

PHOENIX/NEW FREEDOM PROGRAMS

SAMPLES

The attached materials include lesson plans and a selection of sample pages that illustrate the content and program elements in this resource. The sample pages may not necessarily include one complete lesson from the resource. Selection of pages is intended to demonstrate the scope of the resource while illustrating all of its various elements.

If you need further information or have any questions, please contact us at: newfreedomprograms@gmail.com

You can find out more about all our programs at the following websites:

www.newfreedomprograms.com

www.phoenixcurriculum.com (Prevention)

www.gangprograms.com (Intervention)

www.insightandoutlook.com

MANAGING AGGRESSION AND VIOLENCE SAMPLES

Managing Aggression and Violence is a skills-based 50 hour program designed to address key issues in aggression and violence. Each lesson is supported by a session opener from the What Do You Think? series, a subtle approach to cognitive restructuring (CBT) that includes issues relating to aggression, violence, risk and protective factors, substance abuse, victim empathy, and moral dilemmas. The program includes an ample supply of What Do You Think? scenarios so that each individual instructor may choose ones that best reflect his or her specific group of participants.

This program is available in both a scripted and unscripted version. Each lesson contains full suggestions for what to say as the lesson progresses. Participant worksheets are provided at the end for duplication. This scripted version is ideal for motivated but inexperienced staff. The unscripted version features a more traditional worksheet approach. It is ideal for the more experienced or trained facilitator.

If you need a program that requires fewer than 50 lessons, you may select the sessions that are most appropriate to your need from the entire 50.

MANAGING AGGRESSION AND VIOLENCE: COPING SKILLS RESOURCE

Managing Aggression and Violence is a 50 hour program designed to address key issues in aggression and violence. Each lesson is fully scripted so that any motivated staff can effectively facilitate the program. Each lesson is also supported by a session opener from the What Do You Think? series, a subtle approach to cognitive restructuring.

MAV1	Introduction to Anger
MAV2	Introduction to Anger
MAV3	Why we need better communication skills
MAV4	Why we need better communication skills
MAV5	Becoming a better listener
MAV6	Becoming a better listener
MAV7	Becoming a better listener
MAV8	Becoming a better listener
MAV9	Learning to be assertive
MAV10	Learning to be assertive
MAV11	Learning to be assertive
MAV12	Where does your anger come from?
MAV13	Where does your anger come from?
MAV14	Before you get angry
MAV15	Where does your anger go?
MAV16	How to keep out of fights
MAV17	How to keep out of fights
MAV18	When you are accused of something
MAV19	When you are accused of something
MAV20	Handling provocations
MAV21	Handling provocations
MAV22	When someone else is angry at you
MAV23	Preparing yourself for a stressful conversation

MAV24	When you need to express a complaint
MAV25	Handling peer pressure
MAV26	Offering specific help
MAV27	When you have made a mistake/When others have made a mistake
MAV28	Assertion skills practice: broken record
MAV29	Assertion skills practice: fogging
MAV30	Protecting your boundaries
MAV31	Protecting your boundaries
MAV32	Conflict resolution practice
MAV33	Refusal skills #1
MAV34	Refusal skills #2
MAV35	Refusal skills #3
MAV36	Using your escape skills
MAV37	When you have set yourself up or embarrassed yourself by saying something
MAV38	When you have set yourself up or embarrassed yourself by doing something
MAV39	When you have not done well
MAV40	Adding balance to your life with new activities
MAV41	Introduction to stress management
MAV42	What is stress doing to you?
MAV43	How have you “coped” in the past?
MAV44	Coping skill - Slowing it down #1
MAV45	Coping skill - Warning yourself
MAV46	Breathing skill for relaxation
MAV47	Muscle Relaxation
MAV48	Coping skill - slowing it down #2
MAV49	Coping skills - the basic stop
MAV50	Having a backup plan

What do you think? (discussion starter and cognitive restructuring resource)

Each lesson is supported by a session opener from the “What do you think?” series. They are designed as a subtle approach to cognitive restructuring (CBT) and include issues relating to aggression, violence, risk and protective factors, substance abuse, victim empathy, and moral dilemmas.

Different versions of this resource are provided for adults, juveniles, gang -intervention programs, and females.

Motivational Interviewing Resource (MI-MAV)

These four lessons are designed to increase motivation to change. Specific to anger management, they help move the clients from pre-contemplation through the other stages of change, a critical precursor to the serious effort to master needed skills.

MI-MAV-1	Designed as a pre-program resource, or for use as the first lesson. This is a valuable CBT-based program element, resource includes several MI tools, and specifically addresses the underlying issues of anger.
MI-MAV-2	Designed as an early program resource, this lesson includes symptoms assessment tools, change tools, consequences of not changing, and a functional behavioral analysis tool. Provides I:I resources: “Since the last time we met” and “what was going on?”
MI-MAV-3	Designed to build on the previous resources for use in the middle of the program. This lesson includes assessments and benefitted from building on past failures and past successes. Guides the development of specific action plans. Continues the use of the symptoms assessment tools, feelings checklists, change tools, the “Something happened activity for self-monitoring,” and functional behavioral analysis. Provides I:I resources: “Since the last time we met” and “What was going on?”
MI-MAV-4	Continues action plan development and includes symptoms assessment tools, feelings checklists, change tools, and functional behavioral analysis, as well as “Coping skills self-efficacy review assessment.”

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MAV I: Introduction to Anger

Note to facilitator:

- ⇒ Review the handouts provided with this lesson. One of them will be handed out in class and the other will be given as homework.
- ⇒ Review the scenarios in the lesson. You have the option to develop problem situations that your specific group of learners may face in the near future. Once the scenarios listed in this lesson plan have been discussed, the teacher should present a few of his/her own examples (based on knowledge of the participants).
- ⇒ Write the words, *unhappy, frustrated, angry, feeling hurt, feeling resentment* on the board or flipchart.

Suggested Classroom Setup:

- ⇒ Chairs should be placed in a circle or semi-circle.
- ⇒ A blackboard or flipchart may be used to help identify the various aspects or kinds of anger.

Purpose:

- ⇒ Assessment of current ways of dealing with anger
- ⇒ Self-analysis of how they handled a recent incident
- ⇒ Identification of personal anger symptoms

Behavioral Objective:

The objective of this lesson is to explore anger, the symptoms of anger, behaviors associated with anger, and the consequences of that behavior.

SESSION OVERVIEW

Activity		Time
1	Review program expectations	2 minutes
2	Opening activity: "What do <u>you</u> think?"	10 minutes
3	Introduction	
4	Core lesson element - comments	20 minutes
5	Practice the Skill	25 minutes
6	Assignment of homework	3 minutes

MAV I: Introduction to Anger

1 Review program expectations

2 minutes

SAY: *"Today, we're going to talk about anger. But first, let's review the program expectations."*

Ask one of the group members to read the program expectations aloud. Ask if there are any questions, and respond.

2 Opening activity: "What do you think?"

10 minutes

SAY: *"We are going to start today's session with a short story or situation from the 'What do you think?' set."*

DO: Read the story aloud, or ask a group member to do so. Then ask the group members for their reactions or comments. You can use the questions provided to guide the discussion, either asking individuals, or posing the question to the whole group.

3 Introduction

SAY: *Today's lesson is about anger— what it feels like and what the consequences of angry actions can be.*

4 Core lesson element - comments

20 minutes

SAY: *It's easy to think of anger as a "bad" thing. But, actually, it's not! Being angry is okay. It's a real feeling. It's an honest feeling. And, everybody gets angry. Often we have every right to be angry! It becomes a problem when our anger leads us to hurt other people, or ourselves. So the purpose of this program is to learn more about anger and how we deal with it. You'll also be learning some new skills that will give better ways to handle anger. But first, let's look at some examples of anger.*

DO: Read each of the following scenarios aloud to the group. As you finish reading each scenario, ask the group the question at the end of the scenario and let each participant answer. Encourage them to freely react, rather than just saying yes or no.

READ: It seems like John's life is just a series of fights. Almost every day, he's in a fight - or almost gets into a fight. And it's not like he only fights with people he has a beef with. Sometimes, it's with his friends. And sometimes, he just walks around looking for a chance to get into something. Just the way he carries himself gives it away. His last girlfriend broke up with him this morning. "I just don't like being around you," she said. "It's not fun." He wasn't ready for it, but he should have seen it coming! Even as a kid,

he was suspended from school regularly for fighting. And recently, he was arrested - again - for injuring someone in a fight. So, it's a pattern, and it's getting serious.

While he feels angry much of the time, he usually doesn't plan to get into a fight. He explained, "I usually don't go looking for trouble. But it's almost like I'm ready to "go off" most of the time." And, it's not working out well for him. "You'd better fix this," his girlfriend said. "I'm out of your life."

SAY: *Do you know anybody like John? Do you like being around them?*

DO: Call on individuals in the group to respond to the question.

READ: Antonio got assigned to an "anger management" program because he got involved in an incident of "road rage." Some people got hurt, and he messed up his car. The thing is, he blames it on his kids - and they weren't even in the car with him. Things had been a little crazy at home that morning, and Antonio was upset when he left home. He was still fuming when he hit the freeway. "I guess I just lost it when that guy cut me off."

SAY: *Do you know anyone like Antonio? Have you ever "just lost it"?*

DO: Call on individuals in the group to respond to the question.

READ: Louise was upset at her boss for something he said, yesterday. At the time, she didn't say anything, or challenge him. It's not really her way to make waves, she says. But today, she was working with the petty cash box, and she was still mad. So she just slipped a couple of \$20s into her pocket. She told herself, "It's payback!"

SAY: *This is called "passive-aggressive behavior." It's often based on anger. Do you know anybody like Louise?*

DO: Call on individuals in the group to respond to the question.

READ: Chuckie is feeling angry this morning. Something happened yesterday, and it's still in the back of his mind. As he walks from his room to the bathroom, he says something mean to his sister and pushes his way into the bathroom. On the way into the living room, his little brother asks, "Hey, Chuckie, can we play ball this morning?" Chuckie says, "Shut up and leave me alone." Later that day, Chuckie even got into a fight with one of his best friends.

SAY: *Do you know anybody like Chuckie?*

DO: Call on individuals in the group to respond to the question.

SAY: *Can you see how their angry feelings are affecting what they do? How are these people's lives like yours? Do you have anything in common with them?*

DO: Call on individuals in the group to respond to the above questions. Call on as many participants as time permits.

SAY: *Many people feel this way, and they may also feel helpless to make changes. It's hard to make changes - or think about making changes - if you don't know what to do. So here are a few key points I want you to think about as you go through this program:*

1 People can make changes. Others have succeeded. And, you can, too.

2 You can learn new ways of thinking and new ways of dealing with things.

3 These new options will give you the chance to make new choices.

4 As you learn these new coping skills, you'll have the chance to practice them.

You can practice them on the specific types of situations you have faced in the past.

5 You'll gain confidence you can succeed.

5 Practice the Skill

20 minutes

SAY: *I'd like you to take a few minutes to fill out this sheet. Then let's talk about it.*

DO: Distribute Handout I-A. Give the participants time to fill out the sheet.

SAY: *Now let's talk about what you wrote.*

DO: Call on individuals in the group to read their answers. Then ask others in the group what they think. For instance, Person A can read his answers, including how his feelings led him to do something. You could then ask Person B if they would have done the same thing

6 Assignment of homework

2 minutes

SAY: *Between now and the next session, I want you take this next handout and fill it out. Bring it with you next time and we'll discuss your answers*

DO: Distribute Handout I-B.

HANDOUT I-A

- 1 People can make changes. Others have succeeded. And, you can, too.
- 2 You can learn new ways of thinking and new ways of dealing with things.
- 3 These new options will give you the chance to make new choices.
- 4 As you learn these new coping skills, you'll have the chance to practice them. You can practice them on the specific types of situations you have faced in the past.
- 5 You'll gain confidence you can succeed.

Think of a time recently when you had angry feelings. Describe what you were thinking. What symptoms indicated that you were angry?

What did you do as a result of those feelings?

How did it work out for you? What was good? What was not so good?

HANDOUT I-B: How you feel affects what you do

- How often do you feel angry? _____
- When you are angry, how powerful is this feeling?

ANGER SCALE									
low - not very powerful			medium - somewhat powerful				high - very powerful		
1	2	3	4	5	6	7	8	9	10

- Is your score more than 5? What is happening that makes you angry?

- Is your score more than 5? What are you thinking about that makes you angry?

- If your score is less than 5, what are you doing that is helping you deal with this situation?

- When you are angry, how long does this feeling last?

- When you are angry, how does it affect what you do?

HANDOUT I-B continued

- Are there any benefits to getting angry? If so, explain:

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- Complete these sentences:

When I am very angry, I usually . . .
Sometimes when I am very angry, I do things I later regret. Some of the things I have done include . . .
Here are some of the better ways I have for dealing with my anger:

- Think of a time when someone in your family made you angry - and where you did something you now regret. What did you do? What were the consequences?

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MAV 25: Handling peer pressure

Note to facilitator:

This lesson includes a scenario-type of role play using provided cards, and one using scenarios the participants themselves create. In both cases, it is recommended that you ask a participant to read a scenario, and ask them or another student to practice the skill. Repeat as time permits.

Members of the group can be appointed members of the “peer group” which is to put “peer pressure” on the individuals. They can make comments such as: “Everybody’s doing it!” “We’re all going.” “You don’t want to be left out!” “Just try it once.” “What’s the matter, are you chicken?”

Suggested Classroom Setup:

Chairs should be placed in a circle or semi-circle.

Purpose:


The purpose of this lesson is to assist participants in dealing with a common problem situation; handling peer pressure. It is a key step in handling problems to reduce the risk of violence.

Behavioral Objective:

The participant will demonstrate proficiency coping with peer pressure.

MAV 25: Handling peer pressure

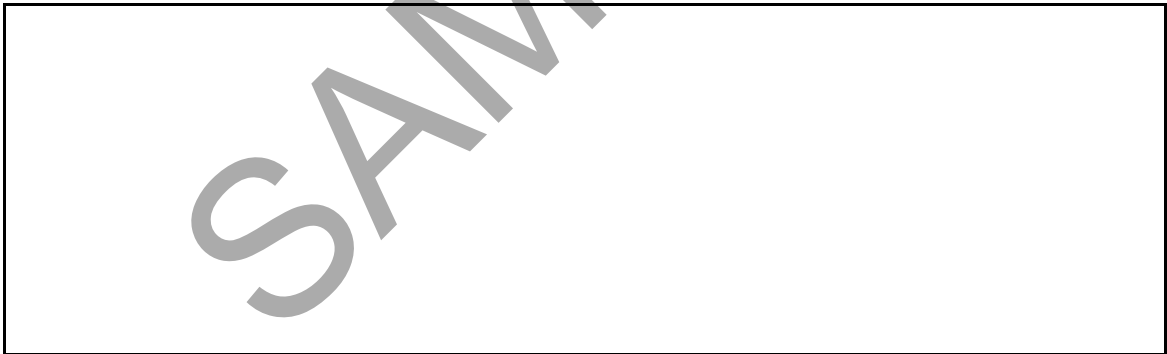
What is peer pressure? First of all, who are your “peers? Peers are, for example, your co-workers, your family, your neighbors, the people you hang out with, etc. ” List some examples of your peers below.



How do people put pressure on you? What do they do? What do they say?

“Everybody’s doing it!” “We’re all going.” “You don’t want to be left out!” “Just try it once.” “What’s the matter, are you chicken?”

Write some other examples of what people say to put pressure on you:



What sorts of things have you felt pressure to do? For example, drink, use drugs, have sex, go somewhere dangerous, spend money, gamble, try certain foods, quit your job, take risks, take a dare, do something stupid or dangerous.



Have you found it hard to “Just Say NO?” Many times, it’s hard. It’s difficult to do this for a lot of reasons. But it’s not impossible. And, it’s important that you hold onto your right to decide to do what’s right for YOU. Just because someone else wants you to do something doesn’t mean you actually have to do it! So, if you haven’t been successful in handling peer pressure, you can use this skill.

Skill: Handling peer pressure

Steps:

- 1 Think about what the other people want you to do and why.
- 2 Decide what **you** want to do.
- 3 Decide how to tell the other people what you want to do.
- 4 Tell the other people what you want to do.
 - If they don’t seem to respect your rights, you may have to be assertive (you can use an “I” message).
 - You may need to be very honest.
 - If they are your friends, they will respect your decision. If they aren’t, you may have to find a way to get out of the situation.
 - If the pressure is very great, you may need to have an “escape.”

You may need to be very honest: “I’m in recovery. I don’t drink anymore.” “I can’t do drugs.” “I can’t afford to do that.” “It’s too risky for me.” “I won’t drink, but I’ll be happy to be the designated driver and get you all safely home.”

If they are your friends, they will respect your decision. If they aren’t, you may have to find a way to get out of the situation.

If the pressure is very great, you may need to have an “escape” (“I’m not feeling well.” “I’m sick to my stomach.” “My family is expecting me.”).

Practice the Skill

Try the skill on the following situations. In the practice activities we will be doing, keep the checklist in front of you. Check to see that the role player uses each of the steps in order.

Someone wants you to join them in smoking some weed. You don't want to, since you are in recovery. *"We're all having a good time. Join us!"*

Someone wants you to join them in "going out for a good time." You'd like to, but you have very little money, and you have a lot of bills to pay. You would regret spending even \$5 at this point. They really want you to go with them, *"We're all going."* *"You don't want to be left out!"*

Someone wants you to join them in taking a big risk. They are going somewhere dangerous "just for the fun of it." You think there's a good chance that somebody is going to get hurt. *"What's the matter, are you chicken?"* one asks.

Someone asks you to go out with them for a few beers. You have been in recovery for about six months, and a beer sounds great. You know, however, that one beer would lead to another. You know you can't do this. What makes it more tempting is that you like these people and would enjoy being with them.

Some friends are going out to do a little gambling. You have about \$100 saved, but planned to use it to buy some new shoes and some decent clothes. *"Just go this one time,"* they say.

Someone you know has in mind doing a small crime. They say, *"There's no risk - and it might be fun."* They ask you to help. *"Just try it once."*

Someone you know asks you to hold a small package for them for a few days. They don't mention what's in it, but you suspect it might be drugs. *"You're my friend. I know you'll do this for me,"* they say.

Someone you know asks you to hold a small package for them for a few days. They don't mention what's in it, but you suspect it might be drugs. *"You're my friend. I know you'll do this for me,"* they say.

Now try the skill on a scenario you create yourself. Remember to use the checklist to see if the skill was done properly.

	Steps	Notes
<input type="checkbox"/>	Think about what the other people want you to do and why.	
<input type="checkbox"/>	Decide what you want to do.	
<input type="checkbox"/>	Decide how to tell the other people what you want to do.	
<input type="checkbox"/>	Tell the other people what you want to do. <ul style="list-style-type: none">● If they don't seem to respect your rights, you may have to be assertive (you can use an "I" message).● You may need to be very honest.● If they are your friends, they will respect your decision. If they aren't, you may have to find a way to get out of the situation.● If the pressure is very great, you may need to have an "escape."	

Assignment:

On your worksheet, briefly describe a scenario when you have experienced peer pressure,
Or, you can describe a situation that you observed.
If you have an example of more subtle peer pressure, please describe it.

Blank area for student response to the assignment.

You can use these cards to remind yourself of how to do this skill! Cut them out and leave them places you can quickly find them if you need to!

Skill: Handling peer pressure

Steps:

- 1 Think about what the other people want you to do and why.
- 2 Decide what **you** want to do.
- 3 Decide how to tell the other people what you want to do.
- 4 Tell the other people what you want to do.
 - If they don't seem to respect your rights, you may have to be assertive (you can use an "I" message).
 - You may need to be very honest.
 - If they are your friends, they will respect your decision. If they aren't, you may have to find a way to get out of the situation.
 - If the pressure is very great, you may need to have an "escape."

Skill: Handling peer pressure

Steps:

- 1 Think about what the other people want you to do and why.
- 2 Decide what **you** want to do.
- 3 Decide how to tell the other people what you want to do.
- 4 Tell the other people what you want to do.
 - If they don't seem to respect your rights, you may have to be assertive (you can use an "I" message).
 - You may need to be very honest.
 - If they are your friends, they will respect your decision. If they aren't, you may have to find a way to get out of the situation.
 - If the pressure is very great, you may need to have an "escape."

Skill: Handling peer pressure

Steps:

- 1 Think about what the other people want you to do and why.
- 2 Decide what **you** want to do.
- 3 Decide how to tell the other people what you want to do.
- 4 Tell the other people what you want to do.
 - If they don't seem to respect your rights, you may have to be assertive (you can use an "I" message).
 - You may need to be very honest.
 - If they are your friends, they will respect your decision. If they aren't, you may have to find a way to get out of the situation.
 - If the pressure is very great, you may need to have an "escape."

MAV 30: Protecting your boundaries

Note to facilitator:

⇒ Make copies of Handouts 5-A, 5-B, and.

Suggested Classroom Setup:

⇒ Chairs should be placed in a circle or semi-circle.

Purpose:

The purpose of this lesson is to assist participants in asserting boundaries. It is a key step in handling problems to reduce the risk of violence.

Behavioral Objective:

The learner will show proficiency at asserting boundaries.

SESSION OVERVIEW

Activity	Time	
1	Review program expectations	2 minutes
2	Opening activity: "What do <u>you</u> think?"	6 minutes
3	Review homework	5 minutes
4	Introduction	
5	Core lesson element/Practice the skill	46 minutes
6	Assignment of homework/Change Rulers	1 minute

I **Review program expectations** 2 minutes

SAY: *Today, we're going to continue to build on the skills elements from the previous lesson. Again, we're going to identify and practice specific skills in typical problem situations. It's sometimes hard to do this, even when you've decided to do so! First, let's quickly review the program expectations.*

DO: Ask one of the group members to read the program expectations aloud. Ask if there are any questions, and respond.

2 **Opening activity: “What do you think?”** 6 minutes

SAY: *We are going to start today’s session with another ‘What do you think?’*

DO: Read the story aloud, or ask a group member to do so. Then ask the group members for their reactions or comments. You can use the questions provided to guide the discussion, either asking individuals, or posing the question to the whole group.

3 **Review Homework** 5 minutes

SAY: *Let’s review the skill from the previous lesson.*

DO: Ask one of the participants: “*What are the elements from this skill?*” Once you are satisfied with the answer, then ask another group member: “*You were asked to try using this skill before this lesson. How did that go for you? What happened?*” Ask another participant, “*When you used this skill, what worked? What could have gone better?*” Finally, you can ask, “*What was the best outcome from using this skill? Who found it especially helpful?*”

4 **Introduction**

SAY: *Today’s lesson provides an opportunity to determine what types of boundaries you may need to set and how you can go about doing that.*

DO: Distribute the handouts.

5 **Core lesson element/Practice the skill** 46 minutes

SAY: *Boundaries are a problem for many people*

Countries have boundaries. Property has boundaries (like fences, or walls in an apartment). So do people. Boundaries act as limits. They can protect us. They can stop people from getting too close to us. They can give us privacy. They allow us to have certain rights. We can have our own things, our own opinions, our own friends, our own interests and hobbies, and we can make time to enjoy them.

Without boundaries, people can take your things. They can take your time. They can use you. They can even abuse you. Sadly, many people have trouble setting boundaries. They also have trouble enforcing the boundaries that they try to set. This is especially true if you experienced violations of your boundaries when you were a child. You may never have learned how to set boundaries - or defend them. On your worksheet, list some typical boundaries that people cross.

NOTE: Examples for instructor are interpersonal space, privacy, borrowing very personal items, like toothbrushes, reading your mail, listening to you on the phone during private calls, snooping in your home, asking very personal questions, telling others your secrets, touching you - in ways you'd prefer not to be touched, etc..

SAY: *These statements are typical for people who are having trouble setting boundaries. Which of these statements sounds familiar?*

NOTE: These statements are also included in the participant worksheets.

- SAY: *"People sometimes talk me into doing things I really don't want to do."*
 "It's hard to tell him that it bothers me when he does that."
 "I feel used and I don't like it."
 "It's easier just to hold in my feelings. I'll just live with it."
 "I don't want to hurt her feelings."
 "I hate it when she takes me for granted."
 "I think people sometimes try to take advantage of me."
 "Other people end up getting their way all the time. I feel like I'm being used."

Look at the previous statements. Have you ever thought like that? Do you want to handle those sorts of situations better in the future? If you do, you have decided to establish a new boundary. "Setting" a boundary like this is the first step.

There are key steps that you need to take when setting a boundary.

1. Think about what the other people want you to do and why.
 2. Decide what **you** want to do.
 3. Decide how to tell the other people what you want to do. Mentally rehearse what you want them to know.
 4. Tell the other people what you want to do.
- If they don't seem to respect your rights, you may have to be assertive. You can use an "I" message. You may have to remind them.
- If they are your friends, they will respect your decision. If they aren't, you may have to find a way to get out of the situation.

Have you tried to set boundaries in the past? Let's take some time now to look at some boundaries you may have tried to set in the past.

DO: Give the participants a couple of minutes to complete this. Then ask a participant to read their problem situation, ask them or another student to use the skill set to address the problem. Repeat this with several more situations as time permits.

7 Assignment of homework

1 minute

SAY: *Between now and the next session, look for opportunities to practice this skill. If you find a chance to use it in dealing with a real situation, that's best. However, if that opportunity does not happen, your assignment is to practice this skill with another member of the group. Find a moment where you and this other group member can practice it. One of you thinks (Person A) of a situation where the other (Person B) should use the skill. Person A describes the situation, and Person B explains how he will use the skill. Then, you switch roles so Person B gets to explain or model how he would use the skill. You will have a chance to demonstrate or discuss this practice - or homework - at the start of the next lesson.*

HANDOUT 30-A

Skill: Protecting your boundaries

Steps:

1. Think about what the other people want you to do and why.
2. Decide what **you** want to do.
3. Decide how to tell the other people what you want to do. Mentally rehearse what you want them to know.
4. Tell the other people what you want to do.
 - If they don't seem to respect your rights, you may have to be assertive. You can use an "I" message. You may have to remind them.
 - If they are your friends, they will respect your decision. If they aren't, you may have to find a way to get out of the situation.



Assignment: List some typical boundaries that people cross

- 1.
- 2.
- 3.
- 4.
- 5.

HANDOUT 30-A continued



Assignment:

These statements are typical for people who are having trouble setting boundaries. Which of these statements sounds familiar?

- I. "People sometimes talk me into doing things I really don't want to do."
- "It's hard to tell him that it bothers me when he does that."
 - "I feel used and I don't like it."
 - "It's easier just to hold in my feelings. I'll just live with it."
 - "I'm afraid that if I get started telling him what I think, I'll lose my temper. It might lead to more problems."
 - "I don't want to hurt her feelings."
 - "I hate it when she takes me for granted."
 - "I think people sometimes try to take advantage of me."
 - "Other people end up getting their way all the time. I feel like I'm being used."

Have you tried to set boundaries before? Were you successful?

1	Give one example of a boundary you set recently.
2	How did you feel before you set the boundary?

3	After you explained the boundary - or held your limit - how did you feel?
4	What sorts of boundaries do you find hardest to set - and keep? <input type="checkbox"/> keeping others from “using” me <input type="checkbox"/> keeping others from talking me into using drugs or drinking <input type="checkbox"/> handling peer pressure <input type="checkbox"/> saying “no” to a date <input type="checkbox"/> saying “no” to sexual activity <input type="checkbox"/> saying “no” to requests for money <input type="checkbox"/> saying “no” to requests for your help, or your time <input type="checkbox"/> saying “no” to requests that you lend things <input type="checkbox"/> saying “no” to requests that you break the law <input type="checkbox"/> stopping others from hurting my feelings <input type="checkbox"/> stopping others from physical violence (including domestic abuse) <input type="checkbox"/> stopping others from emotional abuse or verbal abuse
5	What sorts of boundaries do you need to set now?
6	When you get home, what sorts of boundaries will you need to set?

HANDOUT 30-A continued

Use these steps to make sure the skill was used properly

	Steps	Notes
<input type="checkbox"/>	Think about what the other people want you to do and why.	
<input type="checkbox"/>	Decide what you want to do.	
<input type="checkbox"/>	Decide how to tell the other people what you want to do. Mentally rehearse what you want them to know.	
<input type="checkbox"/>	Tell the other people what you want to do. <ul style="list-style-type: none">● If they don't seem to respect your rights, you may have to be assertive. You can use an "I" message. You may have to remind them.● If they are your friends, they will respect your decision. If they aren't, you may have to find a way to get out of the situation.	

HANDOUT 30-B

Skill: Protecting your boundaries

Steps:

1. Think about what the other people want you to do and why.
2. Decide what **you** want to do.
3. Decide how to tell the other people what you want to do. Mentally rehearse what you want them to know.
4. Tell the other people what you want to do.
 - *If they don't seem to respect your rights, you may have to be assertive. You can use an "I" message. You may have to remind them.*
 - *If they are your friends, they will respect your decision. If they aren't, you may have to find a way to get out of the situation.*

Skill: Protecting your boundaries

Steps:

1. Think about what the other people want you to do and why.
2. Decide what **you** want to do.
3. Decide how to tell the other people what you want to do. Mentally rehearse what you want them to know.
4. Tell the other people what you want to do.
 - *If they don't seem to respect your rights, you may have to be assertive. You can use an "I" message. You may have to remind them.*
 - *If they are your friends, they will respect your decision. If they aren't, you may have to find a way to get out of the situation.*

Skill: Protecting your boundaries

Steps:

1. Think about what the other people want you to do and why.
2. Decide what **you** want to do.
3. Decide how to tell the other people what you want to do. Mentally rehearse what you want them to know.
4. Tell the other people what you want to do.
 - *If they don't seem to respect your rights, you may have to be assertive. You can use an "I" message. You may have to remind them.*
 - *If they are your friends, they will respect your decision. If they aren't, you may have to find a way to get out of the situation.*

CHANGE: RULERS CHECKLIST

What are you thinking about changing?

Why are you thinking about making this change?

IMPORTANCE RULER

How important is it to you to make these changes?

(this is not very important to me)

(this is somewhat important to me)

(this is very important to me)

1

2

3

4

5

6

7

8

9

10

READINESS RULER

Are you ready to make some changes?

(not ready to make any changes)

(somewhat interested in trying to make changes)

(more ready to try to make changes)

1

2

3

4

5

6

7

8

9

10

CONFIDENCE RULER

If you tried hard, how confident are you that you would be able to make these changes?

(I don't think I can do it)

(I might be able to make this change)

(I'm very confident I can do this if I try)

1

2

3

4

5

6

7

8

9

10