-based emotions are:

- | | |
|---------------------|----------------|
| • afraid | • attacked |
| • offended | • disrespected |
| • forced controlled | • trapped |
| • interrogated | • pressured. |

Secondary feelings, are fear-based emotions. They do not identify the unmet emotional need. The need to be loved, the need to be safe, the need to be appreciated or the need to be heard.

Chapter One: Parenting Dignity—Raising the Human Child

Example: Assume someone wants you to do something you prefer not to do. At first you feel a little pressured. When they keep pushing the subject, you begin to get irritated. If they continue, you may get really “mad.” This leads to bad feelings, hurtful statements to each other, and may even lead to violence.

Suggestion: What if you came right out and said, “I want you to stop pressuring me” before the feeling has escalated to the point of anger? If the person pressuring you respects your feelings, they may stop at this boundary. If they continue, make it clear that it is not acceptable, “You are trying to make me do something I do not want to do. Stop.” It is worth a try.

Knowing how we feel helps us respond appropriately

- it raises our self-awareness in general
- it helps us communicate more precisely
- it helps us learn more quickly who respects our feelings and who we want to spend time with.

Anger & the Brain

The brain structure associated with fear is the “amygdala” (Greek for “almond”, its shape). The amygdala lies just in front of the hippocampus and is part of the “limbic system.”

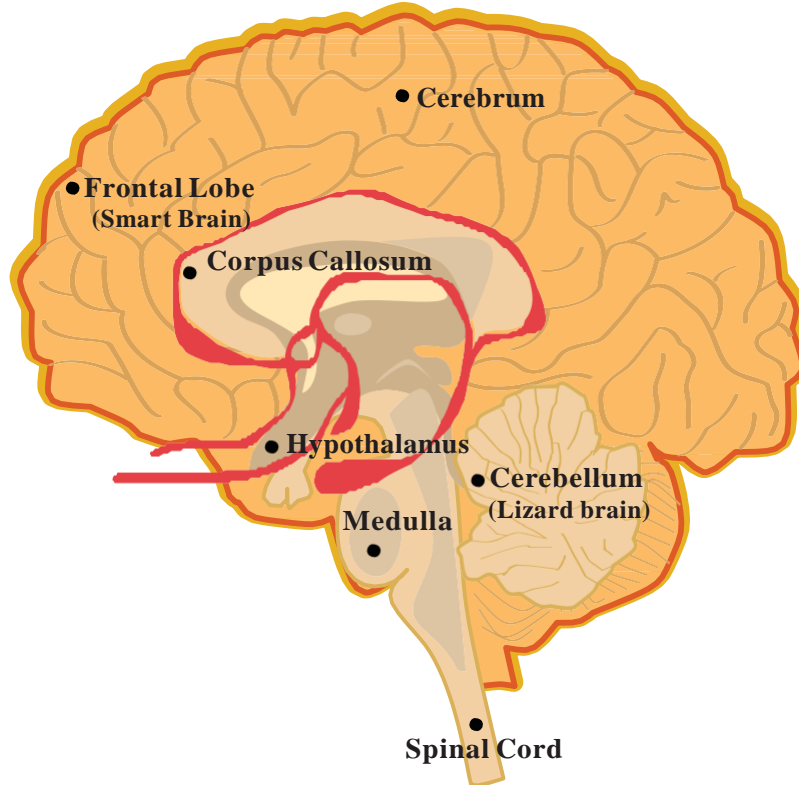
The amygdala seems to respond to severe traumas with an un-erasable fear response, “post-traumatic stress disorder”, or PTSD. When you are afraid, you are likely to have:

- worried *thoughts*; and
- physical *sensations* like a faster heart rate, sweating, increased breathing; and
- *behaviors*, like trying to escape the situation that made you afraid in the first place!

One of these physical events associated with fear is often called the “fight or flight” reaction: increased heart rate and force of each beat (“pounding heart”); increased muscle tension that can even cause tremors; sweaty but cold palms; and even nausea and diarrhea. Another aspect of fear is a physical “conditioning”, so that even a minor stimulus can bring on the whole fear reaction or PTSD.

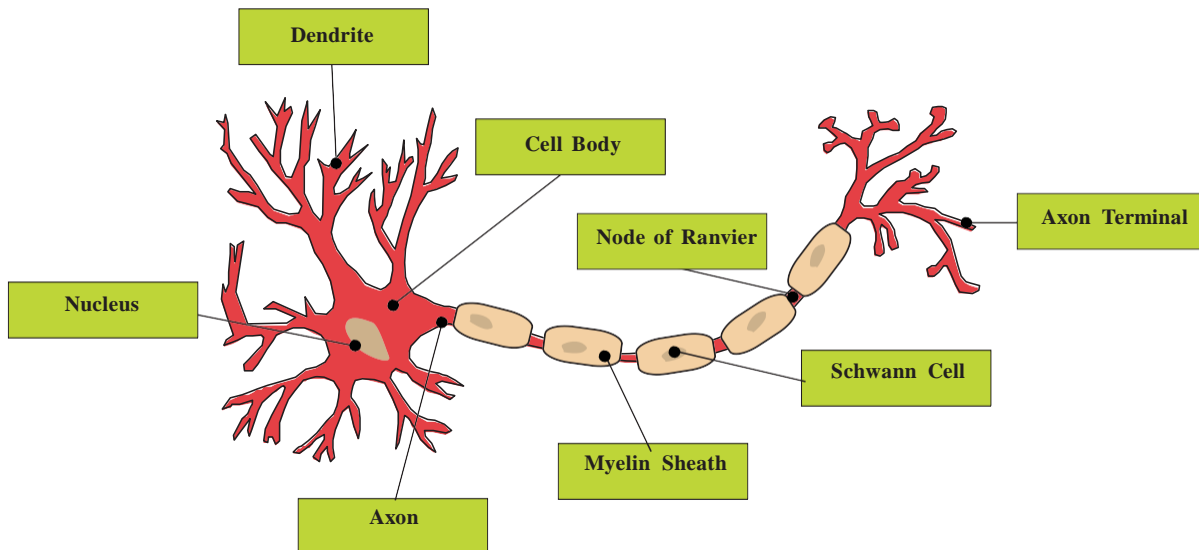
Anger & the Brain

Limbic System
(dog brain)

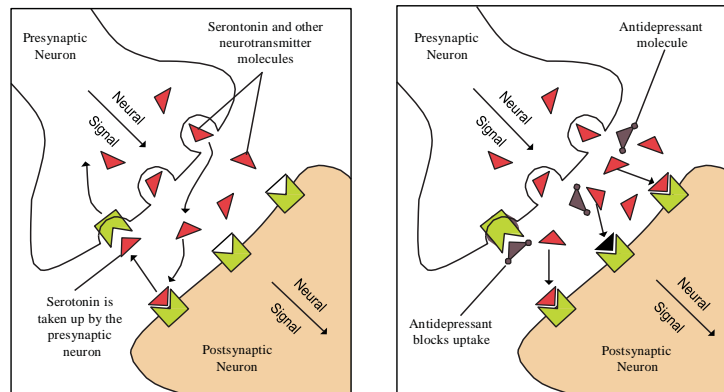
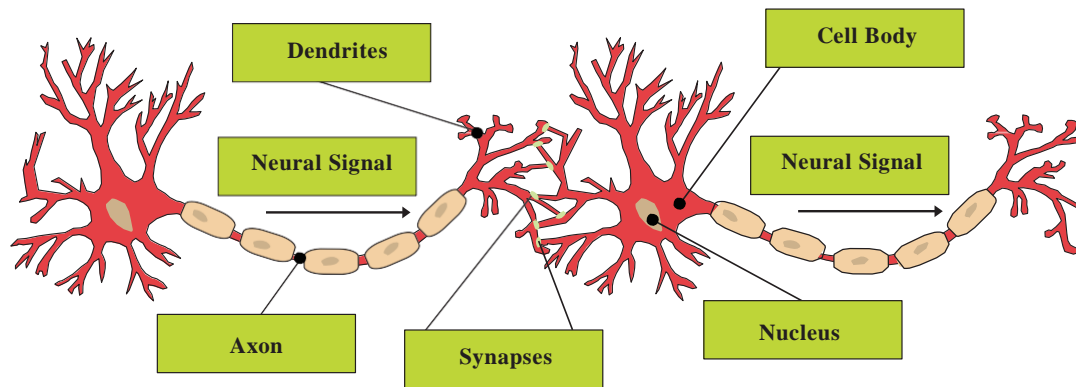


Structure of a typical neuron

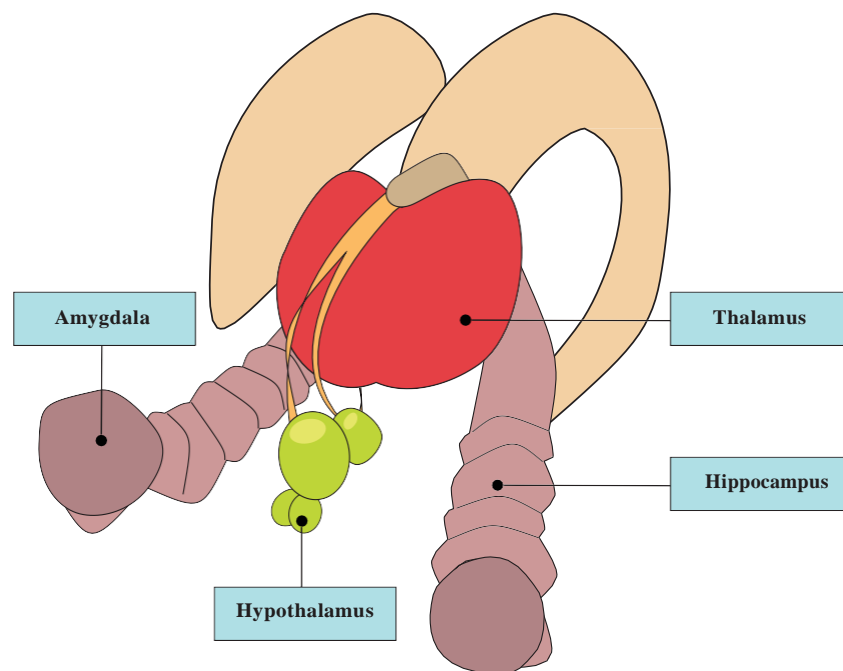
The Limbic System of the Brain



Chapter One: Parenting Dignity—Raising the Human Child



Neurons send messages across a synapse



three Styles of anger Management

There are three styles of anger management: the suppressor, the ventor, and the manager.

The Suppressor sits on or conceals anger. Parents with this style of anger management have learned that anger is all bad, therefore must be eliminated. They bottle up their anger until it reaches the boiling point. Then they explode over the smallest, most insignificant situation. There is a denial of feelings or expression of anger.

Trigger Thoughts: “I need the approval of everyone!” “I want only to please everyone!” “I don’t want anyone to think I am bad!” “I am afraid to get angry because I will be punished!” “If I get angry, I will lose control!” “I NEVER want to be like my angry parent!”

The Ventor freely and uncontrollably expresses their anger. They take no prisoners and have no mercy in the heat of the moment. They are verbally and/ or physically abusive often describing themselves as “flooded with feelings” or “out of control.” Afterward there is often a sense of guilt or remorse for their aggressive actions. Parents with this style of anger view it as a means of quick and easy power control and often suffer interpersonally.

Trigger Thoughts: “If I throw this tantrum, I will get what I want!” “If I scream loud enough, I will make them afraid enough to do what I want!” “No one cares about me!” “I hate myself!” “I feel isolated and alone!” “No one understands me!”

The Manager accepts anger as a healthy emotion and is willing to detect irrational thoughts that might trigger their anger. This parent acknowledges their mistakes and the mistakes of others and does not take someone else’s anger personally. This parent separates the action or event from the person by understanding what “pushes” their buttons.

Trigger Thoughts: “Why am I feeling angry?” “I cannot change the situation, only how I feel about it!” “How can I keep this situation from getting worse?” “Whose problem is it, mine or theirs?” “I need some time to think before I act!”

What is your style of anger?

Role Play: *Trigger Thoughts*

The instructor will read the scenarios below. Respond as fast as possible with your first “trigger thoughts.” Say the first thing that comes into your mind! There are no correct answers.

1. You are sitting at a red light when a driver pulls up behind you. A billboard catches your eye and you don’t see the light turn green. Suddenly, the person behind you nudges your car to make you move. What are your first thoughts?

2. You have been standing in line for about 10 minutes waiting for the bank teller. A woman greets the man in front of you and cuts in line. What are you thinking?

3. It has been a long day. You are tired. When you stop by the grocery store, you encounter a mother standing over a screaming three-year old right in front of the entry to the store. What are you thinking?

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4. You enter a room and observe your child looking through your desk where you keep checks and financial statements. She seems to be looking for something. She moves from the desk to your file cabinet. What are you thinking?

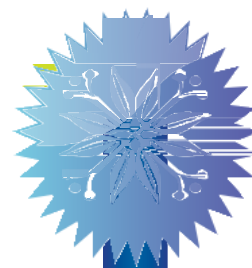
5. The school called to say your child cut class today. Your child tells you a lie. What are your first thoughts?

Instructor Asks: *When is a lie NOT about a LIE?*



JOURNAL ENTRY

Number One



Describe Your Trigger Thoughts

Describe in detail the situation that brought you to this class.

Answer all the questions below (use the back if needed).

1. What were your trigger thoughts at the time & who was the person, spouse, social worker, child, other family member, court official, etc who participated in the event?

2. How do these trigger thoughts make you feel?

3. How did you acted on these trigger thoughts?

4. What were the consequences of your actions?

Assignments

Complete Journal Entry #1 on page 14. Be ready to discuss your writing.



Thank you for coming . . .

Have a great week. Contact us if you have questions. The name of the instructor along with their phone number is located in the back of your journal. If you are running late or something tragic keeps you from attending next week, call us within 24 hours or as soon as you can.

Remember you must attend all classes to graduate.

See you next week.

Answer to Brain Teaser: A lie is not about a lie, it is about a relationship!

Chapter tWO

Recognizing Needs

❑ **Check In:** Read/Discuss weekly journal entry

Cognitive Behavior Therapy (CBT)

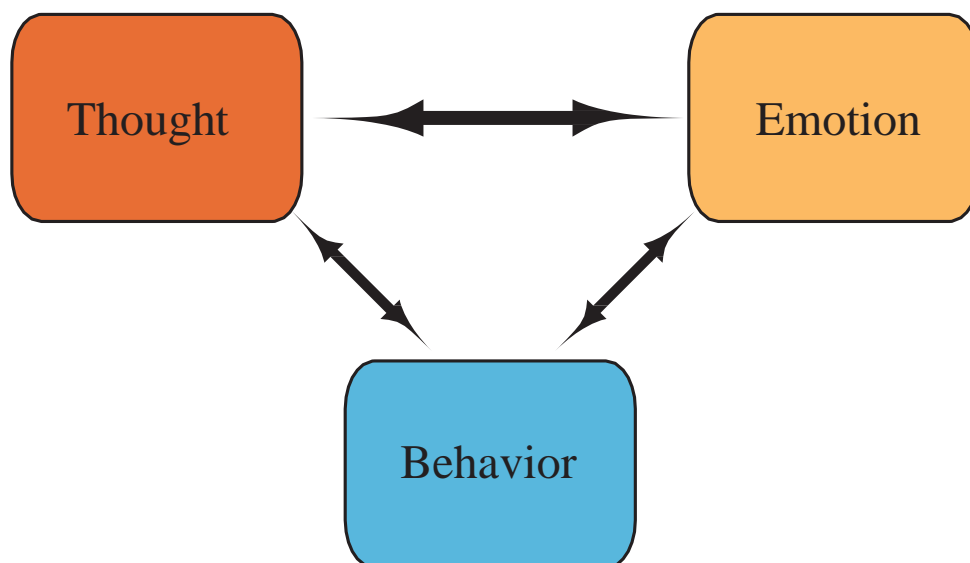
The central insight of cognitive therapy as originally formulated over three decades ago is that thoughts are generated from the way one thinks about persons, ideas or events (stimuli). From these thoughts are generated emotional responses. As the diagram below indicates, it is not the stimulus *itself* which somehow elicits an emotional response directly, but a person's ability to evaluate the stimulus that elicits an emotional response.

Example: Take the case of a woman being turned down for a job. If she believes that she was passed over for the job because she was viewed as incompetent because of her gender or race, she may become depressed or indignant. Her feelings of unfairness and discrimination may prevent her from applying for those jobs in the future. If, on the other hand, she believes she was passed over because there were more qualified candidates, her response may be frustration. This response may inspire her to seek more education and keep competing. The outcome is based on her initial reaction to the interview.

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The task of CBT is partly to understand how the three components of thoughts, feelings and behaviors interrelate, and how they a person's beliefs are influenced by external persons or events—including those from early childhood.

The way the WHOA! Program uses CBT is to help the parent focus on understanding the outcome of their behaviors. If the outcome of a person's behavior is producing results they do not want, then examining the way they *think* about the situation will influence their reaction and produce a variation in the outcome.



Capturing Our thoughts, Feelings and needs



Jayne A. Mayor, author of *Breakthrough Parenting® : Moving Your Family From Struggle to Cooperation* writes, “Behavior is a symptom, not a cause . . . addressing behavior alone will not work; one must look for the causes of behavior.” Above is an iceberg showing thoughts, feelings & needs.

An iceberg serves as a useful model to understand the relationship between the conscious and unconscious mind; two parts of the same mind. The conscious and the unconscious work together to *define who we are*. Only a small percentage (10%) of the whole iceberg is visible above the surface. But as an iceberg floats, its biggest part remains below the surface.

In this way, the iceberg is like the *self*. The part that we reveal to others is our behavior. But the largest and most powerful part remains unseen below the surface. It is our unconscious mind which is made up of our *thoughts, feelings and needs*. Therefore, you can say that behavior represents only 10% of who we are while the rest of our inner-self (thoughts, feelings and needs) lie submerged below.

By being conscious of our thoughts, feelings and needs, we become the masters of them. We acknowledge them and bring them to the surface. We start with understanding and defining our needs.

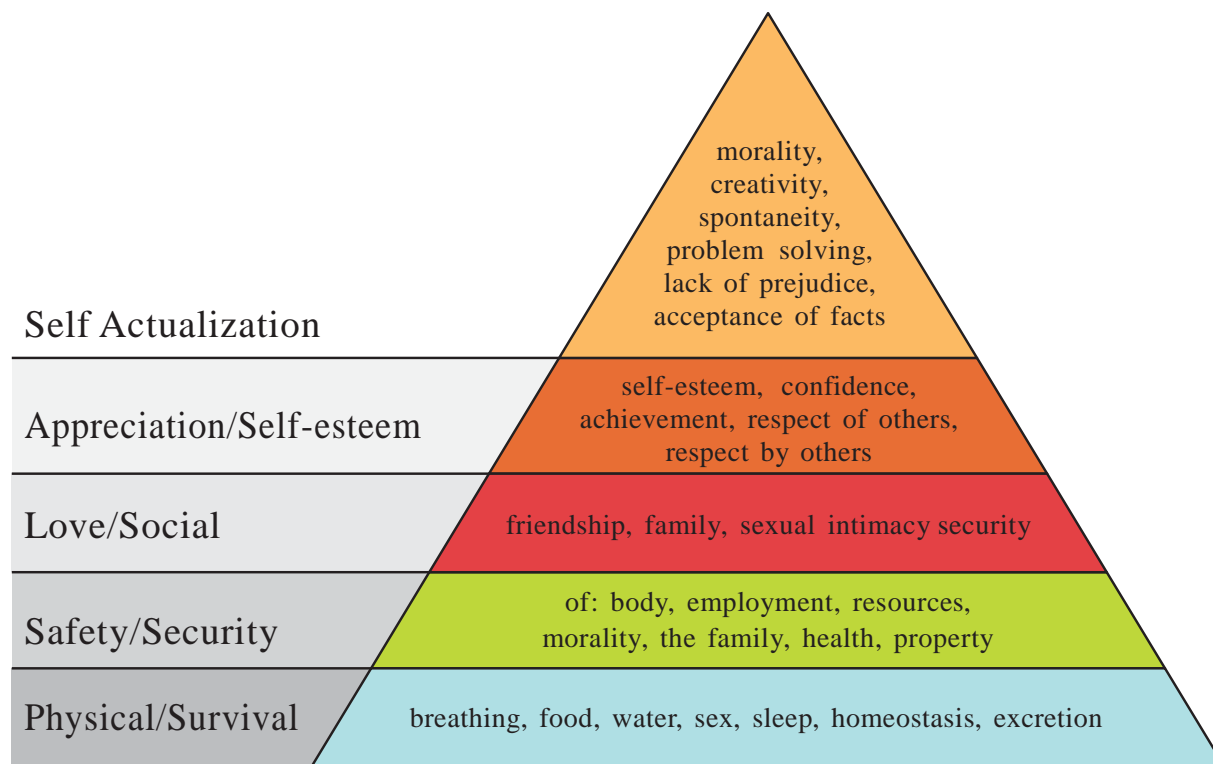
Maslow's hierarchy of needs

Maslow's hierarchy of needs is depicted as a pyramid consisting of five levels:

- physical needs
- safety/security needs
- social/belonging needs
- self-esteem needs
- self-actualized needs.

The higher needs (self-esteem & self-actualization) only come into focus when the lower needs (physical, safety & social) are met. When lower needs are no longer being met, the person will focus their attention on the unfulfilled needs. They do not permanently regress to the lower level but the unmet needs prevent them from moving ahead toward a self actualized life.

For instance, a successful, working parent at the *self-esteem* level experiences a divorce and loses custody of her children and spends a great deal of time concentrating on ways to reestablish relationships (social needs). She may lose time at work (security needs) and have trouble sleeping (physical needs). However, she may continue to value her work and will likely improve her participation and quality of work as her divorce is settled (esteem needs).



The Hierarchy of Needs

From *Breakthrough Parenting*® by Jayne A. Major, PhD

Abraham Maslow provides a way to understand how human behavior is effected by our feelings thoughts and needs. Below is an explanation of the Maslow chart found on the following page. What questions does it raise for you in understanding your own feelings, thoughts and needs?

The Needs Chart

Level One: Physical/Survival Needs

Food, water, air, sex and sleep are primary needs. These needs must be met before we can think about anything else. Not having our physical needs met creates an extreme and *rational fear*. Our most primitive or basic fear is losing our very existence.

Level Two: Safety/Security Needs

Protection from physical elements (cold, heat, wind, rain) and free of fear from physical, emotional or mental harm are safety/survival needs. We have a need for structure, order and personal boundaries. Routines and rituals keep us feeling safe and secure.

Level Three: Love/Social Needs

The need for love is both psychological and physiological. We need affection as well as a sense of belonging. When we belong to a social group, it defines “who we are.”

Level Four: Appreciation/Self-esteem Needs

The need to achieve, to be productive and to master skills lead to a healthy sense of self-esteem. We need recognition from others for our achievements which leads to feelings of self-worth, self-love and self-confidence.

Level Five: Self Actualization Needs

The need to realize our own potential to the fullest and connect that potential to the greater global community is self-actualization. When we take full responsibility for our needs, thoughts, emotions and actions then we become centered, balanced and able to show the highest form of intellect: empathy.



Free Write: *Your Needs*

Use the Iceberg and the Hierarchy of Needs to answer the questions below. Use the space below and the back of the sheet if you need more room.

1. Where are you on the Hierarchy of Needs?

2. What small changes or adjustments are you making to meet your current needs?

3. What will I use to evaluate my progress?

role plays: *What Are Their Needs?*

Name _____ Date _____

Read the role plays out loud to each other in a group of 2 to 4 people. Use the Hierarchy of Needs. Identify the needs of the child and parent. Make notes and TURN IN this page.

1. A 6-year old wants his mom's attention while she is on the phone. He whines and fusses and finally throws a fit.

2. A 3-year old throws a huge tantrum in the middle of a crowded department store on a busy Saturday afternoon.

3. Your 8-year old says "you can't make me go to bed" in front of the boy/girl friend you are trying to impress.

4. Two, four-year olds are arguing over the same toy. One child hits the other over the head.

5. A three-year old is chasing the dog and ends up pulling its ear. The dog nips at the child and the child starts to cry.

WHOA! Why Hang Onto Anger

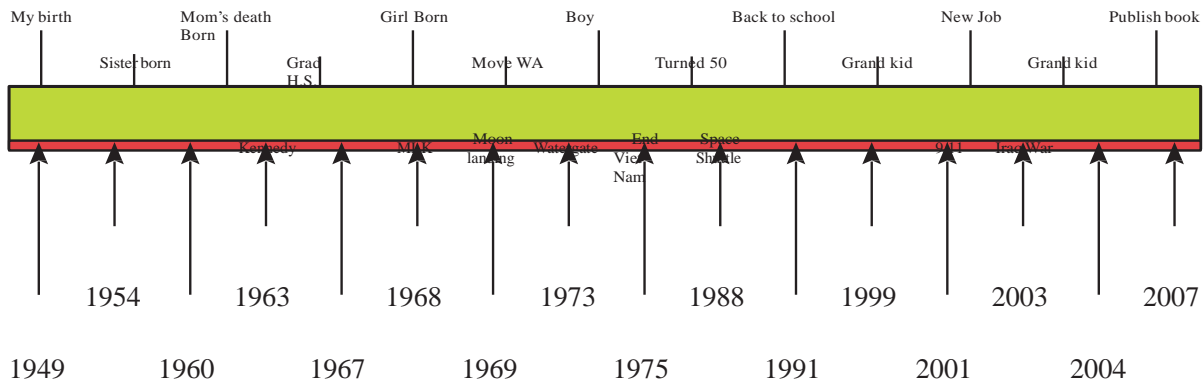
Activity

Plotting Your Time Line

Make a personal time line of your life from birth to the present. Include events, change of location, relationships, losses, celebrations, accomplishments, and so on. Leave space for external or historical events that were important to you.

1. Use PENCIL to start. Feel free to add color, drawings, pictures, etc.
2. Analyze the results. Tell me what you see when you look at the events and people that have shaped your life. Note the times when there were CHANGES and how those changes affected you.

Example: Use your own method



Writing a Birth Story

Birth stories or creation stories were used throughout the world to explain the creation of the earth, of humans and animals. There are birth stories in every culture. For example the Greek myths, the Native American stories of Coyote or the Asian monkey tales are all birth stories.

Your birth story is a personal creation story. It tells you how your family prepared for your coming and welcomed you into their lives. The birth story has within it certain elements that help illustrate *the character of a person*. They establish a *the worth, capability, dignity and place within the community* of a person. When writing your birth story use the following elements: *atmosphere, attention, symbols and prophecy*.

Atmosphere: This is a detailed description of the world at the time of the birth. It can have historical references, physical descriptions such as the time of day (sunrise) and events leading up to and including the birth. Negative aspects such as difficult deliveries or unforeseen emergencies can be turned in to positive attributes. A child can be told that they overcame great obstacles to live, or that they were courageous fighters in their struggle for life. Aligning children with positive strengths will reinforce their feelings of confidence, self worth and capability.

Attention: The people involved in the preparation and anticipation of the birth will have a lasting effect on how a child feels about being “wanted.” Make a list of all the people involved in the birth including nurses, doctors, cab drivers and passersby that may have made positive comments or helped in bringing the child into the world. It is important to establish this welcoming framework of family and community.

Symbols: A rainbow, a candle, a sunrise, a flock of birds that flew over . . . anything that can be a positive symbol representing the celebration of a new life should be chronicled for later reference. Studies show that symbols are powerful psychic images of our relationship to the world. They give clues into our character and our values. Be sure you research the full meaning of any symbol you use and emphasize its greatest value.

Prophecy: Make a wish. Write down the wish of others. It is a way of setting expectations for the future. Avoid specific predictions such as “I know you will be a fireman when you grow up.” Lean more toward values that you hope for such as *happiness, good fortune and strength of character*. Avoid setting an expectation that, if broken, cannot be forgiven.

The birth story is a prophecy of hope.

Tell your Birth Story!

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Assignments

Next week . . .

1. Finish your Time-line and share with us next week during check in.
2. Complete Journal Entry #2 The Birth Story on page ??. Be ready to discuss your writing during check-in in next few weeks.



Thank you for coming . . .

Have a great week. Contact us if you have questions. The name of the instructor along with their phone number is located in the back of your journal. If you are running late or something tragic keeps you from attending next week, call us within 24 hours or as soon as you can.

Remember you must attend all classes to graduate.

See you next week.

Chapter three

Core Beliefs and Self-Care

❑ **Check In:** Read/Discuss Time lines and Birth Stories

Welcome back to the WHOA! Last week we talked about the Source of Behavior and the Hierarchy of Needs. We also did a graphic depiction of our life called a Time line and began to tell the story of our birth. Take a minute or two to share with us how you thought about last week's information. How were you able to apply it?

Core Beliefs

Howwethinkiswhoweare! This week we are going to talk about how CORE BELIEFS affect our self-care especially the way we treat ourselves and others.

Pick a partner and discuss the following about core beliefs. Make sure that you explore all of your major belief systems: i.e. belief about yourself, belief about people, belief about values, etc. Check on pages 99 and 100 in your journal if you need help clearly defining your belief system.

WHOA! Why Hang Onto Anger

1. Define core belief? In other words, what is a “core belief?”

2. What are your core beliefs?

3. How do your core beliefs affect your everyday decision making? How you act, how you respond to others, how you vote, how you worship, how you accept or reject new ideas

4. Do you think it is possible to improve or redirect your core belief system?

Activity: *What Are We Born With?*

Keep your teams or partners and define each of these words below. Pretend that someone from another country is asking you to explain what they mean. Once you have defined each word, put a check by what you think a person is *born with* and what you think a person must *earn*.

Name _____ Date _____

List Team Members _____

	BORN WITH	EARN
Worthwhile:	<input type="checkbox"/>	<input type="checkbox"/>
Loveable:	<input type="checkbox"/>	<input type="checkbox"/>
Capable:	<input type="checkbox"/>	<input type="checkbox"/>
Respected:	<input type="checkbox"/>	<input type="checkbox"/>

Extra Credit: Take the survey on CORE BELIEFS in the back of the book. Write about your personal core beliefs & how they affect your feelings, thoughts and needs. Turn in for credit next week.

We have rights

What if I said to you, imagine if the word “worthwhile” meant that you were BORN with the RIGHT to VALUE? That means that every human being is valuable simply because they were born human. No one has the right to take that away.

What if I said to you, imagine if the word “loveable” meant that you were BORN with the RIGHT to be

ACCEPTED? That means that every human being is accepted (even if they make mistakes) simply because they were born human. No one has the right to take that away.

What if I said to you, imagine if the word “capable” meant that you were BORN with the RIGHT to make age appropriate CHOICE? That means that every human being is capable of making choices even if they are young and they have the right to experience consequences. No one has a right to take that away.

And finally, what if I said to you, imagine if the word “respect” meant that you were BORN with the RIGHT to have equal VOICE in a conversation despite your age, gender, race, culture or experience? That means that every human being has the right to voice their opinions even if they are wrong. No one has the right to take that away.

These are the 4 Principles of Dignity: Value, Acceptance, Choice and Voice. If we were to think of our dignity and the dignity of others when we got into a conflict, then we would be able to acknowledge our value and the value of others, accept mistakes as lessons, allow for wrong choice and consequences, and give voice to our feelings, thoughts and needs.

$$\text{DIGNITY} = \text{VALUE} + \text{ACCEPTANCE} + \text{VOICE} + \text{CHOICE}$$

4 principles of Dignity

Human rights framework embodies a **CORE BELIEF**: the most important outcome of conflict is to preserve the dignity of yourself and the other person.

Worthwhile: the right to have **VALUE**.

(You can never take my value away from me. If I can give it up, I can reclaim it again)

Loveable: the right to be **ACCEPTED** & to make my mistakes & to learn from those mistakes.

(I can be forgiven & make amends for all my poor choices)

Capable: the right to make developmentally appropriate **CHOICES** & to experience the **CONSEQUENCES** of those choices.

(Not making a choice IS a choice—I am responsible for part of an argument or poor choice)

Respected: the right to have **EQUAL VOICE** & set clear **BOUNDARIES** & a **BALANCE OF POWER** even if there is a disagreement.

(Your opinion is not more important than mine)

All Children (people) Have the Right

To physical needs	=	To be alive
To safety/security needs	=	To be protected
To social/belonging needs	=	To be accepted
To self-esteem needs	=	To be acknowledged
To self-actualized needs	=	To be satisfied

WHOA! Why Hang Onto Anger

Stress

Stress is the set of physical, mental and emotional responses you experience as a result of the day-to-day difficulties of modern society and how you interpret your feelings and thoughts based on CORE BELIEFS. Stress is part of life. You can learn to control stress by recognizing your stress signals, practicing relaxation exercises and dealing rationally with difficult situations. You can come to see your reaction to stress as a challenge, something positive rather than a threat!

What are your Physical, Mental & Emotional Stress Signals? (list them)

When you feel “stressed” how do you act?

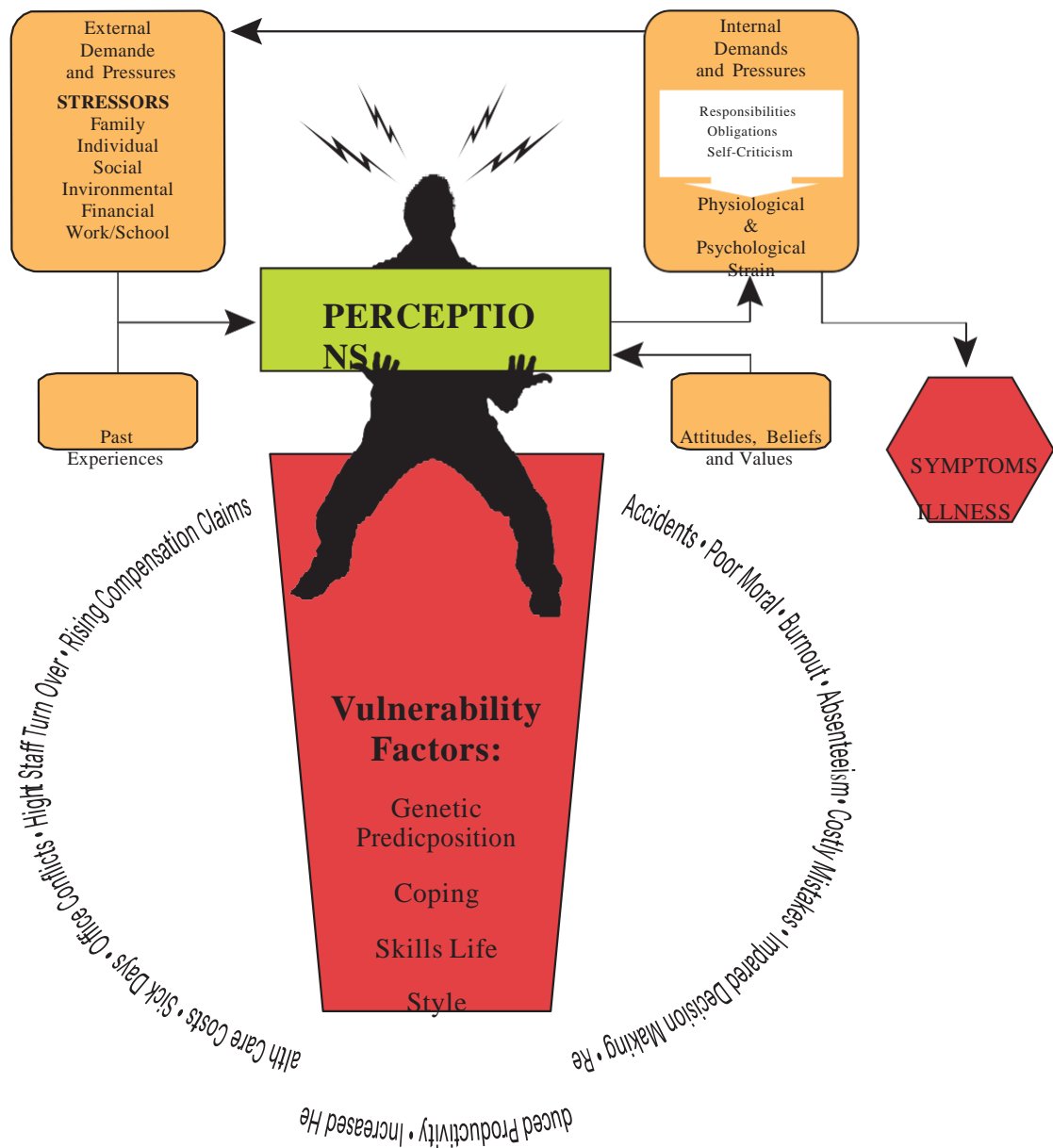
What stresses kids? What stresses adults?

Any similarities?

Class Discussion

The Stress Model

The Stress Model above gives you a look at the complex nature of stress and the need to manage the “stressors” in your life to remain healthy and happy.



What are some of the ways to acknowledge your thoughts, feelings and needs to relieve stress?

How does acknowledging your rights and the rights of others relieve stress?

How to Recognize Depression

Symptoms of Depression Can Include:

- Persistent sad or “empty” mood
- Loss of interest or pleasure in ordinary activities, including sex
- Decreased energy, fatigue, being “slowed down”
- Sleep disturbances (insomnia, early-morning waking, or oversleeping)
- Eating disturbances (loss of appetite and weight, or weight gain)
- Difficulty concentrating, remembering, making decisions
- Feelings of guilt, worthlessness, helplessness
- Thoughts of death or suicide, or suicide attempts
- Irritability
- Excessive crying
- Chronic aches & pains that don’t respond to treatment.

*Symptoms are “not Just life!”
Diagnosis and treatment may
be needed. Ask your doctor!*

*“If four or more of the
symptoms of depression
or mania persist more
than two weeks” or they
are interfering with work
or family life, see your
doctor!”*



*80% of the people with
serious depression
even those with the
most severe forms can
improve significantly.*



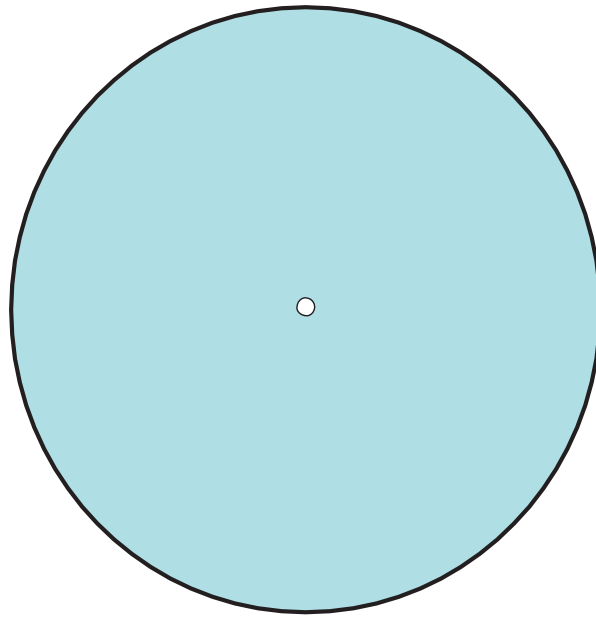
Free Write: *Managing Stress*

1. **Calm the Body** includes those physical activities that put the body into a state of relaxation or else use the energy created by the release of sugar into the blood.

2. **Calm the Mind** includes changing our thought process by reducing or eliminating irrational beliefs and stress-producing images. It also includes taking time to form relaxing mental images and meditations.

List the many ways you CALM your BODY and CALM your MIND. If you don't do this very often, take some suggestions from others. What are you willing to try?

BALANCE WHEEL OF LIFE



Divide the circle into three parts that best describe the TIME you spend in the following areas:

Work: Energy expended for work (paid work, creative work, community work, home maintenance).

Self: Energy expended for self (physical, intellectual, emotional and spiritual).

Relationships: Energy expended on relationships (family, relatives, friends, colleagues, neighbors).

Answer these questions:

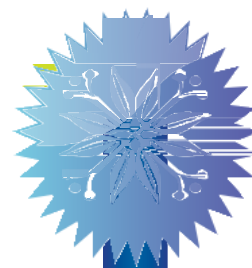
1. Why am I doing what I'm doing?

2. Does it bring me satisfaction?

3. What would I change if I had one year to live?

JOURnAl EnTRy

number Three



Dignity

1. How does the right to Dignity shift my thinking about taking care of myself and others?

2. Do all people deserve to be treated with dignity no matter what they have done?

assignments

Next week . . .

1. Report back to us about your experience with stress reducing methods. We are interested in what works for you.
2. Complete all question in week three.
3. Complete Journal Entry #3: Dignity on page ??.



Thank you for coming . . .

Have a great week. Contact us if you have questions. The name of the instructor along with their phone number is located in the back of your journal. If you are running late or something tragic keeps you from attending next week, call us within 24 hours or as soon as you can.

Remember you must attend all classes to graduate.

See you next week.

Chapter FOur

Barriers to Change

❑ **Check In:** Read/Discuss Stress Reducers

Welcome back to the WHOA!

1. Share your homework & any questions you have.
2. Share stress reducing methods and journal entry on dignity.

Week in review

There seems to be a connection between the way we take care of ourselves and the way we think and feel. Last week we talked about CORE BELIEFS and the 4 **Principles of Dignity**.

We discussed how to recognize signs of stress and depression in our lives. When we are not taking care of our needs, we are less likely to think of other people's needs.

Our Barriers to Change

This week we will explore the barriers that keep us from changing. There are many barriers that prevent us from thinking differently about our success and happiness. In this chapter we explore **Shame, Blame, the Victim Cycle** and the difference between **Punishment and Discipline**.

Letting Go is a process that helps us overcome barriers to communication. The **apology** is an opportunity for you to share a situation where you have hurt someone. You will also be asked to let go of a situation where you have been offended by someone else.

A step-by-step process will help you practice how to address old hurts and build new communication and trust. You will construct a collage of **institutions that influence** how we think and feel about our selves and others.



Shame

What Is Shame?

A deeply painful emotion caused by extreme guilty thoughts. Shame is triggered by acts of disappointment, disgrace or failure to meet expectations. It is often accompanied by strong feelings of regret, reproach or blame. One feels a need to be punished or censured and the consequences are always negative.

Think of a time that brought you feelings of SHAME. Describe it:

What Can You Do About It?

1. Revisit the event in a safe environment.
2. Talk about it to a trusted spouse, friend, support group or professional person.
3. Let go of the blame. Find a way to release your feelings.
4. Forgive yourself and others.

Blame

What Is It?

When feelings of shame over thoughts and actions are transferred to another Person is BLAME. When one wants to avoid punishment, responsibility and accountability, they blame others.

Think of a time when you BLAMED someone for your problem. Describe it:

What Can You Do About It?

1. Admit our part in a transgression
2. Reflect and re-frame what other people say
3. Find a way to forgive ourselves and others of shameful acts and thoughts
4. Accept loss and find a way to move on
5. Become a problem solver

Beliefs and “Victim” thinking

**“Take your life in your own hands, and what happens? A terrible thing:
no one to blame.”**

—Erica Jong

“Who do you know that takes full responsibility for all their feelings and behaviors? What would your life look like if you quit blaming others for what you feel and what happens to you? What would your life be like if you decided that your life was yours and you could consciously create it any way you wanted to?

Research findings by social scientists and psychologists have demonstrated that the belief systems of individuals have a profound effect on health, the mind, and success. Cancer patients who believe that they can heal their bodies are much more likely to go into remission, students who believe that they can do well in school will do well, and people who believe they can succeed in business will succeed. In other words, *“They can because they think they can.”*

Beliefs are assumptions. Sometimes beliefs are prejudices, judgments, ideas, opinions, and even attitudes through which everything we experience is filtered. **Beliefs are not facts**—just opinions with expectations attached. These beliefs, generally held to be true, are the way in which people structure their understanding of reality. Most beliefs are inherited from family and society. People also get their beliefs from media, school, organized religion, science, and other institutions.

A belief system provides a set of core values. This set of values defines a ‘set of rules’ by which we process and store information as it comes through our conscious minds. A person might say, ‘that’s the way I am’ or ‘this is reality’ when they want to justify their beliefs or their actions.

One of the pervasive beliefs in our society is the notion that people are **victims**. Victims feel helpless, hopeless, and powerless. What they say is ‘poor me’ and ‘ain’t it awful.’ They come to believe they are helpless to determine what is best for us and look to others to tell us what is right for us.

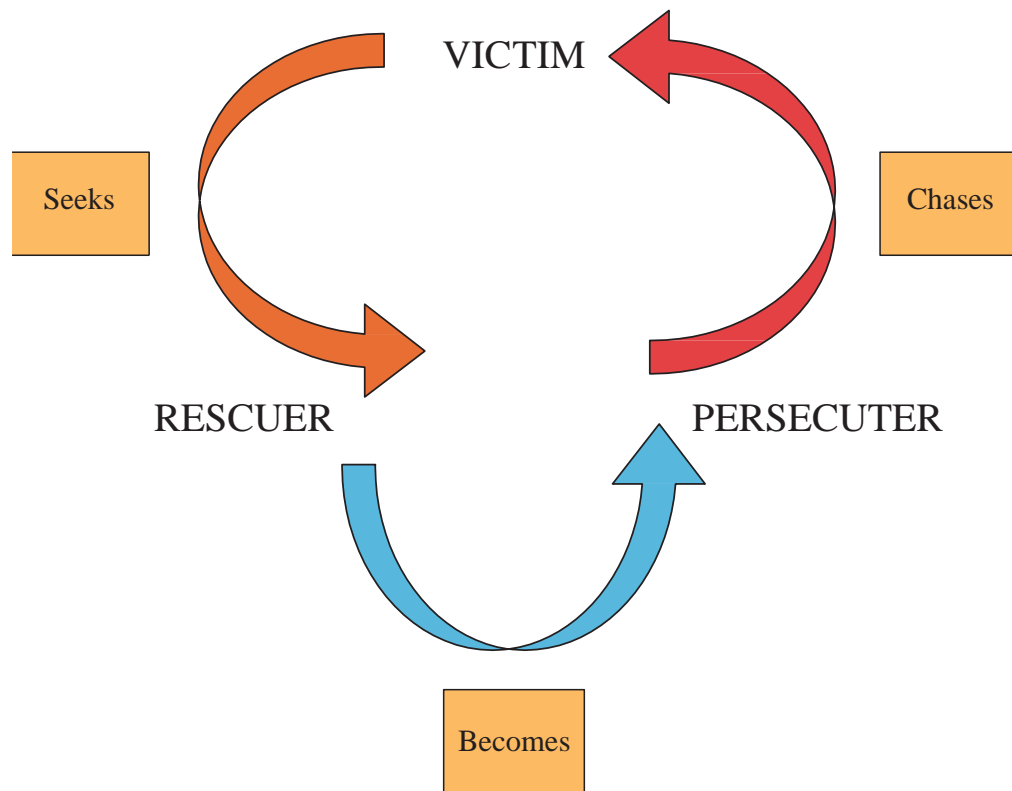
Chapter Four: Barriers to Change

This notion of ‘powerlessness’ allows all of us to play the self-pity game (poor me). Then we don’t have to take responsibility for our actions or be accountable to others. We can blame others and continually use excuses for not taking charge of our own destiny.

The great thing about education is once we understand that we are the ones that make ourselves happy or miserable, then we are in charge of the outcomes. So what do you want? Do you want to reach your goals? Then take charge of your choices, deal with your mistakes—remember YOU are not the MISTAKE!

**relate what you have read above
to the Victim Cycle**

the Victim Cycle



Victims: The quality that characterizes *victims* is that they do not take accountability for their wrong choices

Rescuers: *Rescuers* "save" *victims* from their choices by not letting them solve problems or explore consequences. Eventually the *rescuer* gets tired when *victims* are unwilling to change. Rescuers do not always act rationally.

Persecutors: The *rescuer* becomes the *persecutor* when they try to force the *victim* into becoming responsible. *Persecutors* cannot admit to their own anger & frustration. They are in danger of also becoming *victims* themselves.

Exiting the Cycle: *Victims* exit the cycle when they learn from others to solve their own problems & take the consequences for their choices. *Rescuers* exit the cycle when they offer information & knowledge not solutions to someone else's problems. When *victims* get encouragement & support, they never need to be rescued. When *rescuers* become teachers, they never need to become *persecutors* or the *victims*.

rescuer/perpetrator thinking

The Rescuer

The rescuer thinker is the person who is always willing to help other people even if it means sacrificing their own needs. One of their core beliefs is that they must be liked and appreciated. “I’ll help” or “let me do that for you” are among their favorite phrases. Rescuers are very good at recognizing when other people need help, and but very often do not ask for help themselves.

The rescuer avoids confrontation by minimizing their own needs so as not to “rock the boat.” Because they do not serve their own needs, they oftentimes over-commit and cannot say “no.” They run the risk of falling into victimized thinking and can become persecutor/aggressors if they feel rejected.

Some of the comments heard by rescuers include:

“It is my responsibility to take care of my children.”

“I take care of other people’s problems.”

“I know this is your project, but let me add it to my list to take the burden off of you.”

These thinkers often see themselves as having been victimized by someone else so they want to “save” others from pain or hardship. They feel powerful only when they feel they are the savior of someone else. They do not like to empower others and often sabotage those who do.

When dealing with rescuer thinking it is important to hold them accountable. Use clarifying questions and statements such as “I wonder what Johnny would learn if he had to do his homework for himself.”

The Aggressor/Perpetrator

Perpetrator thinking produces aggressive people who are demanding and loud. They don’t listen and they talk over people. Their attitude is, “I’m right, you’re wrong” and they view the world as win/lose, where they must “win.” Perpetrator thinking produces descriptions

WHOA! Why Hang Onto Anger

such as “Sherman tank,” “bull in the china shop,” and “bullies.” When rescuer thinkers become perpetrator thinkers they develop aggressive attitudes. They talk down to people and become know-it-alls and often are responsible for making rude comments, followed by biting sarcasm.

Some of the comments I’ve heard aggressive people make include:

“This room is filthy! Clean it up now!”

“You don’t know what you’re talking about. You’re just a kid!”

“I told you this would happen, but you never listen to me!”

When dealing with aggressive people, start by letting them vent. Use active listening skills to indicate you’re trying to understand their views. Aggressive people aren’t used to people really listening to them. They are often tolerated because they do get things done. The problem is that they also cause tension and upset people. In addition, because they dominate the conversation, other people don’t contribute.

Aggressive people need to realize there is more than one right answer. Their opinions are valid and valued, but other people (including children) have equally valid ideas.



Shift to empowerment

- Others are not to blame for what someone else feels. It is always a choice as to how a person interprets events in their life.
- Affirmations such as 'I deserve to be loved' focus on positive thinking. Say it out loud in the mirror.
- Set aside affirmations each day and practice them several times. When hurtful or angry thoughts begin to overcome the day, replace them with affirmations.
- Visualize what you want. The steps to successful visualization are:
 - a. imagine how to get what you want,
 - b. believe the dream is achievable,
 - c. open yourself to all opportunities and
 - d. celebrate even small successes.
- Practice an 'attitude of gratitude' Think about the opportunities presented throughout the day and find a way to appreciate them.
- Keep a journal. Write down in your journal or notepad the things you observed. Analyze how things are going. Was it a more productive day or did it get bogged down with too much stress?
- Monitor how thoughts shift them from fear-based to joy/love-based thinking. It is often thought that whatever a person focuses their energy on expands.
- Relate what is being said and done to the four principals of Dignity page ??.

Your thinking Style

Use the Victim Cycle to answer the questions below. Use the space below and the back of the sheet if you need more room.

1. How do I manage my own *style* of thinking?

2. What are examples that I can use from my own life to describe being stuck in victim, rescuer or perpetrator thinking?

punishment versus Discipline

Punishment is perceived or actual pain, loss or suffering inflicted on someone as payment for a crime or fault. There is no teaching relationship between the one punishing and the one being punished. It is the exercise of power by the strong over the weak. It can lead to abuse. “I must have power over my child” Parents justify the use of punishment because they were often unjustly punished as kids and feel that they are better because of it. They do not relate it to the long-term effects of poor relationships or their own victim/perpetrator thinking.

Discipline is the teaching of a lesson in mistakes or misbehavior. It is the day-to-day system of teaching a child how to solve problems and cope with life. The goal of discipline is self-discipline or self-regulation. When children are away from us we want them to have a system of rules within them that they will use to govern their behavior toward themselves and toward others. We want to bring the outside controls of ordinary rules and boundaries inside the child. In every act, parents of this style ask, “What is the lesson?”

The chart below depicts the contrast between Discipline and Punishment. Compare this with how you parent and with the results you are experiencing.

	Discipline	Punishment
Parent’s goal	teaching, training, building self-control	justice, retribution, obtaining obedience
Focus	future, present ongoing relationship with child	past, single event
Parent’s attitude	loving, sharing control, feeling “in charge”	angry, afraid of losing control
Results	growth, self-control	conformity or rebellion
Child’s feeling	secure, lovable, capable, respect of self and others	fearful, guilty, hostile to authority, low self-esteem

role plays: *Punishment to Discipline*

Break into couples and do one of the following role plays. In each case the parent has chosen to punish the child. What lesson were they trying to teach? Is it the lesson you want to teach? How would you change punishment to discipline in each case?

Name of Group Members _____

1. A child of two pulls the dog's tail. His mother puts him in the crib for an hour. What is the lesson? What can the mother do instead to prevent the dog from harm and teach the baby to deal gently with animals?

2. A 17-year old girl left her father's car in the driveway with a flat tire and not enough gas for him to get to work in the morning. He makes her stay home from the school dance the next night. What is the lesson? How can he teach her to be responsible for the car and let her go to the dance?

3. An 11-year old boy brought home three C's, one D and one F on his report card. His parents take away his television privileges and make him drop out of soccer for a month. What is the lesson? How can they teach him to manage his study time without taking away his soccer?

Chapter Four: Barriers to Change

Make a Collage

How does Culture Influences Us?

In a civilized society, we are influenced by culture and the institutions that make up our society. How we dress, what we say, how we behave publicly and privately depend on our cultural beliefs. Institutions support cultural beliefs.

Do a picture collage addressing the cultural beliefs of institutions and how they influence our feelings, thoughts & needs. Chose from the institutions below. Cut out or draw symbols, ideas and messages that institutions use to influence or control the way we think. What do you think about those messages?

Institution	Cultural Messages	Examples for Collage
Court Systems/Prisons	A presumption of innocence, to be fair & just. Are they? Do you agree?	Images of profiling, articles on people presumed guilty or innocent by public opinion, unfair treatment
DSHS/CPS	To protect children & preserve families. Is this your experience?	Ads for social agencies, news articles, personal experience
Banks/Credit Unions	Money management, wealth or corruption	Depiction of poverty and/or wealth
Media/TV/Movies/Ads	The perfect image, the perfect message, information gathering	Ads for products and the models who sell them
Religious Institutions	Challenging personal moral beliefs, implementing values.	Moral Challenges to abortion, right-to-die, prayer in the schools, sexual orientation, etc.
Politics/Government	A belief in the duties & responsibilities of government, implementing the constitution.	patriotic symbols, flag burning, political cartoons, comedians, etc. Fear and mistrust in government

Present your collage to the group: What is your collage trying to say? What is the cultural belief of the institution (examples above)? What do institutions do to control or influence your thinking: shame, coercion, punishment, blame, discipline, encouragement, acceptance, etc.?

apOLOgIzIng

an apology

The antidote for reconciling a painful relationship is embedded within a sincere and deep apology. It is the way in which a person takes full account of their own actions without referring to or blaming the actions of another. A sincere apology is the true meaning of remorse.

Think of an apology as a “dying declaration” when you have the opportunity to feel remorse for the way you made other people feel, whether you think you were “right” or not. AND MEAN EVERY WORD OF IT! If you don’t, the other person, whether it be child or adult, will know. If your heart is still shadowed by revenge, rejection or righteousness, the other person will sense it and the apology will fall on deaf ears.

Even if you believe you did nothing wrong or did not deserve to be accused, do not see this as “giving” into a false reality. It is the reality of the other, the way they saw your actions, the way they experienced you. Be forgiving and apologize even if you do not understand the reason behind their accusation.

Acknowledge the event or situation as “true” in the way it was received by the other person. Apologize for all that you have been accused, not because it is the way you believe it happened, but because that is the way the other person experienced it.

Do not make excuses for why you reacted the way you did and do not expect an apology back from them. Simple statements like, “If I were you, I might have felt the same way. It was not my intention to hurt you. If I could do it over, I would be more understanding of your feelings.”

An apology is the psychic medicine that heals all wounds. It is the door that opens to cooperation, trust, effective communication and positive outcomes. Try it and you will be amazed.

accept an apology

Take the apology of another at face value. Avoid questioning the sincerity of the other person. If you do not believe they heard your side of the problem, explain it again, then “let go” of it as a personal issue. If you wish to pursue the issue of whether you believe they are sincere or not, then address the issue of “trust” not the apology.

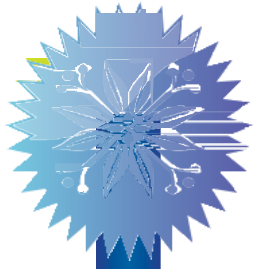
Give people the benefit of the doubt. You may limit your actions with someone who does not pay money back on time or who tends to lie to you or who does not fulfill expectations. “I appreciate the fact that you trust me enough to ask to for money, but I have no assurance at this point that you will pay it back when you say you will.”

Avoid demonizing a person as if “they” are unforgivable not their actions, especially if you share children with them. Let the actions go with the apology and set clear boundaries for the future. Work at establishing trust by lower your expectations or being very clear about agreements.

“I can never forgive (a person) for lying to me about . . .” Remember the lie is about a relationship. If there is an apology, thank them and either chose to rebuild trust again or not. You do not have to discard this person from your life, you merely redefine the relationship.

Make a list of what you feel is “unforgivable” and work at what the underlying core belief is that restricts your ability to forgive an action or a person. Utilize the information given to you regarding human rights theory and the principles of dignity.

DIGNITY = VALUE + RESPECT + LOVE + CHOICE



JOURnAl EnTRy

number Four

Part A: Apologize to Someone I have Offended.

1. I recognize and accept that I have wronged you by _____.
There is no excuse for my behavior_____.
2. I apologize even if I am uncertain about (describe how they experienced the situation)_____.
3. I imagine you felt _____ and were thinking_____.
4. In the future I will try to earn your trust by _____.
5. If I were you, I might not want to trust me immediately, so I will do my best to avoid _____.

Accept an Apology from Someone Who Offended Me.

1. I want to forgive (name) for the following offence: (be specific) _____.
2. I apologize even if I am uncertain about (describe how they experienced the situation)_____I was thinking_____.
3. I believe (name) experienced the situation differently _____
and feels_____ and thinks _____.
4. If I could let go of my anger and hurt, I would say _____.
5. This is how I want to set boundaries and define our relationship (be specific)
_____.

assignments

Next week . . .

1. Present your collage and explain it to the group.
2. Complete Journal Entry #4, Parts A & B: Letting Go on pages 48 & 49. Be aware of what role your feelings of shame and blame play into your results.



Thank you for coming . . .

Have a great week. Contact us if you have questions. The name of the instructor along with their phone number is located in the back of your journal. If you are running late or something tragic keeps you from attending next week, call us within 24 hours or as soon as you can.

Remember you must attend all classes to graduate.

See you next week.

Chapter FIVE

Building Trust

- ❑ **Check In:** Share your collage from page 46, How Does Culture Influence Us?
Share Journal Entries 3A & 3B from pages 48 & 49.

review

Last week we discovered that it is not easy to change our habits. Sometimes the underlying need is imbedded deep in our past. We feel a strong sense of shame over unresolved conflicts and then tend to blame others when we feel unloved, incapable, disrespected or unworthy. Unrealistic goals are enforced by acts of punishment that lead to shame. Shame and blame are used to control us and damage our self esteem

Definition of Shame: “A painful emotion caused by consciousness of guilt brought about by an act of disappointment, impropriety or disgrace. It is something that is accompanied by feelings of strong regret, censure, reproach and consequences.”

WHOA! Why Hang Onto Anger

What we can do to reduce our feelings of shame . . .

1. We can revisit the event in a safe environment.
2. We can talk about it to a trusted person.
3. We can let go of blaming others and find a healthy way to release our feelings.
4. We work at forgiving ourselves and others.

Definition of Blame: Blame is the inability to accept personal responsibility for actions. It is the unwillingness to forgive oneself or others. Blame is a resistance to let go of old hurts but rather make excuses for a one's behavior.

What we can do to reduce our feelings of blame . . .

- Admit our part in a transgression
- Reflect and re-frame what other people say
- Find a way to forgive ourselves and others of shameful acts and thoughts
- Accept loss and find a way to move on
- Become a problem solver

growing into trust

Building **trust** begins when we are very young. It is the first thing we feel to-ward our caretakers as they touch us and seek to fulfill our survival needs. Trust is built over time as we grow and begin to explore the world.

At first, we put complete trust in those who come when we cry. They are the people who rock us, and cuddle us and tell us we are the sunshine of their lives even when we scream and keep them up all night.

Later we learn to trust ourselves as we struggle to walk and communicate. We try we fall. We babble, we learn to talk. We waddle, we soon learn to run.

If you think children are not watching every move their caretakers make, you are dead wrong. They hear, see, smell, touch and experience everything around them. We know so much more about these early childhood experiences because of the advancements in CT scans and other technologies. So we know children are watching and listening all the time.

But trust is easily broken with a slap or a loud “no!” Children react to the fear in our father’s voice or the disappointment in our mother’s look. Over time, how they learn to trust is how they begin to cope with the world especially when it feels unfair or frightening.

How we learn to trust is what gives us permission to take risks. When we are ready to trust ourselves, we are willing to take risks. We are ready to practice and master skills. Trust is taking a risk with a predictable outcome.

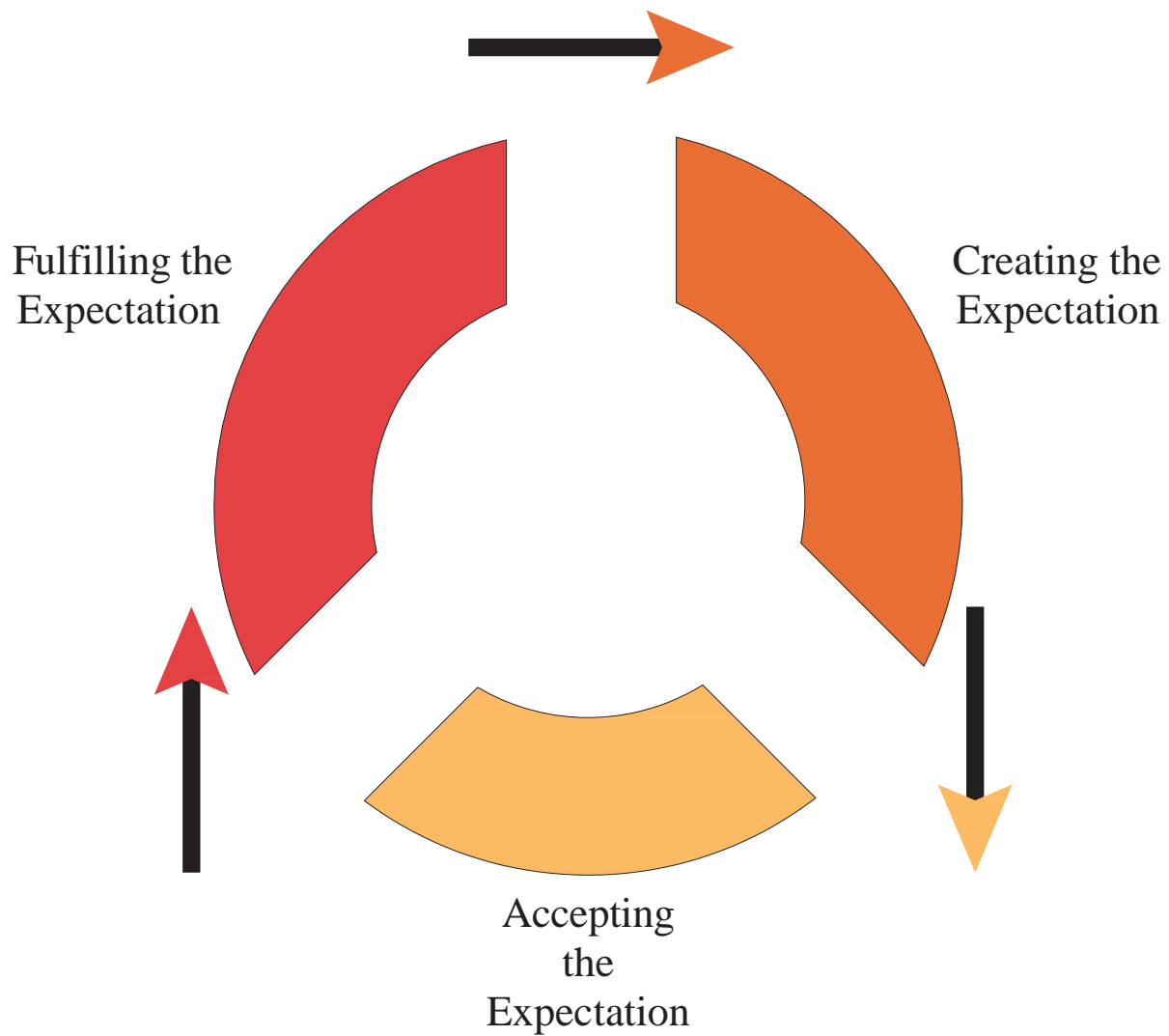
More importantly, trust is our ability to understand what is expected of us, accept that expectation as realistic. We must then fulfill that expectation as best we can.

In this week, we explore the trust cycle and the Milestones Chart that gets us through our lives. We look at how the three styles of parenting are related to the three styles of anger and how anger affects our children’s ability to not only trust us, but trust themselves.

WHOA! Why Hang Onto Anger

Trust is the process of creating risks with predictable out-comes. It is accepting and fulfilling an expectation.

the trust Cycle



Charting MILeStOneS

Myths and realities: Building Independent



Living Skills In adolescents

Washington State Division of Children and Family
Services, Foster Parent Training Unit 1996

Charting Milestones

Infancy (birth to 15 months): From passivity to Mobility

Developmental Tasks

- a. To learn to trust others and be secure in the world.
- b. To begin to learn “what I need to do to get my needs met.”

Milestones

- a. Infants become aware that their messages, “I need food, I need comfort,” are responded to on a consistent basis, and they recognize their principle caregiver. As they rely on someone to satisfy their physical needs, the foundation for a trustful outlook towards their immediate world is being formed.
- b. In this age of dependency, the infant learns whether the world is a safe and satisfying place or a source of pain, frustration and uncertainty. The baby makes it clear that his/her primary need is to attach to a special person (his/her parents) who will provide care.
- c. Adapting to one’s environment requires a series of discoveries: babies learn to turn themselves over, grasp or hold objects, climb or crawl, make sounds and babble.

toddler Stage (15 months to 3 years):
exploration

Developmental Tasks

- a. To discover and establish an okay, distinct self through continuous exploration of one's world
- b. To begin separating thinking from feeling through experiencing choices, limits and self-derived solutions to simple problems.

Milestones

- a. Toddlers begin to explore their wider environment, to separate gradually from their caregivers, and to learn to communicate with words, sounds and signs.
- b. In striving for self-control, they become more preoccupied with seeking ways to have their wants satisfied regardless of parental limitations imposed for the child's own protection.
- c. They explore endlessly to see how things go together or how they come apart. Although proceeding at various paces, children piece together how they can operate "on their own," apart from "home base" (caregivers).
- d. If their inquisitive inclination is squelched, they can eventually lose a sense of curiosity. If children are allowed to explore their environment without any limitations, they can either lose all sense of caution, or they can conclude that every act carries a risk, and thus retreat.
- e. Toddlers get their first lessons in coping with the frustration of not being able to have all their wants and desires fulfilled.
- f. The toddler begins to discover what is pleasing or displeasing to Mom or Dad and senses that s/he is capable of bringing joy into mother's or fathers life.
- g. The principles of giving and taking are established, and a pattern for postponing gratification is set in motion. In this process, control becomes a key issue.

pre-School Stage (3 to 6 years)

expanding horizons

Developmental Tasks

- a. To learn to distinguish between reality and fantasy.
- b. To become comfortable with one's own sexual identity.
- c. To make connections and distinctions among feelings, thoughts, and actions.
- d. To solve problems by initiating and creating solutions.

Milestones

- a. Children of this age, through fantasies and imagination (talking more to themselves than with others) are learning to distinguish between fantasy and reality, and to see cause and effect relationships.
- b. Many want to help adults with adult tasks; this is partially related to gender clarification.
- c. Preschoolers spend greater time periods engaged in games or activities and show signs of creativity and initiative.
- d. They become more concerned with rewards and punishments.
- e. They shift gradually from parallel play to role-play with companions.
- f. Curiosity extends to sexual issues, seen in games such as "house" and "doctor."
- g. Although starting to develop self-reliance, children this age are still dependent on approval, love, and praise from caregivers.
- H. An individual's ability to take controlled risks in new settings similar to those expected of people functioning independently can be traced to the experiences encountered in this stage of development.

Middle Years (7 to 12) extending—
Mastery & autonomy Outside home Developmental Tasks

- a. To develop a sense of accomplishment in areas of natural ability.
- b. To learn and apply skills, toward emergence of personal competence.
- c. To develop and test values and beliefs guiding present and future behavior.

Milestones

- a. In general, the child progresses gradually from self-centeredness to other. Centeredness.
- b. Seeking acceptance and inclusion by peers is crucial at this age.
- c. There is a striving for a sense of self-competence through mastery of physical and social skills acceptable to age-mates.
- d. Children at this age aim for “tameless:” adopting mannerisms and hair styles of the group; wanting similar toys; adhering to the rules of the games; adopting the “in” slang, etc. Values and beliefs important to self and group life take shape in this process.
- e. They become collectors of “treasures” that are jealously guarded.
- f. They ritualistically practice telling and keeping secrets (content is less important than the ritual of confidentiality).
- g. They make fun of the opposite sex.
- h. They gravitate towards models, wanting to be heroic and accomplish great feats. Many are given to elaborate exaggeration of exploits or mis-haps.
- j. The development of social relationships and teamwork, so common at this stage, lays the foundation for developing and maintaining relationships later in life.

three phases of adolescence

early adolescence

A period marked by the beginnings of dramatic physical growth that ushers in a variety of developmental changes.

Age (Approximate)

Girls, 9 - 11

Boys, 11 - 13

Physical Characteristics

Grow rapidly

Begin to manifest secondary sexual characteristics

Personal Changes

Self-centered

Developing a new self-image

Excessively self-conscious about bodily changes

Very concerned about their appearance

Daydream

Engage in impulsive behavior

Feel inappropriately safe in dangerous situations

Three phases are used by sociologists, medical doctors and behaviorists to mark the process of adolescences.

The first phase is Early Adolescence marked by rapid brain and body growth, secondary sexual characteristics and preoccupation with self.

early adolescence

Social Patterns

- Peers become important
- Socialize with same sex
- Sex and love separate; testing limits, not intimacy
- Tend to be highly competitive
- Well organized at play/athletics
- Enthusiastic about clubs, groups for short times
- Begin to idolize popular heroes in culture
- Develops “crushes”
- Still focus on home and school as centers of their lives

Intellectual and Moral Development

- Think effectively and logically
- Manipulate ideas, trying out multiple possibilities
- Preparing to develop and try out own ideas
- Beginning to seek meaning in life
- May find religion becoming important

Parental and Caregiver Issues

- Less inclined to interact with parents and other adults
- Manifest need to move away from dependency on their parents by being critical of them
- Seeks solitude away from parents, whom they find intrusive
- Sensitive to parents’ reactions to their changing appearance and status as emerging adolescents
- Still require direction from, and protection by their parents

The next phase of the process of adolescence is marked by expansiveness and exploration of ideas, but is often overshadowed by turmoil and rebellion.

All of these characteristics serve to promote a sense of independence in “practicing adults.” The challenge in this phase is to allow youth to have self-expression but be held accountable for their actions.

Mid-adolescence

A period marked by expansiveness, exploration, turmoil, rebelliousness, and conformity to peers

Age (Approximate)

Girls, 12 – 15

Boys, 14 – 16

Physical Characteristics

Continue to grow in height, weight, and development of secondary sexual characteristics (pubic hair, voice changes, etc.)

Personal Changes

Experience sexual drives and overcoming inhibitions

Difficulty sustaining sexual intimacy because of shaky identity

Need to build inner confidence and security

Intense feelings including personal loneliness

Experiencing inner turmoil, wide mood swings, high spirits, great hope as well as great anguish

Ambivalence about needs for freedom and leaving the security of family Self-conscious and often trying out different self-images

Social Patterns

Great interest in the opposite sex

Conformity to peers

Obtain mutual support, companionship, and belonging from peer sub-culture

Independence from family confirmed by peers

Obtain assurance in own sex group as preparation for engagement with opposite sex

Demonstrates erratic work/play patterns

Chapter Five: Building Trust

Intellectual and Moral Development

Continue to grow in ability to think abstractly

Question double standard

Develop moral consciousness as they evaluate people's behavior in terms of ideals

May hold many romantic notions

May embrace unrealistic ideals

Parental and Caregiver Issues

Rebel against parental dictates

Need to gain emotional distance from parents

Search out flaws in parents and others, using severe standards

Begin to give up unrealistic childhood ideals

Often experience damage to dreams and hopes, together with powerful disillusionment

Need models to follow

Not yet ready for final separation from family

Need adult recognition, guidance and support, yet opportunities to direct own life as well

Blame unhappiness on parents

Test limit

Obtain cues for future relationships from the way parents relate

The latter stage of adolescence is marked by the development of community awareness and a vision of an adult future. In our society, the age of 18 is the golden age of emancipation, but is it?

Science says our brains have important developmental stages to complete through our early 20's. This workshop opens up discussion around sensitive adolescent behaviors and provides parents with tips for the final leap into adulthood.

Late adolescence

A period marked by consolidation of identity and coming to grips with future.

Age (approximate)

Girls, 15 – 19

Boys, 15 – 19

Physical Characteristics

Varying growth patterns: girls finish growing, while boys may continue to grow into their 20's

Personal Changes

Gradually become less self-centered

More self-assured but still experience feelings of self-doubt

More able to turn inward to seek own strength and assess liabilities

Seek to know what to do with life to give it meaning and stability

Experience the importance of making decisions

Social Patterns

More able to balance giving and receiving in interpersonal relationships

Still need peer approval, but less powerfully

Seek sex and affection as capacity develops for intimacy in mutual relationships

Seek adult cultural status

Intellectual and Moral Development

Use verbal language and symbolic conceptualization more broadly

Develop more independent ideas

Can view broader social context

Have greater ability to reason

Like to discuss ideas

Are more able to look at issues from various points of view

Chapter Five: Building Trust

Capable of formulating plans more realistically

More balanced in relationships and involvement with family, peers, and larger community

Parental and Caregiver Issues

See parents more as adults with their own lives

Need support during periods of defeat or

Disappointment

Need reinforcement of, and belief in, their own capabilities



three Basic Family Styles

autocratic parenting Style

parent goal: I must control my child.

Limits without freedom



permissive parenting Style

parent goal: I must please my child.

Freedom without limits



Democratic parenting Style

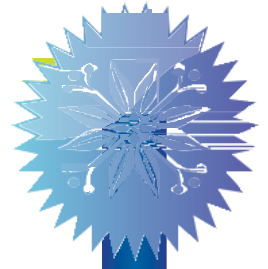
parent goal: I must lead my child.

Freedom within Limits



JOURnAl EnTRy

number Five



How does Punishment affect Trust?

1. When a child hears adults arguing, how does that affect them?

2. How do children learn to trust themselves if their parents do everything for them?

3. Do teenagers need more rules than toddlers or less? What makes you think that?

4. Do teenagers deserve to be punished if they test the rules? How do we help them learn without punishment?

assignments

Next week . . .

1. Reexamine the role plays we did on page 45. What was the parenting style of What was the lesson the children needed to learn. Was the discipline/punishment effective?
2. Complete Journal Entry 5: Responding to the questions about trust.



Thank you for coming . . .

Have a great week. Contact us if you have questions. The name of the instructor along with their phone number is located in the back of your journal. If you are running late or something tragic keeps you from attending next week, call us within 24 hours or as soon as you can.

Remember you must attend all classes to graduate.

See you next week.

Chapter Six

Developing Empathy

- ❑ **Check In:** Read/Discuss the role plays on page 45. How was this exercise? Did you discover your parenting style? Take turns reading responses to the articles on pages 58 & 59.

empathy & Maltreatment

The capacity for empathy is largely a function of the orbito-frontal cortex. (the part of the brain directly behind the eyes). This area of the brain is responsible for integrating emotional responses coming from in the limbic system with higher thinking, such as problem solving and language. Healthy brain function requires that both right and left hemispheres communicate with each other.

There are substantial numbers of synaptic connections among brain cells. They are developed during the first year of life. The development of these brain connections is accelerated as parents nurture their children allowing them to practice and master skills under their watchful eyes.

WHOA! Why Hang Onto Anger

However, when children suffer from maltreatment during early stages of their development have difficulty throughout the rest of their lives integrating a sense of self as it relates to the feelings of others. They demonstrate an inability to automatically and effectively express empathy and emotional connectedness. Scientists have developed CT scans to measure brain activity and tell us children who are abused and neglected have less activity in the orbito-cortex.

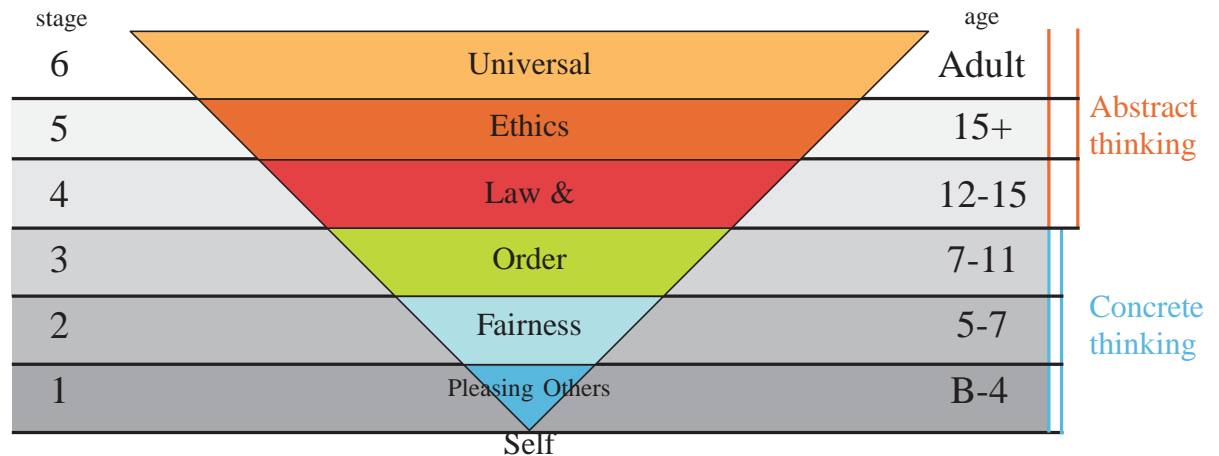
This week we explore the development of empathy both from a physiological point of view and from an emotional point of view. We look at the choices that people make when their physical and emotional needs are not attended to from the time they are born to adulthood.

the Development of empathy

Below is a model from Breakthrough Parenting®, inspired by the work of Jean Piaget. It mirrors the stages of human development but talks in terms of how we develop emotionally into expressions of empathy (love). These stages are love of self, love of others, love of fairness, love of the law, love of ethics and love of the universal.

Each one of these steps is essential in developing our sense of compassion and self-actualization. It is important for us to recognize what stage we are in and help ourselves move successfully through them to universal love. If we cannot do this, we cannot teach our children to do it.

Chapter Six: Developing Empathy



“The ability to love others develops gradually. Human beings go through six distinct stages as they develop their ability to love and to think morally and ethically . . . identify which stage best describes where you yourself are functioning as a person.”

	Developmental Stage	Principles of Dignity	Misguided Thinking
Stage 1	Positive Self-esteem	Value	Sociopathic
Stage 2	People Pleasing	Voice	Co-dependent
Stage 3	Fairness	Acceptance	Seeking Acceptance
Stage 4	Law/Order	Choice/Accountable	Moralist
Stage 5	Ethics/Dignity	Dignity/Society	Rigid Moralist
Stage 6	Love of Mankind/Dignity	Universal Dignity	Nihilist

Virtues, Values & ethics

People talk about *virtues*, *values* and *ethics* as if we all understand that we are talking about the same thing. To make sure, let's look at the definitions of all three and discuss if the definitions fit our understanding of the meaning of each of these words. Read the definitions for *virtues*, *values* and *ethics*.

Virtues: The result of striving for high personal excellence or moral goodness.

Examples: Compassion, Courage, Determination, Forgiveness, Honesty, Love, Mercy, Kindness, Respect, Tolerance, Trust, Self-discipline, etc.

Values: A principle, standard, or quality regarded as worthwhile or desirable. A belief or conviction about what is right or true.

Examples: Good money management, social consciousness, concerned about the environment, a good work ethic, having a healthy body, a positive attitude, etc.

Ethics: A system of Virtues & Values that we live by.

Examples: "Do Unto Others . . .", "An Eye For An Eye . . .", "All Men Are Created Equal . . .", "One For All And All For One" . . .

Virtues make up our Values which, in turn, define our Ethical Systems.

Make Your Own List

Values:

Virtues:

Ethics:

human rights and Democratic parenting

The term “human rights” refers to those fundamental rights and freedoms that are believed to be essential for human survival, liberty, and dignity. These rights are recognized by the global community and protected by international legal instruments. Human rights are practiced in a democracy and are accepted by a global community as universal. They are the birth-right of every man, woman and child.

A Democratic or Universal Approach to Parenting

Acknowledging a child’s dignity as well as providing for his/her survival needs is thought to be a democratic approach to parenting. Any assault on a person’s dignity is a violation of human rights and an infringement upon the liberty of the individual. A democratic or Breakthrough approach to parenting preserves the dignity of the individual while providing clear, age-appropriate boundaries and consequences for learning and growing in a plural society.

Four Values of Dignity Within a Human Rights Framework

Dignity: Dignity is defined as the act of honoring a person for their value (worthwhile), loving a person unconditionally by allowing for forgiveness and redemption (loveable), accepting a person for their choices (capable), and treating a person as an equal human being (respected). Damaging any one of these values is an assault on the *dignity* of that human being.

Worthwhile: All persons have value because they are born human beings. Their value does not depend on their age, gender, status, color, religion, citizenship or any other physical or symbolic characteristic.

Loveable: All persons have the right to make mistakes and be forgiven for those mistakes because all persons are born with the right to be loved despite their age, gender, status, color, religion, citizenship or any other physical or symbolic characteristic. All persons can and should be held accountable for their actions, but in a way that leads to redemption.

Capable: All persons have the right to age-appropriate choice. All persons have the right to experience the natural and logical consequences of those choices without

WHOA! Why Hang Onto Anger

criticism, judgment, intimidation or force within the boundaries of safety and security despite their age, gender, status, color, religion, citizenship or any other physical or symbolic characteristic.

Respected: All persons have the right to be treated as equal persons regardless of their age, gender, status, color, religion, citizenship or any other physical or symbolic characteristic. No person is born less than or more than any other person in any way.

Philosopher Jack Donnelly argues: *“Human rights are “needed” not for life but for a life of dignity. Violations of human rights deny one’s humanity; they do not necessarily keep one from satisfying one’s needs. We have human rights not to the requisites for health but to those things “needed” for a life of dignity, for a life worthy of a human being, a life that cannot be enjoyed without these rights.”*





Free Write: *Parenting Dignity*

parenting Dignity nurtures the Development of empathy

Human rights values embody a CORE BELIEF: the most important outcome of conflict is to preserve the dignity of yourself and the other person.

Worthwhile: the right to have VALUE.

Loveable: the right to make a mistake & learn from mistakes; the right to FORGIVENESS & a way to be REDEEMED

Capable: the right to make CHOICES.

Respected: the right to be accepted as EQUAL even if there is disagreement. BALANCE OF POWER.

1. Think of some situations where you use dignity to “save face” or not embarrass or shame yourself or someone else.

2. Think how you will use the above values to improve your parenting.

Dignity

Role plays continue to help us apply the principles that we are learning to real life situations. Discuss in a small group the following three role plays. How can you get cooperation without resorting to punishing, bribing, rewarding or criticizing?

Homework: A seven-year old boy is having a problem finishing his home work. He starts out well, but about 20 minutes into the homework he begins to wiggle and whine about being bored. “I don’t know why I have to keep writing this sentence over and over in cursive!” “I hate this homework!” “It’s time for my favorite Disney show!”

(Your task is to get your child to cooperate with the homework task and meet his needs as well. Think about what would build up his *capable*. Role play the results for the group).

Chores: A fourteen-year old has been instructed to “clean your room.” To complete the task, he has hidden his dirty clothes in the closet, pushed his papers and trash under the bed and put up a whole wall with heavy medal band pictures. The youth is very proud of the results.

(Your task is to preserve the youth’s values of *capable*, *worthwhile* and *respect* and still teach organization, safety and cleanliness. How do you do this and keep your cool?)

Going to the Mall: You are going to the mall to buy clothes with a three-year old, a five-year old and an eight-year old. When you get to the mall, the first thing the children see is an ice cream store right next to a toy store. How do you organize the kids to get the shop-ping done?

(Your task is to teach children that they are loved unconditionally without having to in-dulge them. How can you do this and keep them from demanding ice cream and toys?)

JOURnAl EnTRy

number Six

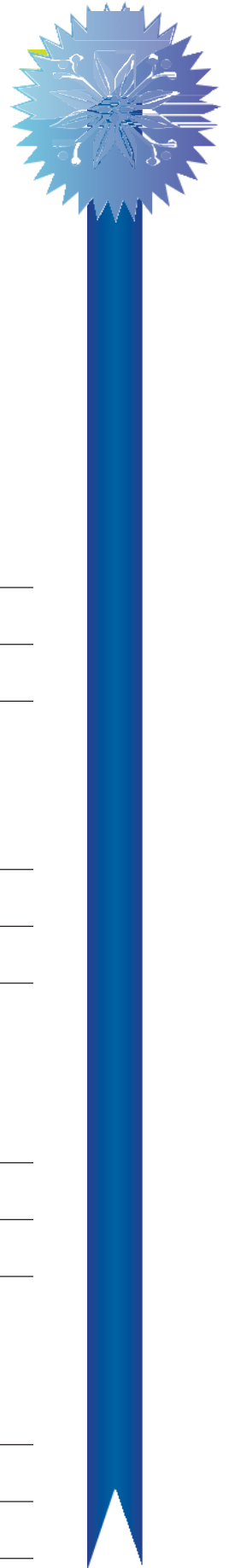
Communicating Values

1. What do you think is the most important of your values?

2. How would you respond to a child who did not share that value?

4. How do you respond to people who Oppose your values?

4. How do you teach tolerance and acceptance to children?



a Child's rights

- I have the right to love whom I choose—without guilt, pressure or rejection.
- I have the right to love as many people as I want to (such as step-parents and relatives) without guilt and without being made to feel disloyal.
- The more I love, the more love I have to give and the more I receive.
- I have the right to have a regular daily and weekly routine, one that is not filled with unpredictable disruptions.
- I have the right to spend time with both of my parents, regardless of grown-up wants and wishes regarding the convenience, money or their feelings. I own my time to be with my parents. It is my right, not the right of my parents
- I have the right to be angry, sad and fearful: and I have the right to express my feelings.
- I have the right not to be the focus of my parents' anger, the right not to be punished for my mistakes and to not see my parents punish each other.
- I have the right to love both of my parents; they are both part of me.
- I have the right not to be blamed or to have to choose sides.
- I have the right to remain a child, and not to make adult decisions.
- I have the right not to act as an adult companion or personal friend or emotional comforter to my parents.
- I have the right never to choose with whom I will live. I have this right even when I am a teenager.

I Can Never Choose Between My Parents.

Chapter Six: Developing Empathy

1. What are some of the emotional reactions that children may have when going through divorce, separation, loss or tragedy?

2. How can I help my child make healthy transitions?

3. What adult feelings and thoughts do I have to take care of to meet my child’s needs?

assignments

Next week . . .

Remember for next week to complete Journal Entry #6 on Communicating Values on page 74. Also, review the role plays on page 73 and answer the questions from A Child's Rights on Page 75. See if you can apply the principles in the coming week and share with us next class.



Thank you for coming . . .

Have a great week. Contact us if you have questions. The name of the instructor along with their phone number is located in the back of your journal. If you are running late or something tragic keeps you from attending next week, call us within 24 hours or as soon as you can.

Remember you must attend all classes to graduate.

See you next week.

Chapter SeVen

Communication & Conflict

❑ **Check In:** Read/Discuss weekly journal entry

Last week you were asked to complete Journal Entry #6 on Communicating Values and to respond to the questions that are at the end of *A Child's Rights*. Who would like to share with us today?

Communication process

Communication is about how messages are sent and received. You have learned how to think about *what* message you want to send. Now it is time to think about *how* messages are sent. A big step toward better communication is understanding, practicing and mastering the use of “Clarifying Questions.”

Let's do a fun warm-up to illustrate clarifying questions.

Clarifying Questions/Statements

The clarifying question/statement is a request for more information. It is meant to inquire into the details of the problem, not to solve the problem. They are meant to help the person with the problem understand the issues more clearly. Notice they are “open” questions or statements with no right or wrong answers.

Clarifying questions begin with some sentences like the following:

(Note: be careful of a reproachful or accusing attitude.)

“Do you mean that you (feeling, thinking) . . . ?”

“I was wondering if you really meant to say that . . . ?”

“What do you think they were thinking when they said/did that to you?”

“What could that possibly mean, I wonder?”

Exercise: Go around the room and ask clarifying questions for the following statements:

1. “I hate my boss!”
2. “I think my sister is such a witch!”
3. “I can’t do my homework!”
4. “I want to jump off the closest bridge!”
5. “When I see people act like that, I just want to smack them.”

Exercise: Break into small groups. Make declarative statements like the above. Practice responding in a clarifying way. Then role-play them for the group. HINT: Clarifying questions can also become clarifying statements i.e. “What you say doesn’t make sense to me” “I need more information . . .” “I am having trouble with the difference in the two stories . . .”

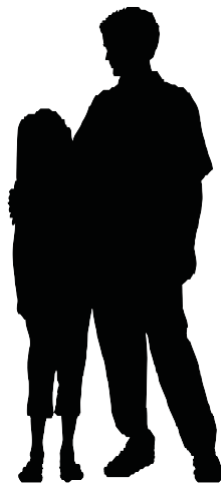
Mistaken goals

Alfred Adler was a great influence on modern psychology, child guidance, and education. In his day, most teachers and parents, for example, thought hitting children was a perfectly acceptable form of discipline. To change authoritarian attitudes, Adler projected a warm and witty style. Gentle humor, he found, was a far more effective way to open people up to new ideas than heavy-handed sermonizing.

Adler believed in “democratizing psychology”—that is, sharing its scientific insights with virtually everyone who was willing to listen, be open, and change for the better. He believed that only by taking psychology’s teachings to the masses of men and women could a more harmonious world be achieved.

The tools that Adler developed guide parents into an understanding of what feelings, thoughts and needs are addressed to create an atmosphere of family cooperation.

Look at your Mistaken Goals Chart on page ?? of your journal. Let’s talk through the feelings thoughts and needs of the child and the parent and see if this is helpful in deciding how to handle a given situation.



Mistaken goals Chart—alfred adler

The Child's Goals	How Parent Feels	Initial Reaction	Child's Response	Child's Belief System	What Child Needs/ Parent Can Do
Undue Attention (to keep others busy or to get special attention)	Annoyed Irritated Worried Guilty	Reminding Coaxing Rescuing	Stops temporarily, but resumes behavior. Stops with one-on-attention to special needs.	"I belong only when I am being noticed or getting special attention. I'm only important when I keep you distracted."	Notice me—Involve me. Acknowledge child's needs without giving special attention. <ul style="list-style-type: none"> • Reflective listening • Re-framing issues/interests Clear • Boundaries
Power (to be boss)	Angry Challenged Threatened Defeated	Fighting, Giving in/up "I will win" "I am right" "I will make you do what I want"	Intensifies behavior Defiant compliance Passive Power Gratified when parent is upset.	"I belong only when I am the boss or when I am in control or when I am proving that no one can control me."	Let Me Help—Give Me Choices. Withdraw from the conflict, calm down. Be firm, clear & kind. <ul style="list-style-type: none"> • Redirect • Set Limits "I cannot make you do what you do not want. You are free to leave."
Revenge (to get even)	Hurt Disappointed Disbelieving Disgusted	Retaliating Getting Even Take behavior personally. "How can you do this to me?"	Retaliates, hurts others, damage property, gets even, Escalates the same behavior or manipulates.	"I don't think I be-long so I will hurt others as I feel hurt. I cannot be liked or loved."	Hurt Me—I Am Hurting. Deal with hurt feelings. <ul style="list-style-type: none"> • Reflective listening • Apologize • Avoid Punishing • Encourage strengths
Assumed Inadequacy (to give up and be left alone)	Despair Hopeless Helpless Inadequate	Giving up Rescuing Showing lack of faith	Retreats further Passive No improvement No response Avoids trying	"I don't believe I belong, so I will convince others not to expect anything of me. I am helpless & unable to do it right. I am a victim."	Don't Give Up On Me—Help Me Learn to Help Myself <ul style="list-style-type: none"> • Encourage independence • Show faith • Build on strengths • Use collaboration

natural and Logical Consequences

Children need to be responsible for their own behavior. Natural and logical consequences hold children accountable for their behavior.

1. Natural consequences—lets the child experience the reality of his behavior.
2. Logical consequences—lets the child experience how the world interprets his behavior.

principles of logical consequences:

- Be both firm and kind—use a friendly tone of voice.
- Be consistent and try to make the consequence relate to the misbehavior.
- Separate the deed from the doer.
- Encourage independence.
- Avoid pity.
- Don't be over-concerned about how others view your methods of discipline.
- Demand that the child own his/her own problems.
- Talk less and act more.
- Refuse to fight or give in.
- Show an open attitude.
- Try to make the consequence logically related to the misbehavior.

Write down examples of how you use logical consequences. Practice your examples.

Free Write:



Natural & Logical Consequences

Write down examples of how you use logical consequences. Share your examples with a partner and practice them together.

[illegible]

15 Steps to resolving Conflict

No matter how good a parent you are or how good your kids are, yelling happens from time to time. In fact, yelling and arguing can turn into a real power struggle. It happens in almost all families. There are ways to resolve conflicts without raising your voice or allowing things to get out of hand and turn to violence.

the thinking Steps

Step 1. Assess Emotions

Anger is a secondary emotion. Learn to recognize what is underneath the anger and label it properly. Realizing that several emotions often coexist especially in conflict.

Step 2. Acknowledge the Anger and monitor your response.

Tell yourself, “Anger is OK; it’s how I handle it that counts.” Separate your feelings from acting upon those feelings such as by hitting, yelling, or saying hurtful things. No one should be punished or feel guilty for their feelings, but it is important to avoid acting on them.

Step 3. Intensity.

Rate the intensity of your emotions on a scale of 1 to 10. Very low emotional levels may be more easily redirected than high levels emotional levels. Time to reduced the level of intensity is advised. Take a break and revisit the conflict when everyone is “cool.”

Step 4. Who and What?

Learn to identify the problem. Once everyone is ready to discuss the issue make sure you know who is involved and what they need to resolve the issues.

Step 5. Whose problem is it?

If I am the one angry, it is my problem to calm down and admit that something is bothering me. If the other person is upset, then the problem is theirs. No need for me to respond to their emotions, just their issues. If we are both upset, cool down and admit our own part of the problem. Avoid BLAME. Recognize your own contribution to the conflict, and try to see the other person’s point of view.

the talk/Listen Steps

Step 6. Time and Place

Give resolution a chance by choosing the right time and place to bring up the conflict. It's probably not advisable to confront a teen who's been out late with an outburst of anger at 2 in the morning. Wait, cool off and discuss it when rested and ready to solve it.

Step 7. Don't Take

Limit the conflict to the appropriate persons. Don't take sides or seek people to side with you. Conflict is almost never resolved when it's a team sport.

Step 8. Speak & Act Appropriately

Tell the other person in a reasonable tone and manner what you are angry or hurt about. Try to keep your dignity and preserve the dignity of the other person. Don't spoil your chances of a friendly resolution by hostile or inappropriate language or behavior.

Step 9. Listen Reflectively

Repeat in your own words and the words of the other person so you both know you truly understand his point of view. Expect him to do the same.

Step 10. Admit When You Are Wrong

Acknowledge your part in the problem. Most problems are not all one person's fault. Admitting what you have done to contribute to the problem adds objectivity and helps gain the other person's cooperation.

the Solving Steps

Step 11. Brainstorm Solutions

Exchange ideas without judging them. Be creative. Consider ways to solve the problem without pointing out the flaws in anyone else's ideas.

Step 12. Give Voice to Conflict

Listen and decide together what ideas will help resolve the conflict. Let young people explore their options without interruption or advice.

Step 13. Agreement

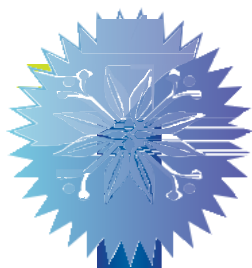
Make a plan that consists of input from both parties. Make sure the consequences are part of the agreement and that they are agreed upon. The consequences should be part of the lesson not another means of punishment. When will you start?

Step 14. Do It

Follow through. Make a sincere effort to do what you have agreed to do and remind the others in a constructive way to do their part of the plan. Keep track of progress.

Step 15. Revise Your Plan

Get together and talk about how well your plan has worked. What changes do you need to make it more effective? Celebrate your success.



JOURnAl EnTRy

number Seven

Practice Conflict Plan

Design a Conflict plan

Using the skills you have mastered over the past few weeks, design a Conflict Plan Use the following guide to design a plan of action for addressing family conflict. Use a specific incident.

Thinking Steps:

Talking Steps:

Solving Steps:

assignments

Next week . . .

To graduate, you will need to complete the following:

- Complete all of your journal entries, free writes and activities assigned to you in the past seven weeks. I hope you have kept up with them because they will help you with your family plan which we will do in class next week. The exercises will also guide you in writing a letter to yourself which we will mail to you in six months.
- Complete and return your EXIT EXAM. This is an open book response to the lessons you have learned in the past seven weeks.
- Fill out the two evaluation forms (pages 89 & 91); one for the instructor and one for the course
- Write a personal letter to yourself (page 90) . The letter should encourage you to stick with your resolve. Remind yourself of the shifts that you have made—tell yourself the “positive” changes you have experienced. Praise yourself for your effort. You might want to include a copy of your conflict and family plan.
- Bring a self-addressed, stamped envelope. DO NOT SEAL IT
- If you are not in the Extended Parent Ed Program, consider coming to one or more of the parent workshops (handout) in the next six months.

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Thank you for coming . . .

Have a great week. Contact us if you have questions. The name of the instructor along with their phone number is located in the back of your journal. If you are running late or something tragic keeps you from attending next week, call us within 24 hours or as soon as you can.

Remember you must attend all classes to graduate.

See you next week.

Chapter eIght

Accepting Change

❑ **Check In:** Read/Discuss weekly journal entry.

Our task today is to confirm the completion of all journal entries, free writes & activities in your journal.

Hand it your EXIT EXAM. No incomplete work will be accepted.

Hand in the 2 evaluations (one for the instructor and one for the course)

Hand in your letter with a self-addressed, stamped envelope. DO NOT SEAL IT. We will be adding an evaluation sheet which you will fill out in six months when you receive your letter.

Less, More, enough

To end the course, let's do a fun exercise to explore our feelings about outcomes. Are we satisfied with our lives. Have we made a clear plan to deal with the conflicts confronting us? Pair up. Write a definition for the following words without using any of the three when de-scribing the other:

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Less: _____

More: _____

Enough: _____

What did you learn about where you are right now in your life? Are you setting clear goals and expectations? Are you meeting them? Think about these things as we move toward developing a Family Plan.

My Family plan

Prepare a Family Plan that includes: setting limits, resolving conflict and implementing ritual. (Use back or other paper if needed)

1. Set a reasonable goal for your family, such as: reduce conflict, to show more respect, to spend more quality time together, to have spouses work together in a united front.
2. List the specific steps you will take to achieve this goal. Include the steps from your conflict plan, e.g., polite requests, family meetings, negotiating, etc.
3. Pick a specific day _____ and time _____ to start.
4. How will you evaluate your progress? Will you . . . ?

_____ Use a journal

_____ Talk to a friend

_____ Discuss in a support group

_____ Use a counselor or family therapist

_____ Other (specify)

parent education role plays

Introduction

Scripted Role Plays

A 7-year old is upset & kicks the bag

A 12-year old is late and feels accused

17-year old upset going out with a friend

Scripted Role Plays: Write the End of the Play

Parents Arguing Over Transporting Child

Teen Argues with Parent over Video Games

Non-scripted Role Plays

Eight Role Plays Using Conflict Resolution Skills

Five Role Plays Practicing Empathy

Role Plays Recognizing the Stages of Development

Five Role Plays Using Clarifying Questions and Statements

Role Plays Demonstrating Punishment and Discipline

Eight Role Plays about Sensitive Subjects

Three Role Plays Using the Language of Encouragement

Three Role Plays Addressing the Problem, not the Fear

Four Role Plays Communication: Receptive Listening and I-Statements

Nine Role Plays for Parents with Young Children

Introduction

Role plays are designed to help the parent demonstrate and practice the skills they are learning in the parent education course. It is easier to “think” about how to put a skill to use than it is to “do” it. Don’t be afraid of making mistakes or having someone make fun of you. This is a learning exercise. It will help you build your confidence so you will use the information from the parent education course in your everyday life.

Plus, these role plays will help you understand how your children feel when they are put on the spot!

You will be instructed to pick a role play and cast it with members of the class. Sometimes you will be in two-person groupings. Sometimes you will have groups of three or more. Read the scenes carefully. There are role plays that have a full script with dialog and directions. There are other role plays where you will have to improvise or make up what is said and done.

Pay attention to the situation as it is written. This is not a drama exercise, but it is important that you be honest and true to what is really happening to the child or parent.

Be supportive of one another by staying in the moment and role playing with energy. Help each other.

The instructor will give you the amount of time you need to review the information and practice the role play with your team. Sometimes you will be asked to answer to identify some of the skills in the role play. Answer all the questions. You will then be asked to present the role play to the larger group.

Feedback is important. Focus on *catch them being good* and add suggestions. Avoid criticism, judgmental statements and put downs. ASK: What worked in the exercise? Is this the outcome that serves the needs of the parent and the child?

There is no RIGHT way to do the role plays. However, there are ways to create better outcomes for you and the child.

Scripted role plays

A. Read the following role play and answer the questions below.

- a. Identify the parenting style (autocratic, permissive or democratic).
- b. Identify the needs of the child and the needs of the parent (use the Hierarchy of Needs chart).
- c. How would you rewrite the role play to address the needs of both the parent and the child?

A 7-year old is upset & kicks the bag

Kid: (The child runs in and drops his/her backpack in the middle of the floor and starts to go up stairs.) I hate school!

Parent: Whoa! Pick up your backpack before someone steps on it!

Kid: (kicking it into the corner) Okay.

Parent: (strongly) Put it where it belongs!

Kid: It's out of the way . . .

Parent: Don't talk back to me! I've had a long day and I have a headache!

Kid: You always say that!

Parent: Just for that, you can get your backpack and stay in your room until dinner!

Kid: You are so mean!

Parent: No TV for you tonight!

Kid: I hate you sometimes!

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A 12-year old is late and feels accused

Kid: (Child enters hurriedly.) Sorry, I'm late!

Parent: Where were you?

Kid: Me and some friends went to the store and I forgot what time it was.

Parent: Mrs. Harris called. She said she saw you and your friends over by the Jefferson's old place. That is in the opposite direction of the store.

Kid: Mrs. Harris is so nosey. She probably just thought it was me.

Parent: She also said she heard glass breaking and saw you and your friends running away from the house in a hurry.

Kid: So, you think I broke a window?

Parent: Well, no, I huh just wanted to know.

Kid: You and that nosey Mrs. Harris want to know if I broke a window!?

Parent: I'm just asking because I care . . .

Kid: Yah, right.

Parent: I'm sorry. Don't be mad. I just think it is important to know if you were with the kids who broke the window . . .

Kid: (hesitates) Why are you still asking me this? We didn't do anything! Okay?!

Parent: (pause) Okay, honey. I'm so sorry to upset you. Are you hungry?

Kid: No, I'm going upstairs.

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17-year old upset going out with a friend

Youth: (enters in a hurry) I'm ready to go. Can I get the keys now?

Parent: Wait a minute. Who did you say you were going out with tonight?

Youth: Lisa's brother, Tim.

Parent: Wasn't he suspended from school last year for bringing a gun to school?

Youth: He didn't do that. The principal caught the kid who put the gun in his backpack.

Parent: But, didn't he get arrested for hitting his father?

Youth: Lisa told me that was because he stood up to his father. She said their dad hit him all the time.

Parent: That took courage. Do you know what happened?

Youth: His dad came at him with a belt & Tim push him back. He hit his head. Tim had to do some community service and CPS moved him in with his aunt. He's really trying hard to fit in. I like him a lot.

Parent: Wow! I'm impressed. He's lucky to have a friend like you. I was just concerned.

Youth: I know. But, trust me, I wouldn't go out with him if I thought something would go wrong.

Parent: I know that. What's your plan if something uncomfortable does happen?

Youth: I'll call you, or 911 or scream my bloody brains out!

Parent: Gotcha. (giving them the keys) Have fun.

Youth: I'll check in with you later just to make sure you aren't worrying. Okay?

Parent: Sounds good. Love ya.

Scripted role plays: Write the end of the play

Parents Arguing Over Transporting Child

Leanne and Albert live in the Seattle's University District and both work. They parent a 2-year old daughter, Mai. The argument is about the day-to-day transport of Mai to and from daycare. Leanne and Albert have just finished dinner and Mai is playing nearby.

Albert: What's on your mind?

Leanne: Nothing.

Albert: When you don't say anything all through dinner, I know you're mad about something.

Leanne: It's nothing.

Albert: Leanne . . . talk to me . . .

Leanne: Alright! I can't keep being late to work in the morning! You have to start picking Mai up from daycare after work!

Albert: That's ridiculous! I have to be at work at seven in Bellevue! You have flex time where you work. It's okay for you to be late . . .

Leanne: No it's not! I have flex time! But, I still have to get eight hours of work in one day. By the time I get myself dressed and ready for work, take care of all of Mai's needs, AND drop her at daycare in Kirkland, I don't get to Redmond until 10 or 10:30. That means I have to work until 6 or 6:30 to get my eight hours in, which also means I skip lunch. But, most of the time I leave early because she has to be picked up by six or it costs us an extra \$30 per half hour! Then I have to put in extra hours on the weekend. It's too much!

Albert: So, get up earlier . . .

Leanne: You big ox, I don't get enough sleep as it is! Mai is only two! She stays up until 9 or 10 at night and often wakes up once or twice during the night!

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Albert: What do you want me to do? I don't hear her.

Leanne: That's because you expect me to get up and take care of her.

Albert: Isn't that what good mothers are supposed to do?

Leanne: So, I'm not a good mother if I ask you to get your butt out of bed and help once in a while? Is that what you mean?

Albert: Wait a minute, now! I have to get my sleep, too! My job is much more demanding than yours!

Leanne: How dare you say that! (Mai begins to fuss)

Albert: Stop yelling! You are upsetting her!

Leanne: YOU stop yelling!

Albert: (trying to calm her down) Leanne, come on. You work for a cushy marketing firm that pays you great money just to manage their business.

Leanne: No stress there . . .

Albert: I have to stand all day and operate heavy machinery. If I'm not 100%, people get hurt. Now that's pressure!

Leanne: You're such a sap! You get off at three and could easily pick Mai up, get her home, fed and tired out so she could sleep earlier.

Albert: Honey, after work I'm tired. I need a beer with the guys, you know. I don't have time to baby sit for you . . .

Leanne: (exploding) Baby sit?! For me?! You selfish twit! Mai is your daughter, too!

STOP

Use your conflict skills to come up with a realistic set of strategies for this situation. Ask yourselves; what are the values of each parent? Make a list of Leanne and Albert's needs. How can each parent acknowledge the other's feelings and "think" of ways to meet both parent's needs? Role-play the results for the group. The challenge is to start where the script left off.

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Teen Argues with Parent over Video Games

Sandy, the parent of a 14-year old son, Jared, is trying to pay bills. She is frustrated with the amount of money being spent on Jared's video games. Jared and his friend, Ronny enter in loud discussion about how they are going to beat Garfield High School in the soccer game tonight.

Jared: Those guys don't have a chance! We are 4 and 0 and they are 3 and 1.

Ronny: I can't wait to see us beat their asses (seeing Sandy) . . . sorry Mrs. Kennedy!

Jared: Don't mind her. She swears, too, don't you, mom?

Sandy: (glaring) You boys wipe your feet before you go in the living room.

Ronny: Okay, Mrs. Kennedy. I'm just going to borrow Jared's Xbox and a few games for the weekend.

Sandy: What?

Jared: Ronny is going to borrow my Xbox. And I am going to borrow his PS-2.

Sandy: That equipment costs a heck of a lot of money for you boys to go borrowing each other's things. Ronny, does you mother know you are doing this?

Ronny: Sure, she doesn't mind as long as we are careful.

Sandy: Well, maybe borrowing the boxes, but not the games!

Jared: That doesn't make any sense, mom . . .

Sandy: Your father and I worked hard to get those games for you. I don't like you loaning out your games or your Xbox.

Jared: Mom, it's just Ronny, for godsake!

Sandy: Don't swear at me!

Ronny: It's okay, man . . .

Jared: No it's not! Why do you give me stuff if you just turn around and take it away? You are such a jerk!

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Sandy: That's it, mister! You go to your room right now!

Jared: No!

Sandy: (really flustered) Ronny, go home!

Ronny: Okay, Mrs. Kennedy. See you at the game tonight, man.

Sandy: Oh, no! No game tonight!

Jared: Mom!

Sandy: You are grounded, Mr. Dirty Mouth!

Jared: God! I hate you so much!

Sandy: Wait 'til your father hears about this!

Jared: (Yelling) At least HE listens!!!

STOP

Use your conflict skills to come up with a realistic set of strategies for this situation. Ask yourselves; what are the values of each person? Make a list of Sandy's needs and the needs of Jared. How can Sandy acknowledge Jared's feelings and "think" of ways to belay her own fears? Role-play the results for the group. The challenge is to start where the script left off.



role plays using Conflict resolution Skills

1. A 2-year old sticks a peanut butter sandwich in the CD player.
2. A 17-year old girl borrows her mother's new dress to go to a party without asking and stains it.
3. An 11-year old boy gets in a fight at school and blames the other kid.
4. A 5-year old gets into her mother's make up and says her imaginary friend made her do it
5. A parent does not show up for his 7-year old son's visitation. How does the does the other parent address the statement, "My mom doesn't care about me."
6. A teacher shows a parent there are several bruises on their 12-year old daughter's arm. The child won't talk about it. How does the parent react to the teacher's assumptions?
7. A 14 -year old son has a 13-year old girlfriend whom he is "madly" in love. He asks his parent for information about birth control. How does the parent deal with this?
8. A 4-year old comes out of his room naked during a dinner party and pees on the rug in front of several guests. How does the parent react?

role plays practicing empathy

How would a parent respond to the following situations? Identify what Stage of Loving (Empathy) the parent is stuck in i.e. sociopathic, co-dependent, seeking acceptance, moralistic, rigidly moralistic, or nihilistic) that is preventing them from solving their problem. How would you advise them?

1. A parent is exiting the courthouse after a hearing to determine if their child will return home. They were given services to do a year ago, but they have had job conflicts and illness that have interfered with their completion. They think the system is wrong and that the judge and the caseworker will never understand their point of view.

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2. A parent is getting ready for a mediation to do a parenting plan. This person plans to give-in to all of demands of the ex partner so the kids will not be restricted from visitation. This parent feels that if they ask for anything, they will lose it all.
3. A parent believes that hitting a child on the butt, restricting them and taking their things are harmless forms of punishment. The parent is forced to take a parenting class where they quote both from Washington State law and the Bible to justify spanking. The information gathered by sociologists which strongly suggests a connection between punishment and low self-esteem is disregarded.
4. A parent is outraged when their child must read from and do a project on the Universal Declaration of Human Rights. One of the accompanying documents the parent is so upset over is The Rights of the Child. The parent calls the teacher to complain.
5. A parent believes that they have not done anything to require intervention by CPS when it is reported that their house has safety issues regarding dirty dishes piled up, a strong urine smell in the rugs and piles of dirty laundry around. Therefore, the parent refuses to cooperate with the CASA (Court-Appointed State Advocate) when they suggest a parenting class. The CASA then recommends that the parent be evaluated for mental health issues.

role plays recognizing the Stages of Development

Your group will pick an age group and answer the following questions:

- What information do children need and how will you present options to children in a way they can hear it?
- What are your beliefs and feelings around the following events?
- How will you plan and strategize before you confront the child/youth?

Chapter Eight: Accepting Change

Children ages 2 to 8 years old

- 1) Your two-year old refuses to leave the store. She is resisting being picked up. You feel your anger rising. What do you do?
- 2) You are trying to get your five-year old to go to bed, but he is playing and does not want to cooperate. What do you do?
- 3) A six and an eight-year old are fighting over the remote control. How do you intervene?
- 4) Your three year old is always tattling on her seven year old brother who picks on her? How do you intervene?
- 5) Your six year old lies. What is your strategy to confront this issue?

Children ages 9 to 12 years old

- 1) Your nine year old won't clean up her room. She thinks you should stay out of there because it is her room and her stuff and she can do what she wants with it. How do you get her to cooperate?
- 2) When the neighborhood kids were playing ball, they broke a neighbor's window. No one will confess to who did it. Your child knows, but won't tell. How do you handle this?
- 3) Your twelve-year old twin boys really want to spend the summer with your ex-spouse who has remarried to someone you dislike (and who has a lot more money than you do). They live in another state and they want you to deliver the boys and pick them up. How do you negotiate this with the kids?
- 4) You found drugs in your eleven-year old daughter's backpack. She says it is not hers. What is your approach?

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Children ages 13 to 18 year old

- 1) You find condoms in your 14-year old daughter's drawer as you are putting her laundry away for her. She has been telling you about a friend who is pregnant. How will you talk to her about this?
- 2) Your 17-year old son declares his love for a 14-year old girl. He has been sneaking out of his after school music group to be with her. Her mother is the one who call to tell you. He threatens to run away with her. How will you address his feelings?
- 3) Your daughter has gone to the school nurse to find out if she has contracted AIDS at an all night party where there was drinking, drugs and sex. She was passed out and doesn't remember who she was with. What steps will you take when she tells you about this?

role plays using Clarifying Questions and Statements

Work in pairs, one plays the parent, one plays the child. "The parent" has to ask clarifying questions or make clarifying statements before "the child" will without lectures, putdowns or guilt trips. Avoid asking questions that start with "why" and be honest. Give children information and let them solve their own problems.

Example: Child says, "I don't want grandma to give me presents anymore!" Parent asks, "Do you mean the gift she gave you is not what you wanted?" or "Do you mean grandma doesn't think you are grown up?" "How can you let grandma know how you feel and still let her know you love and appreciate her?"

1. Your 14-year old is in a convenience store with a friend who has no money and sees him steal a candy bar. Later your child says, "I think Bobby is stupid." How do you respond?
2. Your 8 year old is playing at a local park with a friend and an older teenager tells you that he has some "neat stuff" in his car which turns out to be a gun. Your child says, "Sam has such neat stuff in his car." How do you respond?

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3. Your child loaned his friend, Jose five dollars and now Jose is avoiding your child. Your child tells you, “Jose doesn’t like me anymore. He never answers my calls.” How do you respond?
4. At recess a group of older kids pick on your 5 year old her friend, Jack. They took her hat today and wouldn’t give it back. Your child says, “Me and my friend, Jack hate recess!” How do you respond?
5. Your soccer team had an argument with the other team and it erupted into a fight. Your 17 year old and another teammate are thrown out of the game. Your kid says, “The game was horrible! I don’t want to play anymore.” How do you respond?

role plays Demonstrating punishment and Discipline

Choose partners. Read the role play aloud to each other. Decide what the effects of the punishment are. How would you make the outcome more democratic while meeting your needs and the needs of the child?

1. A 2 year old is slapped for getting into the shelf with the CD’s on it.
2. A 5 year old is scolded and told to go play while the parent is on the phone.
3. A 7 year old is sent to his room for fighting with his 3 year old brother.
4. A 16 month old is yelled at for dropping their dish on the floor over and over.
5. A 3 year old is put in time out for running around the house when the parent wants to rest.
6. A 2 year old is spanked for refusing to go somewhere.
7. A 6 year old is dragged by the arm out of a store when she throws a temper tantrum.
8. A cell phone is yanked out of a child’s hands.
9. A child is forbidden to have dessert because they would not eat their vegetables.
10. A child is sent to bed without dinner for being rude at the table.

role plays about Sensitive Subjects

How do parents handle these difficult situations? The challenge is to set boundaries and solve the problem without using punishment, blame or shame.

- 1) A 5-year old boy is caught in the bathroom with his mother's make up all over himself and the bathroom.
- 2) A 16-year old smells like pot after a night out with friends.
- 3) A 10-year old is frightened of a bully his own age at school.
- 4) An 8-year old is caught playing with matches near a pile of magazines and newspapers
- 5) A 6-year old wants his mom's attention while she is on the phone. He whines and fusses and finally throws a fit.
- 6) A 3-year old throws a huge tantrum in the middle of the mall on a busy Saturday afternoon.
- 7) Your 8-year old says "you can't make me go to bed" in front of the boy/girl friend you are trying to impress.
- 8) Two, four-year olds are arguing over the same toy. One child hits the other over the head and causes an injury.

role plays using the Language of encouragement

Work in pairs. Use your understanding of the seven types of intelligence to encourage your child to build skills. Let them be the problem solvers.

Group 1: You have an 8-year old who is gifted in music, but is doing poorly in math. Help her understand how math is like music.

Group 2: How do you teach language skills to a 12-year old who is only interested in computer games?

Group 3: How do you show a 5-year old to organize their toys and keep their room picked up when all they want to do is listen to music and dance around?

role plays addressing the problem, not the Fear

Shift from Fearful thinking to problem solving: In a role play, use communication and conflict resolution skills to address the sensitive subject. Avoid acting on anger and fear.

Example: A mother is at the playground when her 5-year old daughter starts screaming about missing her turn on the slide. Several people stop and stare. The sensitive subject: mother feels judged. How to approach it: Mother reflects her daughter's feelings of unfairness and asks what would make the 5-year old feel better until it is her turn.

1. You are waiting to pick up the last of three children that you must transport to school. When the child comes, he/she is not dressed properly for the weather and they have not had breakfast.
2. Your 12-year old girl is 30 minutes late coming home from school. She looks like she's been crying but she is reluctant to say anything.
3. You are shopping with your 8-year old son. For a moment you discover the child is not there. You panic and ask people around you if they have seen him. Finally you notice the child at a distance wondering toward a video arcade.

Four role plays Communication: receptive Listening and I-Statements

This is a chance to practice your Receptive Listening and I-Statements. Be sure to avoid using statements that accuse, shame or coerce.

Role Play #1:

You know your 15-year old son has shown an interest in a 14-year old neighbor girl. His instructor calls to inform you that he has been sneaking out of his music group to be with her

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even though music is his talent and his passion. The girl's mother calls to tell you that she thinks the two are planning to run away together and threatens to have your son arrested.

(Role-play the telephone call between the two parents. Then role play the confrontation with the 15-year old who has just overheard your conversation.)

Role Play #2:

Your 16-year old daughter's best friend confides in you that she and your daughter are worried they may have contracted AIDS at an all night party where there was drinking, drugs and sex. The friend said that she was passed out and doesn't remember who she was with and is not sure what your daughter did or did not do.

(Role-play the conversation between the best friend and the parent. Continue the role play when as other girl enters the room and wants to know what they have been talking about. She is very upset at her friend for telling on her.)

Role Play #3:

Your 3-year old comes crying to you while you are on the phone with an important client. Your 7-year old keeps threatening to hit her/him as they argue over the remote control?

(Role-play the three interrupting the phone call and the 7-year old coming in to give his/her side of the story told.)

Role Play #4:

Your 12-year old twins really want to spend the summer with your ex-spouse who has remarried to someone you dislike (and who has a lot more money than you do). Your ex lives in another state and wants you to deliver the boys and pick them up. How do you mediate the need for visits with the concerns over transportation?

role plays for parents with Young Children

How can you parent the following children with empathy and compassion? Read them out loud first. Then work together in a group to come up with solutions.

- 1) A two year old keeps pulling his diaper off and running around in the nude. Sometimes he urinates on the rug.
- 2) A 16 month old child keeps throwing her dish on the floor. She puts her food on her head and smears it around.
- 3) A 4-year old wants his mom's attention while she is on the phone. He whines and fusses and finally throws a fit.
- 4) An 18 month old is getting into the stereo equipment and breaks a favorite CD.
- 5) A 3-year old throws a huge tantrum in the middle of the Northgate Target on a busy Saturday afternoon.
- 6) A six month old will not sleep more than three hours at a time. The parent has been getting up for work every day and is exhausted.
- 7) A two year old tells you "no" in front of the boyfriend you are trying to impress.
- 8) Two four year olds are arguing over the same toy. One child hits the other over the head.
- 9) A three year old is chasing the dog and ends up pulling its ear. The dog nips

at the child and the child starts to cry.



