



PROGRAMME FOR VIOLENT OFFENDERS

**Strengthening the protection
of the rights of sentenced persons**

Horizontal Facility for Western Balkans and Turkey

Funded
by the European Union
and the Council of Europe



EUROPEAN UNION



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Implemented
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“Strengthening the protection of the rights of sentenced persons”

PROGRAMME FOR VIOLENT OFFENDERS

Drafted by a working group composed of representatives of the Directorate for Execution of Sanctions and prison staff from the national penitentiary system
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PROGRAMME FOR RESOCIALISATION – TITLES FOR THE SESSIONS

Session 1 Getting acquainted and introduction to social skills Helping others	Session 2 Social skills Avoiding fights Reaction to failure	Session 3 Social skills Active listening Understanding somebody else's feelings	Session 4 Social skills Recognising somebody else's agitation and dealing with it
Session 5 Individual -consultative session	Session 6 Anger control	Session 7 Anger control	Session 8 Anger control
Session 9 Anger control	Session 10 Individual consultative session	Session 11 Solving problems	Session 12 Solving problems
Session 13 Solving problems	Session 14 Solving problems	Session 15 Individual -consultative session	Session 16 Closing of the process

SESSION 1 - GETTING ACQUAINTED, INTRODUCTION TO SOCIAL SKILLS – HELPING OTHERS

Goals of the session	<p>At the end of the session, the goals for the participants will be as follows:</p> <ul style="list-style-type: none">- Getting to get to know each other and creating bonds within the group- Developing the rules, limits and expectations of the group- Understanding the benefits of the programme- Introduction to the social skills- Understanding the benefits of using the social skills in their private lives- Learning to apply the skill Helping Others outside the programme
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RULES – FACILITATOR'S NOTE

Rules and instructions are the basis of our behaviour in different situations and this also applies to working in a group – it is important that there are clear rules for this group. Today we will determine the rules, but they will result from both the facilitators and the participants.

FACILITATOR'S INPUT

Write down the rules on the flipchart during the discussion. Rules can be added during the work with the group and should be presented on the wall for each session. They should include: respect, support, listening and understanding of the opinions of others.

The facilitators should discuss the draft of the programme with the group. They should explain the structure of the programme, as well as point out and write down the expectations on the flipchart.

The facilitators should extract from the group the participants' expectations and write them down on the flipchart. Also, the facilitators lead the group discussion giving instructions and directions. Facilitators themselves may express their expectations here and inform the group how in depth they will go in this module, as compared with the General Treatment Programme.

CHECKING

FACILITATOR'S INPUT

Inform the group that each session will start and end with a check of how the members of the group feel and whether there are questions that should be resolved before continuing the session. For example, a person might have had a recent quarrel and came to the session feeling angry. It would be useful for the group to know about it and to see whether there are ways to support members when coping with difficult emotions or circumstances. Explain that it will be useful for the group to know this and to check if there are such issues.

Facilitators may use various activities for the check:

1. Scale of emotions
2. Posters on expressing emotions
3. Each member of the group telling about the best and the worst moment that happened to them since the last session. This is useful in order to determine what happened to every person and whether any potential/pending problems could occur, the session continues.

FACILITATOR'S INPUT

Stress that the participants will need to do a homework, which will be reviewed on the next session aimed at keeping the continuity of the programme activities outside the session.

SOCIAL SKILL “HELPING OTHERS”

FACILITATOR'S INPUT:

STEP 1: **DEFINE THE SKILL**

Encourage the group to briefly discuss the skill “Helping Others” and define it. Ask: “What does helping others mean to you?”

Using the participants’ ideas, find an operative definition of the skill. For example: “Helping others means assisting others in completing some task or working on something else with the purpose of supporting someone in accomplishing what they want”. The following questions are asked: “What is the benefit of learning this skill?”, “Where could one use this skill?” Encourage discussion on the advantages of this skill. Ask who has applied the skill in the past and verify the answers of the group members.

FACILITATOR'S NOTE

It is important to point out the effective social skill of the group and to note that there are several steps that need to be followed for each social skill.

FACILITATOR'S INPUT

- Ask who has applied this skill in the past;
- Draw the attention of the members of the group to the Skill Poster and instruct them to read aloud all the steps, individually or as a group.
After each step, ask the group whether the step involves action or thinking (With this skill, steps 1 and 2 are steps of thinking, while steps 3 and 4 are steps of action).

HELPING OTHERS	
STEPS OF THE SKILL	FACILITATOR'S NOTE
1. Decide whether another person might need or want your help	Think about the needs of another person; observe
2. Think about ways you could be helpful	
3. Ask the person if they want your help	Offer yourself sincerely, leaving the other person the option to refuse if they want
4. Help the other person	

STEP 2: MODELLING OF THE SKILL

FACILITATOR'S NOTE

Now we are going to present this skill using the examples below. Alternatively, you could give your own example based on your experience. This may help you bond with the group through adequate self-analysis.

- *Workshop:* The main actor is offering to help the instructor arrange the tools in the workshop.
- *Home:* The main actor offers to help prepare the dinner.
- *Partner:* The main actor offers to take their partner home.
- *Institution:* Your roommate has just received a call from his girlfriend telling him that she wants to break up.

FACILITATOR'S INPUT

Give your example and model (sample) the skill with your co-facilitator. The facilitator should ask for a feedback from the participants if the skill is presented appropriately and they should evaluate it.

STEP 3: DETERMINING THE NEED FOR THE SKILL AMONG MEMBERS OF THE GROUP

FACILITATOR'S INPUT

Ask every member in the group to describe briefly where, when and for whom they think it would be useful to apply the skill that you have just modelled.

FACILITATOR'S NOTE

If time allows, write the name of each participant on the board, together with the name of the person with whom they would apply the skill, as well as a phrase describing the situation.

STEP 4: SELECT THE FIRST PARTICIPANT IN THE ROLE PLAY AND ESTABLISH THE ROLE-PLAYING

FACILITATOR'S INPUT

Ask for a volunteer for participation in the first role play. The main actor should briefly describe a situation from real life in which they will use the skill and select a co-actor who is as similar to the real life person as possible. Extract additional information in order to set the scene for the role play. Next, remind the members of the group of their assignments:

- *Main actor:* Follows the steps of the skill.
- *Co-actor:* Remains in the role of the other person.
- *Other members of the group:* Observe, in order to see whether the main actor follows the steps of the skill properly.

STEP 5: ROLE PLAY

FACILITATOR'S NOTE

Give the minimum instructions to the main actor necessary for the role play to evolve in accordance with the steps of the behaviour. The co-facilitator should stand near the Skill Poster and occasionally point out the steps as the role play evolves.

STEP 6: DISCUSSION (FEEDBACK ON THE ROLE PLAY)

FACILITATOR'S INPUT

Give feedback in the following order: co-actor, observers, facilitators.

FACILITATOR'S NOTE

The main actor should wait to hear the comments of others before giving a reply about their own role play or any kind of general remarks on it and on the lessons learnt from the role play.

Provide support for the role play in accordance with the instructions described in the Guidelines.

STEP 7: SELECT THE NEXT PLAYER IN THE ROLE PLAY

FACILITATOR'S INPUT

Invite another member of the group to act as the lead actor. Repeat the steps until all the members of the group have performed the skill.

CLOSING

FACILITATOR'S NOTE

Congratulate the members of the session group and encourage them to practise the skill in situations occurring outside the session. Remind them to complete the second part of the Homework Report when they do it.

FACILITATOR'S INPUT

ASSIGN HOMEWORK (TRAINING FOR TRANSFER)

Give a Homework Report on the skills and encourage the main actor to complete the upper part of the form.

FACILITATOR'S NOTE

Check the members of the group how they feel at the end of the session.

Training in Social Skills – Homework Report

Helping Others

Name _____ Date _____

STEPS OF THE SKILL

1. Decide whether the other person might need and whether they want your help.
2. Think about ways you could be useful.
3. Ask the other person if they want your help.
4. Help the other person.

COMPLETE DURING THE SESSION

- Where will you try to apply the skill?
- Who will you try to apply the skill with?
- When will you try to apply the skill?

COMPLETE AFTER YOU HAVE APPLIED THE SKILL IN PRACTICE

What happened when you tried to apply the skill?

What steps of the skill did you really follow?

How well did you complete the work using the skill? (*Tick only one answer*)

Excellent Very good Good Poor

The first homework may be goals that the members of the group set for themselves at the beginning of the programme.

SESSION 2 - SOCIAL SKILLS - AVOIDING FIGHTS AND REACTION TO FAILURE

Goals of the session	At the end of the session the participants: <ul style="list-style-type: none">- Will understand the importance of the skill of avoiding fights and the reaction to failure- Will learn how to cope with violence through these social skills- Will apply what they have learned outside the group
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CHECKING

FACILITATOR'S INPUT

Check the participants' mood by using the activities as presented below.

Facilitators may use various activities for the check:

1. Scale of emotions
2. Posters for expressing emotions
3. Each member of the group telling about the best and the worst moment that happened to them since the last session. This is useful in order to determine what happened to every person and whether any potential/pending problems could occur, the session continues.

CHECKING HOMEWORK

FACILITATOR'S INPUT

Instruct the members of the group to take out their Homework Reports on Helping Others and let the discussion evolve. Ask:

- Who would like to be the first to review their homework?
- OK, _____, please remind the group briefly about the details of your homework – where, when and who with?
- What happened when you tried to apply the skill?
- In your opinion, how well did you manage this?

Verbally praise those who completed the homework and shared their experience.

1. SOCIAL SKILL “AVOIDING FIGHTS”

FACILITATOR'S INPUT

STEP 1: DEFINE THE SKILL

Briefly discuss the skill and define it. Ask: “What does keeping out of conflict mean to you?” Using the ideas of the participants, find an operative definition of the skill. For example: “Keeping out of conflict means doing something other than escalating a conflicting situation. Conflict may be physical or verbal, and thus this skill keeps you from involvement in any of these unpleasant situations”.

Ask who has applied the skill in the past and verify the answers of the group members.

Draw the attention of the members of the group to the Skill Poster and instruct them to read aloud all the steps, individually or as a group. After each step, ask the group whether the step involves action or thinking (With this skill, steps 1-3 are steps of thinking, while step 4 is a combination of thinking and action).

KEEPING OUT OF CONFLICT	
STEPS OF THE SKILL	FACILITATOR'S NOTE
1. Stop and think why you want to fight	
2. Decide what you want to happen in the long term	What is the long-term outcome?
3. Think of other ways of dealing with the situation besides fighting	You can negotiate, defend your rights, ask for help or calm down the person.
4. Decide on the best way to deal with the situation and do it.	

STEP 2: MODELLING THE SKILL

FACILITATOR'S INPUT

Model the skill with your co-facilitator as you practised it before the session.

FACILITATOR'S NOTE

We will now present this skill using the examples below. Alternatively, you could give your own example based on your experience. This may help you bond with the group through your own self-analysis.

REPRESENTATION OF THE MODELLING OF SAMPLES

- *Prison kitchen:* The main actor tells a colleague that he wants to talk about their differences instead of being under pressure to fight.
- *Home:* The main actor resolves a potential fight with his older brother by asking a parent to intervene.
- *Group of sentenced persons:* The main actor sees his friend start a fight with another friend and, having thought of alternatives, decides to stop the fight.
- *Institution:* You are waiting in a queue for lunch when a peer from another ward steps in front of you saying: “What are you going to do about it?”

FACILITATOR'S NOTE

When drafting the representation of the modelling of samples, develop at least three ways for coping with the situation, in addition to the clash (step 3). It is crucial for this skill to have alternatives from which one could choose the best way for coping with the situation. If only one way of coping is mentioned in step 3, then the impact of step 4 will be reduced in terms of empowering the group members.

STEP 3: *DETERMINING THE NEED FOR THE SKILL AMONG MEMBERS OF THE GROUP*

FACILITATOR'S INPUT

Ask every member of the group to describe briefly where, when and for whom they think it would be useful to apply the skill that you have just modelled.

FACILITATOR'S NOTE

If time allows, write the name of each participant on the flipchart, together with the name of the person with whom they would apply the skill, as well as a phrase describing the situation.

STEP 4: SELECT THE FIRST PARTICIPANT IN THE ROLE PLAY AND ESTABLISH THE ROLE-PLAYING

FACILITATOR'S INPUT

Ask for a volunteer for participation in the first role play. The main actor should briefly describe a situation from the real life in which they will use the skill and select a co-actor who is as similar to the real life person as possible. Extract additional information in order to set the scene for the role play.

Next, remind the members of the group of their assignments:

- *Main actor:* Follows the steps of the skill.
- *Co-actor:* Remains in the role of the other person.
- *Other members of the group:* Observe, in order to see whether the main actor follows the steps of the skill properly.

STEP 5: ROLE PLAY

FACILITATOR'S NOTE

Give the minimum instructions to the main actor necessary for the role play to evolve in accordance with the behavioural steps. The co-facilitator should stand near the Skill Poster and occasionally point out the steps as the role play evolves.

STEP 6: ENCOURAGE DISCUSSION (FEEDBACK FOR THE ROLE PLAY)

FACILITATOR'S INPUT

Give feedback in the following order: co-actor, observers, facilitators.

FACILITATOR'S NOTE

The main actor should wait to hear the comments of others before giving a reply about their own role play or giving any kind of general remarks on it. Provide support for the role play in accordance with the instructions described in the Guidelines.

STEP 7: SELECT THE NEXT PLAYER FOR THE ROLE PLAY

FACILITATOR'S INPUT

Invite another member of the group to be the main actor. Repeat the steps until all the members of the group have performed the skill.

CLOSING

FACILITATOR'S NOTE

Congratulate the members of the session group and encourage them to practise the skill in situations occurring outside the session. Remind them to complete the second part of the Homework Report when they do it.

ASSIGN HOMEWORK (*TRAINING FOR TRANSFER*)

FACILITATOR'S INPUT

Give a Homework Report on the skill and encourage the main actor to complete the upper part of the form.

Training on Social Skills - Homework Report on the skill “Keeping out of conflict”

Name _____ Date _____

STEPS OF THE SKILL

1. Stop and think why you want to fight.
2. Decide what you want to happen in the long term.
3. Think of other ways of dealing with the situation besides fighting.
4. Decide on the best way to deal with the situation and do it.

COMPLETE DURING THE SESSION

- Where will you try to apply the skill?
- Who will you try to apply the skill with?
- When will you try to apply the skill?

COMPLETE AFTER YOU HAVE APPLIED THE SKILL IN PRACTICE

What happened when you tried to apply the skill?

What steps of the skill did you really follow?

How well did you complete the work using the skill? (*Tick only one answer*)

Excellent Very good Good Poor

From Aggression Replacement Training ®: A Comprehensive Intervention for Aggressive Youth (3rd ed.) by B. Glick & J. C. Gibbs ® 2011, Champaign, IL Research Press (800-519-2707, www.researchpress.com).

SOCIAL SKILL “REACTION TO FAILURE”

STEP 1: *DEFINE THE SKILL*

FACILITATOR’S INPUT

Discuss the skill and define it. Ask: “What does reaction to failure mean to you?” Using the participants’ ideas, find an operative definition of the skills. For example: “Reaction to failure means coping in a positive way with the fact that you were not able to do what you hoped to do, to fulfil something that you wanted or to achieve something”.

Ask who has applied the skill in the past and verify the answers of the group members. Draw the attention of the members of the group to the Skill Poster and instruct them to read aloud all the steps, individually or as a group. After each step, ask the group whether the step involves action or thinking (With this skill, steps 1-4 are steps of thinking, while step 5 is a step of action).

REACTION TO FAILURE	
STEPS OF THE SKILL	FACILITATOR’S NOTE
1. Conclude whether you have failed at something	The failure can be interpersonal, academic, sports or any other kind
2. Think why you failed	It may be a result of a lack of skill, motivation or luck. Include personal reasons and consequences
3. Think what you can do in order to avoid failure next time	Assess what is under your control in order to change it: if the problem is the skill, practise; if it is motivation, increase the efforts; if consequences are in question, think how to change them, if possible.
4. Decide whether you want to try again	
5. Try again using your new idea.	

STEP 2: *MODELLING THE SKILL*

Model the skill with your co-facilitator as you practised it before the session.

FACILITATOR’S NOTE

- *School:* The main actor is coping with failing an exam.
- *Home:* The main actor failed to help his little brother with a project.

- *Group of compeers:* The main actor is coping with a situation when he was refused for a date.
- *Institution:* The manager says that the main actor has not advanced to the next level of the programme and that he will have to wait until the next review, in three months.

STEP 3: DETERMINING THE NEED FOR THE SKILL AMONG MEMBERS OF THE GROUP

FACILITATOR'S INPUT

Ask every member of the group to describe briefly where, when and for whom they think it would be useful to apply the skill that you have just modelled.

FACILITATOR'S NOTE

If time allows, write the name of each participant on the flipchart, together with the name of the person with whom they would apply the skill, as well as a phrase describing the situation.

STEP 4: SELECT THE FIRST PARTICIPANT IN THE ROLE PLAY AND ESTABLISH THE ROLE-PLAYING

FACILITATOR'S INPUT

Ask for a volunteer for participation in the first role play. The main actor should briefly describe a situation from the real life in which they will use the skill and select a co-actor who is as similar to the real life person as possible. Extract additional information in order to set the scene for the role play.

Next, remind the members of the group of their assignments:

- *Main actor:* Follows the steps of the skill.
- *Co-actor:* Remains in the role of the other person.
- *Other members of the group:* Observe, in order to see whether the main actor follows the steps of the skill properly.

STEP 5: ROLE PLAY

FACILITATOR'S NOTE

Give the minimum instructions to the main actor necessary for the role play to evolve in accordance with the steps of the behaviour. The co-facilitator should stand near the Skill Poster and occasionally point out the steps as the role play evolves.

STEP 6: ENCOURAGE DISCUSSION (FEEDBACK FOR THE ROLE PLAY)

FACILITATOR'S INPUT

Give feedback in the following order: co-actor, observers and facilitators.

FACILITATOR'S NOTE

The main actor should wait to hear the comments of others before giving a reply about their own role play or giving any kind of general remarks on it. Provide support for the role play in accordance with the instructions described in the Guidelines.

STEP 7: SELECT THE NEXT PLAYER FOR THE ROLE

Facilitator's input

Invite another member of the group to be the main actor. Repeat the steps until all the members of the group have performed the skill.

CLOSING

FACILITATOR'S NOTE

Congratulate the members of the session group and encourage them to practise the skill in situations occurring outside the session. Remind them to complete the second part of the Homework Report when they do it.

FACILITATOR'S INPUT

Assign Homework (Training for Transfer)

Give a Homework Report on the skill and encourage the main actor to complete the upper part of the form.

FACILITATOR'S NOTE

If the time allows, you can check what skills have been learned and used by the members of the group and discuss the ways in which they can now better obtain and achieve what they want without negative consequences. Check with the members of the group how they feel at the end of the session.

Training on Social Skills - Homework Report on the skill “Reaction to failure”

Name: _____ Date: _____

STEPS OF THE SKILL

1. Conclude whether you have failed at something.
2. Think why you failed.
3. Think what you can do in order to avoid failure next time.
4. Decide whether you want to try again.
5. Try again using your new idea.

COMPLETE DURING THE SESSION

- Where will you try to apply the skill?
- Who will you try to apply the skill with?
- When will you try to apply the skill?

COMPLETE AFTER YOU HAVE APPLIED THE SKILL IN PRACTICE

What happened when you tried to apply the skill?

What steps of the skill did you really follow?

How well did you complete the work using the skill? (*Tick only one answer*)

Excellent

Very good

Good

Poor

From Aggression Replacement Training ®: A Comprehensive Intervention for Aggressive Youth (3rd ed.) by B. Glick & J. C. Gibbs ® 2011, Champaign, IL Research Press (800-519-2707, www.researchpress.com)

SESSION 3: SOCIAL SKILLS – ACTIVE LISTENING AND UNDERSTANDING SOMEONE ELSE'S FEELINGS

Goals of the session	At the end of the session, the participants: <ul style="list-style-type: none">• Will be acquainted with the social skill active listening• Will understand the importance of the active listening skill in communication with others• Will get acquainted with the social skill of understanding someone else's feelings• Will understand the importance of understanding someone else's feelings• Will learn to apply these skills in order to overcome violent behaviour.
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CHECKING

FACILITATOR'S INPUT

Check the participants' mood by using the activities as presented below:

Facilitators may use various activities for the check:

- 1. Scale of emotions**
- 2. Posters for expressing emotions**
- 3. Each member of the group telling about the best and the worst moment that happened to them since the last session.** This is useful in order to determine what happened to every person and whether any potential/pending problems could occur, the session continues.

CHECKING HOMEWORK

FACILITATOR'S INPUT

Instruct the members of the group to take out their Homework Reports: Avoiding fights and Reaction to failure and encourage discussion. Ask:

- Who would like to be the first to review their homework?
- OK, _____, please remind the group briefly about the details of your homework - where, when and who with?
- What happened when you tried to apply the skill?
- In your opinion, how well did you manage this?

Praise all those who completed the homework and shared their experience.

SOCIAL SKILL “ACTIVE LISTENING”

STEP 1: DEFINE THE SKILL

FACILITATOR’S INPUT

Briefly discuss the skill with the group and define it.

Ask: What does “active listening” mean to you? How many times in our everyday life do we happen to meet violent people? In the prison environment, you meet/confront this type of person more often and they are mainly angry and have an invasive approach. Very often they manifest their aggression and are violent. In what way should we treat these people in order to avoid unpleasant situations? In what way should we deal with the situation and what skills should we apply?

FACILITATOR’S NOTE

You can give a short introduction:

Communication is a process of exchanging information verbally or non-verbally. A conversation between two people is a process that consists of talking and listening. However, it is very important to note that without active listening, there can be no understanding in the communication. More precisely, the success of the understanding in the communication depends more on the quality of the listening than the quantity of the information presented in the communication.

Using the participants’ ideas, find an operative definition of the skill.

For example: “Active listening implies a sum of communication skills used to effectively communicate with other persons, check whether we have understood their message, avoid hindrances in the communication and respect other’s opinions, attitudes and feelings. Developed skills of active listening enable the other person to feel understood, pleasant, to have confidence in the person that is listening to them and to more easily express their own thoughts, feelings and attitudes.

FACILITATOR'S INPUT

Ask who has applied the skill in the past and verify the answers of the group members.

Draw the attention of the members of the group to the Skill Poster and instruct them to read aloud all the steps, individually or as a group.

ACTIVE LISTENING	
STEPS OF THE SKILL	FACILITATOR'S NOTE
1. Encouragement (verbal, non-verbal)	You show empathy towards the interlocutor and send them the message that I am interested in what you are talking about, Keep eye contact, Use adequate facial expressions, Be focused on the discussion and on what is discussed.
2. Explanation (questions)	Use the following expressions in order to understand the interlocutor better: What did you mean by what you said?; I am not sure that I understood you, what did you mean when you mentioned...?; Are you saying that...?; Did I understand correctly that...?
3. Rephrasing (reformulation)	Avoid giving opinions or claims. Only put into words what you have heard from the interlocutor. Remain focused on the things the interlocutor is telling you.
4. Summary	If the interlocutor confirms the rephrased words, use the following sentence: I understand what you are talking about. Remain focused on the things the interlocutor is telling you.
5. Confirmation and evaluation	Confirm that you have understood the person that is talking to you. You could use the following sentence: "I respect your thoughts..." Evaluate his/her personality, but not negative behaviour, which is important when dealing with violence in a prison environment. Example: "I am not trying to change you. Now I understand why you did it, and I agree completely. I would like you to think about your violent behaviour towards XX person and to accept that you have responsibility for the behaviour that is not in accordance with the House Rules".

STEP 2: MODELLING THE SKILL

Model the skill with the co-facilitator as you practised it before the session.

FACILITATOR'S NOTE

Now we are going to model this skill using the examples below. Alternatively, you could give your own example based on your experience. This may help you bond with the group through an adequate self-analysis.

- Communication with officials: The prison management has refused my application to use the convenience of leave and I listened to the reasons for the refusal.
- Communication with sentenced persons: A group of sentenced persons are intolerant towards me, but I am not reacting violently.
- Communication with your family: My wife has stopped visiting me and I would like to talk about the reasons.

STEP 3: DETERMINING THE NEED FOR THE SKILL AMONG MEMBERS OF THE GROUP

FACILITATOR'S INPUT

Ask every member of the group to describe briefly where, when and for whom they think it would be useful to apply the skill that you have just modelled.

FACILITATOR'S NOTE

If time allows, write the name of each participant on the flipchart, together with the name of the person with whom they would apply the skill, as well as a sentence describing the situation.

FACILITATOR'S INPUT

Assign the following exercise:

Exercise:
Try to remember a situation in which you tried to express your opinion, but you had the feeling that you were not being listened to. Think what situation was involved, how the other party behaved, how you felt, what you did? Think what the other party could have done so that you could have the impression that you were being listened to and understood. What could the other party obtain by better listening to you?

Share your experience in front of the group.

Let discussion evolve about how they felt when they were not being listened to, and how they felt when they were actively listened to, as well as their opinion on the characteristics of a bad and good listener.

They can play this using role-playing (bad and good listener).

SUMMARY OF THE SESSION “ACTIVE LISTENING”

A good listener uses the active listening skill and understanding of somebody else's feelings: he/she does not interrupt, looks the interlocutor in the eyes, does not attack, does not talk about himself, listens with interest, does not impose attitudes, smiles, encourage with gestures and facial expressions, gives support, does not insult or belittle, recognises somebody else's feelings and makes it known to the interlocutor that he/she understands them.

Training on Social Skills - Homework Report

“ACTIVE LISTENING”

Name: _____ Date: _____

STEPS OF THE SKILL

1. Encouragement (verbal, non-verbal)
2. Explanation (questions)
3. Rephrasing (reformulation)
4. Summary
5. Confirmation and evaluation

COMPLETE DURING THE SESSION

- Where will you try to apply the skill?
- Who will you try to apply the skill with?
- When will you try to apply the skill?

COMPLETE AFTER YOU HAVE APPLIED THE SKILL IN PRACTICE

What happened when you tried to apply the skill?

What steps of the skill did you really follow?

How well did you complete the work using the skill? (Tick only one answer)

Excellent Very good Good Poor

SOCIAL SKILL “UNDERSTANDING SOMEONE ELSE’S FEELINGS”

STEP 1: *DEFINE THE SKILL*

FACILITATOR’S INPUT

Briefly discuss the skill and define it. Ask what the understanding of somebody else’s feelings means to them. Using the participants’ ideas, find an operative definition of the skill.

For example: “Understanding somebody else’s feelings means that you are aware of what kind of emotions the other person can have as a result of the situation in which they find themselves. It means that you are able to identify what these feelings can be for you”.

Ask who has applied the skill in the past and verify the answers of the group members.

EXPLAIN:

Emotions are physical processes that express the human relationship towards objects, events and other people, but also the relation towards oneself and our own behaviour and experience. Emotions determine and direct human activity. There is a difference between the terms emotion and feeling. Emotions occur in both people and animals, while feelings are emotions that occur only in people. They are a result of the social life of humans.

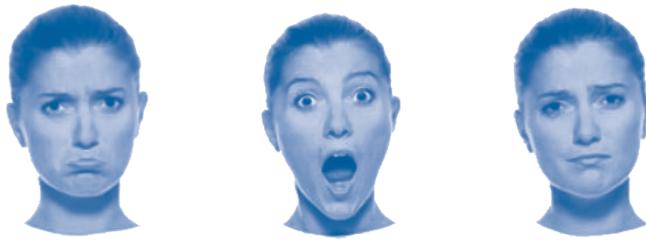
SAY: Let us list several pleasant and unpleasant emotions. Describe the physical reactions that occur with them. How do you express unpleasant emotions?

We will undertake the recognition and understanding of somebody else’s feelings through experiential exercises.

Exercise:

Show the poster with emotions to the group and ask what emotions they recognise. Let them define the emotions and write them down on the flipchart. Ask the participants which emotions on the poster are pleasant? Which emotions on the poster are unpleasant? They could also draw the emotions they recognise on the flipchart.

Advice: The facilitators should select one of the exercises.



Draw the attention of the members of the group to the poster on the skill and instruct them to read aloud all the steps, individually or as a group. After each step ask the group whether the step involves action or thinking. With this skill, steps 1 and 2 are steps of action, steps 3 and 4 are steps of thinking, while step 5 is a combi

UNDERSTANDING SOMEBODY ELSE'S FEELINGS

STEPS OF THE SKILL	FACILITATOR'S NOTE
1. Observe the other person	Notice the tone of the voice, the posture and the facial expression.
2. Listen to what the other person is saying	Try to understand the content.
3. Discover what the person may feel	Is the person angry, sad, happy, excited, jealous, anxious, and so on.
4. Think about the ways you can show that you understand what they feel	You could say it to the person, touch their face or leave them alone.
5. Decide on the best way and do it.	

STEP 2:

Model the skill with your co-facilitator as you practised it before the session. The facilitator should ask for feedback from the participants about the way the skill was modelled and they should evaluate it.

FACILITATOR'S NOTE

Now we are going to model this skill using the examples below. Alternatively, you could give your own example based on your experience. This may help you bond with the group through an adequate self-analysis.

- Communication with sentenced persons: A sentenced person who stays in the same room with you can feel sad, angry or jealous. What emotions do you recognise in the sentenced person?
- Communication with officials: Today you attended an interview in an official's office: what emotions/feelings do you recognise in the official?
- Communication with your family: What feelings have you shared with the members of your family who came to visit you or when you used to leave home?

STEP 3: DETERMINING THE NEED FOR THE SKILL BY THE MEMBERS OF THE GROUP

FACILITATOR'S INPUT

Ask every member of the group to describe briefly where, when and for whom they think it would be useful to apply the skill that you have just modelled. Write the name of each participant on the flipchart, together with the name of the person with whom they would apply the skill, as well as a phrase describing the situation.

STEP 4: SET THE ROLE PLAY IN ACCORDANCE WITH THE PREPARED SCENARIO

FACILITATOR'S INPUT

Exercise: Scenario and role play for understanding somebody else's feelings
First, explain the scenario to the participants and divide them into three groups, namely Group A, Group B and Group C.

Assign two observers who will analyse the situation and note their observations on the way each group played the role.

GROUP A: How do you feel in a situation when others are aggressive or violent? What do you think? What can you do in such situations? How can you react in a positive way and show them that you understand how they feel?
Play the role in front of the group.

GROUP B: When we face a person that needs our support, we often ask ourselves: How should I react? What should I say? How can I help in the best possible way? How can you react and at the same time allow the interlocutor to feel understood and that they have your support? Play the role in front of the group.

GROUP C: How do you feel in situations when others are happy, content and want to share their joy with you? What do you do in such situations? Play the positive way of responding to somebody else's happiness – show them that you understand how the interlocutor feels.

Observers: Comments and observations (feedback) after the three groups have played the roles.

CLOSING

FACILITATOR'S NOTE

Congratulate the members of the session group and encourage them to practise the skill in situations occurring outside the session. Remind them to complete the second part of the Homework Report when they do it.

FACILITATOR'S INPUT

ASSIGN HOMEWORK (*TRAINING FOR TRANSFER*)

Assign a Homework Report on the skills and encourage the main actor to complete the upper part of the form.

FACILITATOR'S NOTE

When evaluating the homework, take care that the participants have filled in the upper part of the Report accurately and fully. You may help them write the steps of the skill (if you use a blank form of the Homework Report), with their spelling, etc. In addition, you may check if the role they have played is

described accurately as their homework regardless of the role play performed by the members of the group.

FACILITATOR'S NOTE

Check the members of the group how they feel at the end of the session.

Training in Social Skills – Homework Report on the Skill “Understanding Someone Else’s Feelings”

Name _____ Date _____

STEPS OF THE SKILL

1. Observe the other person
2. Listen to what the other person is saying
3. Discover what the person may feel
4. Think about the ways you can show that you understand what they feel
5. Decide on the best way and do it.

COMPLETE DURING THE SESSION

- Where will you try to apply the skill?
- Who will you try to apply the skill with?
- When will you try to apply the skill?

COMPLETE AFTER YOU HAVE APPLIED THE SKILL IN PRACTICE

- What happened when you tried to apply the skill?
- What steps of the skill did you really follow?

How well did you complete the work using the skill? (Tick only one answer)

Excellent Very good Good Poor

From *Aggression Replacement Training ®: A Comprehensive Intervention for Aggressive Youth* (3rd ed.) by B. Glick & J. C. Gibbs ® 2011, Champaign, IL Research Press (800-519-2707, www.researchpress.com).

SESSION 4: SOCIAL SKILLS - RECOGNISING SOMEBODY ELSE'S ANGER AND DEALING WITH IT

Goals of the session	At the end of the session the participants: <ul style="list-style-type: none">- Will recognise somebody else's anger- Will be able to cope with it- Will recognise physical reactions- Will understand the importance of social skills- Will recognise somebody else's anger and physical reactions
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CHECKING

FACILITATOR'S INPUT

Check the participants' mood by using the activities as presented below.

Facilitators may use various activities for the check:

- 1. Scale of emotions**
- 2. Posters for expressing emotions**
- 3. Each member of the group telling about the best and the worst moment that happened to them since the last session.** This is useful in order to determine what happened to every person and whether any potential/pending problems could occur, the session continues.

CHECKING HOMEWORK

FACILITATOR'S INPUT

Instruct the members of the group to take out their Homework Reports on Active Listening and Understanding Someone Else's Feelings and let the discussion evolve. Ask:

- Who would like to be the first to review their homework?
- OK, _____, please remind the group briefly about the details of your homework – where, when and who with?

- What happened when you tried to apply the skill?
- In your opinion, how well did you manage this?

Praise those who completed the homework and shared their experience.

SOCIAL SKILL “DEALING WITH SOMEBODY ELSE’S ANGER”

LECTURING ABOUT THE SKILL

STEP 1: *DEFINE THE SKILL*

FACILITATOR’S INPUT

Briefly discuss the skill and define it. Ask: “What does dealing with somebody else’s anger mean to you?” Using the participants’ ideas, find an operative definition of the skill. For example: “For the purposes of this session, we will define dealing with somebody else’s anger as an ability to understand when another person is angry and whether you are able to do something in relation to the situation”.

Ask who has applied the skill in the past and verify the answers of the group members.

Draw the attention of the members of the group to the Skill Poster and instruct them to read aloud all the steps, individually or as a group. After each step, ask the group whether the step involves action or thinking (With this skill, steps 1, 2 and 4 are steps of action, while step 3 is a step of thinking).

DEALING WITH SOMEBODY ELSE’S ANGER

STEPS OF THE SKILL	FACILITATOR’S NOTES
1. Listen to the person who is angry	Do not interrupt; stay calm.
2. Try to understand what the angry person is saying and feeling	Ask questions in order to get explanations of the things you don’t understand, repeat them to yourself
3. Decide whether you can say or do something to cope with the situation	
4. If you can, deal with the other person’s anger.	This may include only listening, showing empathy, doing something that will correct the problem, ignoring or assertiveness.

STEP 2: MODELLING THE SKILL

FACILITATOR'S NOTE

Model the skill with your co-facilitator as you practised it before the session. Now we are going to model this skill using the examples below. Alternatively, you could give your own example based on your experience. This may help you bond with the group through adequate self-analysis.

- *Prison workshop:* The main actor replies to the instructor, who is angry because of behaviour that disrupts the work, agreeing to cooperate and to pay attention.
- *Home:* The main actor replies to the parent, who is angry about an untidy home, agreeing with the equitable distribution of chores.
- *Group of sentenced persons:* The main actor reacts to the anger of another sentenced person he has good relations with, caused by the refusal of the main actor to go to sporting events.
- *Institution:* A peer sees when a member of the staff shouts at a group of his friends for poor performance in the game. He approaches the friends to see why they are angry to the member of the staff.

STEP 3: DETERMINING THE NEED FOR THE SKILL BY THE MEMBERS OF THE GROUP

FACILITATOR'S INPUT

Ask every member of the group to describe briefly where, when and for whom they think it would be useful to apply the skill that you have just modelled.

FACILITATOR'S NOTE

If time allows, write the name of each participant on the flipchart, together with the name of the person with whom they would apply the skill, as well as a phrase describing the situation.

STEP 4: SELECT THE FIRST PARTICIPANT IN THE ROLE PLAY AND ESTABLISH THE ROLE-PLAYING

FACILITATOR'S INPUT

Ask for a volunteer for participation in the first role play. The main actor should briefly describe a situation from the real life in which they will use the skill and select a co-actor who is as similar to the real life person as possible.

Extract additional information in order to set the scene for the role play. Next, remind the members of the group of their assignments:

- *Main actor*: Follows the steps of the skill.
- *Co-actor*: Remains in the role of the other person.
- *Other members of the group*: Observe, in order to see whether the main actor follows the steps of the skill properly.

STEP 5: ROLE PLAY

FACILITATOR'S INPUT

Give the minimum instructions to the actor necessary for the role play to evolve in accordance with the behavioural steps. The co-facilitator should stand near the Skill Poster and occasionally point out the steps as the role play evolves.

STEP 6: ENCOURAGE DISCUSSION (FEEDBACK FOR THE ROLE PLAY)

FACILITATOR'S INPUT

Give feedback in the following order: co-actor, observers, facilitators.

FACILITATOR'S NOTE

The main actor should wait to hear the comments of others before giving a reply about their own role play or giving any kind of general remarks on it. Provide support for the role play in accordance with the instructions described in the Guidelines.

STEP 7: SELECT THE NEXT PLAYER FOR THE ROLE

FACILITATOR'S INPUT

Invite another member of the group to be the main actor. Repeat the steps until all the members of the group have performed the skill.

CLOSING

FACILITATOR'S NOTE

ASSIGN HOMEWORK (TRAINING FOR TRANSFER)

Congratulate the members of the session group and encourage them to practise the skill in situations occurring outside the session. Remind them to complete the second part of the Homework Report when they do it. Tell the group that on the second meeting of the Training on Social Skills they will learn one more skill that they may apply in order to get along better with others and help them achieve what they want and what they need.

FACILITATOR'S INPUT

Give a Homework Report on the skill and encourage the main actor to complete the upper part of the form.

REMARK FOR THE LEADER

The skill of this week "Dealing with somebody else's anger" is directly dependent on the skill of the previous week, especially on the skill from the second week "Understanding somebody else's feelings". In fact, step 2 of this skill asks the members of the group to understand what others feel. In addition, at this moment the link to other ART-components becomes obvious.

FACILITATOR'S NOTE:

Check with the group members how they feel at the end of the session.

Training in Social Skills – Homework Report on the Skill "Dealing with Somebody Else's Anger"

Name _____ Date _____

STEPS OF THE SKILL

1. Listen to the person who is angry.
2. Try to understand what the angry person is saying and feeling.
3. Decide whether you can say or do something to cope with the situation.
4. If you can, deal with the other person's anger.

COMPLETE DURING THE SESSION

Where will you try to apply the skill?
Who will you try to apply the skill with?
When will you try to apply the skill?

COMPLETE AFTER YOU HAVE APPLIED THE SKILL IN PRACTICE

What happened when you tried to apply the skill?

What steps of the skill did you really follow?

How well did you complete the work using the skill? (*Tick only one answer*)

- Excellent Very good Good Poor

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SESSION 5: INDIVIDUAL SESSION

Goals of the session	To review the individual performance of each participant and help them learn the material for this part of the programme through an individualised approach.
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Facilitators may use various activities for the check:

- 1. Scale of emotions**
- 2. Posters on expressing emotions**
- 3. Each member of the group telling about the best and the worst moment that happened to them since the last session.** This is useful in order to determine what happened to every person and whether any potential/pending problems could occur, the session continues.

In individual discussions with the participant, try to assess his/her individual progress with the Module, to identify his/hers strengths and weaknesses with regard to the Module using the following guidelines:

- What were the key points of learning for you in this Module?
- Which areas are problematic? When is it difficult to apply these skills? (Think before starting the additional role play if it is appropriate.)
- What is your own feeling about your development during this Module? (Use this in your report and give details in your Notes.)
- Could you tell me about your understanding of (Insert a social skill, a problem solving step or an anger management technique). (This question is raised in order to check the learning of the participant and to provide an opportunity to consolidate the learning material.)
- What are your strengths in problem solving/social skills/anger management? What are your strengths in other areas of your life that you could apply in these areas? (The goal is to build the human capital/resources and trust for the changes).
- How could you continue practicing these skills in the future? (This refers to motivating the participant to consider the options where he/she could continue using and perfecting the skills he/she has learned.)
- What do you think of the facilitators and could you provide feedback so we could improve in the following Module?

FACILITATOR'S NOTE

Check with the interlocutors how they feel at the end of the session.

SESSION 6 – ANGER CONTROL

Goals of the session	At the end of the session, the participants will be able to: <ul style="list-style-type: none">- Self-assess their own anger- Possess self-control- Understand the ABCs model of anger- Identify the three components of the ABCs model (Antecedent-Behaviour-Consequence)- Introduce them in the Hassle Log
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OPENING OF THE SESSION

FACILITATOR'S INPUT

Checking

Facilitators start the group discussion in which every participant tells whether a conflicting/angry situation has occurred since the previous session. After this discussion, the facilitators present a poster on anger control, instructing the participants to think about the period between the two sessions, make an assessment from 1-5 on how angry they were and to hang that number on the poster. This will be an introduction to defining anger and anger self-control.

FACILITATOR'S INPUT

Exercise 1

Ask all the participants in the group to create a tree in the winter on the canvas working together and using the paints. You instruct the participants that they should cooperate, be mindful of details and complete it within 10 minutes with the participation of each participant.

FACILITATOR'S NOTE

This is an interactive exercise that will be repeated in all four sessions. The exercise will develop several elements: communication, cooperation, tolerance etc., and at the same time the group will have a visible “product” of its joint activity.

DEFINING ANGER

FACILITATOR'S INPUT

Ask each participant to define anger. Every participant should define anger and write it on the flipchart as a definition. The definition of anger is highlighted on a paper with an explanation that anger is not a negative emotion as long as it is managed. It is quite normal in certain situations for us to be angry or furious, but if we lack self-control we can easily harm ourselves or somebody else, become aggressive or hurt somebody, which will lead to conflict with the police, court, etc. This can occur if there is no anger control and, consequently, a poster with the definition of anger control is presented. Present the definition of the anger control.

ANGER CONTROL

Anger control means the possession of a great power that allows you to control your angry reactions in spite of attempts by others to make you annoyed.

FACILITATOR'S NOTE

Giving examples from real life and highlighting that people will not be successful unless they can control themselves shows that more self-control provides power and more choices in life.

It is important to note that these sessions will help the participants to realise the reasons why they become angry and will be directed towards the development of self-control, which will prevent them losing control and becoming involved in new unpleasant situations. The facilitator will ask the participants to read the definition of anger control aloud one by one. The participants are asked to give an example from life where the loss of self-control led to bad consequences. Give the first example (Chuck Norris opposite Mike Tyson) and then start the discussion. It is important to understand the definition of anger control and the presented model will refer to the manner in which thinking could affect our behaviour. Explain to the group that if they gain control over their anger it will help them control their behaviour.

PRESENTATION OF THE ABCS MODEL

FACILITATOR'S INPUT

The facilitators will explain the ABCs poster to the group members by highlighting the importance of identifying all three elements in their angry situations. Present a personal example of an angry situation and separate all three elements, then ask participants to provide some examples and write them down.

THE ABCS OF ANGER

A = Antecedent (what led to the problem?)

B = Behaviour (what you have done, reaction to the Antecedent?)

C = Consequence (What are the results of the behaviour?)

FACILITATOR'S INPUT

Hand out the report on the ABCs of the anger and ask each participant to complete it individually using the denoted angry situations.

FACILITATOR'S NOTE

Discuss and highlight the importance of establishing the time of getting angry and the intensity in order to cope with these situations and change the behaviour.

ANGER CONTROL SESSION – REPORT ON THE ABCs OF ANGER

Name _____ Date _____

Date / Time	A = Antecedent (What led to the problem?)	B = Behaviour (What you have done?)	C = Consequence (What are the results?)

Facilitator's input

CLOSING THE SESSION

ASSIGN HOMEWORK: As homework, the facilitators present the Hassle Log to the participants.

FACILITATOR'S NOTE

The importance of the Hassle diary is:

- It gives a precise image of the conflicts appearing in between two sessions
- It helps the participants learn what makes them angry and how they could cope with such situations in order to work on decision making that gets them into problematic situations and contributes to their creating of a bad image and feeling about themselves
- Gives ideas about the role play during the sessions.

FACILITATOR'S INPUT

Hand out one copy of the Hassle diary to each participant and instruct them to complete the log by entering a problem situation, if such occurs. After they fill in the Hassle log, it is necessary to write down the same situation with the exact time and more detail in the ABCs Report (identification of all three parts of the ABCs model).

FACILITATOR'S NOTE

Check with the members how they feel at the end of the session.

Training on anger control – Hassle diary

Name _____

Date _____

Morning

Afternoon

Evening

1. Where were you?

- | | | |
|---|---|---|
| <input type="checkbox"/> Classroom/school | <input type="checkbox"/> Toilet | <input type="checkbox"/> Community |
| <input type="checkbox"/> Student dorm | <input type="checkbox"/> Office | <input type="checkbox"/> Municipal building |
| <input type="checkbox"/> Gym | <input type="checkbox"/> Dining room | <input type="checkbox"/> At work |
| <input type="checkbox"/> Leisure room | <input type="checkbox"/> Outside/in the countryside | <input type="checkbox"/> Other _____ |

2. What happened?

- Somebody was teasing me.
- Somebody took something from me.
- Somebody made something I did not like.
- I did something wrong.
- Somebody started hitting me.
- Other _____

3. Who was the other person?

- Another boy
- Parent/guardian
- Teacher
- Advisor
- Other _____

4. What did you do?

- I reacted back
- I ran
- I yelled
- I cried
- I walked away quietly
- I broke something
- I told this to an adult
- I told this to a peer
- I ignored it
- We solved it
- I used the anger control technique (*identify*)

- I applied a social skill (*identify*)

- Other _____

5. How angry were you?

Burning with rage Really angry Moderately angry Little angry, but fine Not angry at all

6. How did you handle yourself?

1	2	3	4	5
Poorly	Not very well	OK	Well	Excellent

SESSION 7 – ANGER CONTROL - BEGINNING THE CHAIN CONSTRUCTION

Goals of the session	By the end of the session, the participants will be able: <ul style="list-style-type: none">- To identify the causes of anger and everything else that increases their anger- To recognise the cues indicating that they are angry and to locate the anger- To identify the reminders as an important part of the chain of anger control.
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CHECKING

FACILITATOR'S NOTE

The facilitators check the Hassle Logs and the reports.

FACILITATOR'S INPUT

The facilitator instructs every participant to choose one of the situations written in their log and to draw the same situation on a white sheet in accordance with the ABCs of anger. After they draw it, instruct the participants to assess the intensity of the anger at the moment of Antecedent, Behaviour, Consequence using the numbers 1 to 5 and to write it down. Then grade the anger intensity between the two sessions with a number from 1 to 5.

OPENING AND EXERCISE “TREE”

FACILITATOR'S INPUT

Exercise 1:

Ask all the participants in the group to create a tree in the autumn on the canvas working together and using the paints. You instruct the participants that they should cooperate, be mindful of details and complete it within 10 minutes with the participation of each participant.

ANGER CONTROL CHAIN

FACILITATOR'S NOTE

- TRIGGERS

Referring to the poster for the ABCs of anger, it is highlighted that the focus should be set on the causes – actually the antecedent of anger known as the TRIGGER. The goal of the session is to determine the factors that initiate or increase their anger. Point out that the Triggers are the first element of the Anger Control Chain, but also the first step in gaining control.

FACILITATOR'S INPUT

Write Triggers on the paper to build the chain. On a new paper set the card on the top. Point out the existence of external and internal triggers as written on the flipchart.

TRIGGERS

External triggers are the things done by somebody else and that are tempting us to react angrily or be under stress.

Internal triggers are the things that we say to ourselves and that increase our anger impulses.

FACILITATOR'S INPUT

Explain using examples that external triggers can be verbal or non-verbal. For example: Verbal – an insult or an order, nonverbal – tripping somebody, pushing. The facilitator will ask the participants to think about a situation in which they were angry and to extract the triggers. Each participant will individually indicate them and they should be written on the flipchart (for example, someone tripped me, I was accused falsely, my boyfriend is cheating on me).

Explain that internal triggers are things that people think or say to themselves when they face an external trigger (for example, this man is lying to me, she made a fool of me, this man is making fun of me). The facilitator will ask the participants to think through and indicate such internal triggers and write them down on the flipchart. Explain that such negative statements are combined internally with the external triggers, which leads to a high level of anger and aggressive behaviour.

ANGER CUES

FACILITATOR'S INPUT:

Explain that the second element in the chain is the ANGER CUES. Write them down on the card after the Triggers.

FACILITATOR'S NOTE

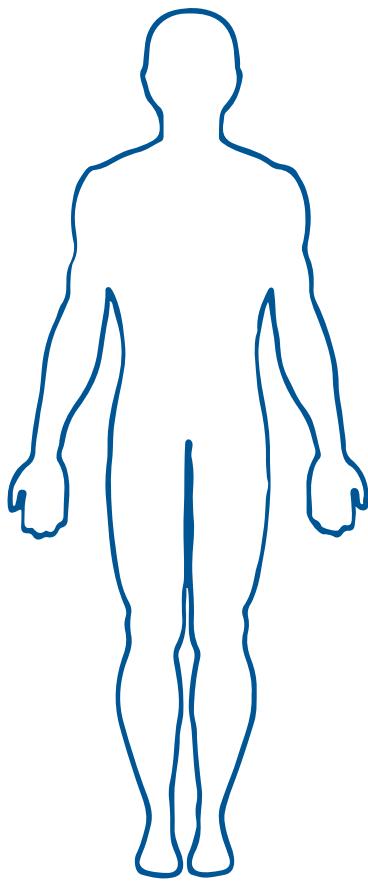
All people have physical signs that indicate that they are becoming angry, for example tightening the muscles, fire in the belly, clenched fists, teeth grinding, rapid heartbeat, etc. What is important is to develop the ability to recognise these signs before anger develops so that you can apply self-control in order to reduce the anger.

FACILITATOR'S INPUT

Give personal examples of anger cues and then hand out a drawing “My Anger Cues” where you will ask each of the participants to mark the place on their body where they feel their own anger cues. Discuss briefly, but point out that if one learns to observe the signs of anger in ourselves, it will be easy to spot anger in other people and be aware if we are causing somebody else’s anger with our behaviour.

Training on Anger Control – My anger signs

Name _____ Date _____



- REMINDERS

FACILITATOR'S INPUT

The facilitator explains and writes down after the anger cues that the third element in the Anger Control Chain is the REMINDERS.

FACILITATOR'S NOTE

Reminders are statements on ourselves that help us increase self-control in stressful situations – including conflict.

It would be best if the facilitator uses an analogy with sport as an example. “Bend your knees and throw” in basketball or “Hit him strongly and finish him” in boxing, while in daily life, the most used ones are: calm down, cool a little, it is not worth it, he is my friend, he did not mean it, slow down, take it easy, etc.

Exercise 2 – Role play

In accordance with a previously chosen conflict situation, ask a part of the participants to role play the situation, while the other participants are instructed to observe different elements from the anger control chain. Determine who should recognise the triggers and who should recognise the cues, i.e. the reminders.

FACILITATOR'S INPUT

Once the conflict situation is role-played, a discussion is encouraged and the following questions are asked:

1. Who observed the external triggers and which ones were observed?
2. Who observed the internal triggers and which ones were observed?
3. Who observed anger cues and which cues were observed?
4. Who observed reminders and what reminders were observed?

Repeat that the use of reminders is very important because they help in putting one's angry feeling under control.

FACILITATOR'S NOTE

Exercising these elements from the Anger Control Chain is important for strengthening the self-confidence of the participants and for correcting the image of oneself.

CLOSING THE SESSION

FACILITATOR'S INPUT

Ask from the participants at the end of the session to make self-assessment, i.e. ask the question: "How do you feel at the end of the session?" Show from 1-5 with your hand.

ASSIGN HOMEWORK

For homework, assign the Hassle Log with additional instruction to the participants to identify and insert the elements of the anger control chain that they have observed in the conflict situations in the empty page of the log.

SESSION 8 – ANGER CONTROL - WE ARE BUILDING THE CHAIN

Goals of the session	By the end of the session the participants will be able: <ul style="list-style-type: none">- To determine a causal way of thinking and acting- To discuss the consequences and types of consequences- To understand self-assessment with the purpose of supporting positive reactions and its benefits- To develop self-confidence and a better image of oneself- To be able to give options of reactions through which we can calm down and manage anger.
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CHECKING

FACILITATOR'S INPUT

Start a discussion about the Hassle Logs and check them emphasising the use of reminders. How often have the reminders been used? Has the use of reminders (“It is not worth it”, “Calm down”, “Cool a little”) helped you gain control over your anger?

INTRODUCTION AND EXERCISE “TREE”

FACILITATOR'S INPUT

The facilitator opens the session with a short discussion on how the participants have felt since the last session and if something has happened that they would wish to share with the group. Introduce participants in the exercise that follows, which they have already practiced.

Exercise 1

Ask the participants in the group, working together and using the paints, to create a tree in the summer on the canvass. You instruct the participants that they should cooperate mutually, be detailed and complete it within 10 minutes with the participation of each participant.

Exercise 2 – Three small clouds

The participants are instructed to draw themselves in a situation when they were very angry. Afterwards, the facilitators draw three small clouds for every participant and give the following instructions:

1. Write – What made me angry? – in the first cloud
2. Write – How I felt the anger, where? – in the second cloud.
3. Write – What words would help me control myself? – in the third cloud!
4. Write how you would grade your anger from one session to another using a number from 1 to 5.

CONTINUING THE ANGER CONTROL CHAIN

-Thinking ahead (Anticipation)

FACILITATOR'S NOTE

The facilitators present the paper with the Anger Control Chain and add the phrase “Thinking Ahead (Anticipation)” and explain that if we, in angry, conflicting situations, can assess the consequences of our behaviour, we will establish self-control much better. Thinking ahead in fact gives us a formula “If – Then”, which will help participants make the right decisions and identify possible consequences, positive or negative, from the behaviour. We return to the poster of the ABCs of anger and explain that thinking ahead helps find out what the C (consequence) will PROBABLY be before they decide what to do (or step B/Behaviour).

FACILITATOR'S INPUT

Ask the group to define the short-term and long-term consequences and give examples from everyday life, which will be written down on the flipchart.

- E.g. - A short-term consequence - “If I punch him now, he will shut up”
- A Long-term consequence: - “If I punch him now, I will be suspended from school” or “I will be accused of assault and sentenced to prison”

Then ask the group to explain the external and internal consequences of being angry and aggressive using the same example, more precisely, the external consequence is going to court or suspension, while the internal is a bad image of oneself, reduced self-respect, etc. Point out that external consequences can have impact on other people. Ask the participants to explain these consequences (for instance, losing friends, isolation by the company/group, etc.). If we consider all the negative consequences of our behaviour, how will this affect us?

Hand out the Form of the Types of Consequences in order to determine how the participants understood the types of consequences.

Session on Anger Control – Types of consequences

Name _____

Date _____

Mark the letter showing what type of consequence is each item. The consequences can be more than one type.

S = Short-term

L = Long-term

E = External

I = Internal

CONSEQUENCE

	<u>TYPE</u>
1. Test passed by cheating	S L E I
2. Expelled from school due to cheating	S L E I
3. Good feeling when hitting someone	S L E I
4. Indictment for assault and getting a prison sentence	S L E I
5. Fined for violation of a rule	S L E I
6. Losing a meal in the kitchen due to lying for not coming back in time	S L E I
7. Guilt due to lying	S L E I
8. Feeling in power when attacking someone	S L E I
9. Losing someone's friendship	S L E I
10. Feeling lonely	S L E I

SELF-ASSESSMENT

FACILITATOR'S INPUT

State that the next element in the Anger Control chain is self-assessment. Ask the participants what does the term self-assessment mean and how could they define it.

FACILITATOR'S NOTE

Let the group conclude that self-assessment means an assessment of how I coped with a conflicting situation or a problem that has finished.

FACILITATOR'S INPUT

By linking this element to Thinking Ahead, explain that every time they avoid a long-term consequence in a conflicting situation, they should reward themselves or if they failed to act well, they should think about what they could have done better. Present a poster on self-assessment and stress how important it is and how it will help the participants in relation to building a positive image of themselves.

Ask in which way does recognising positive behaviour and your strengths impacts you. Point out that positive behaviour and awareness about it strengthens the self-confidence of the participants and makes an element for a better image of oneself.

On the flipchart write several statements, with which the participants could reward themselves when they act well in a conflicting situation – I really remained calm, I really had control, I recognised the cues of anger perfectly and made an excellent assessment of the situation, etc. Ask the group to give their own examples and write them down on the flipchart. The statements on the self-training may also be used (“I should pay more attention to my anger cues”, “I was hasty, I did not give him space to tell everything”). Ask the group to come up with more examples and write them on the flipchart.

WAYS OF DECREASING ANGER

FACILITATOR'S INPUT

The last element you will add in the Anger Control Chain is “Ways of Decreasing Anger”. Present before the group the ways of decreasing anger, read them aloud and explain all three ways of reducing anger.

1. Breathe deeply: take a deep breath through your nose, hold it for 2 seconds and breathe out.
2. Count backwards: count backwards from 10 to 1.
3. Imagining pleasant (safe) places: Imagine a pleasant (safe) scene.

FACILITATOR'S INPUT

1. Breathing deeply!

Explain to the participants that this technique is taken from the area of exercising and sports and that it is very useful for focusing and reducing stress. Present it and then repeat it together three times in the correct order:

- Take a deep breath through your nose
- Hold the air for two seconds
- Exhale through your mouth

Point out to the group that at moments when they feel cues of anger, they can apply deep breathing in order to free themselves from the physical tension and reduce the anger.

2. Counting backwards!

Explain to the participants that the second method for reducing anger is counting backwards, which increases the personal power in stressful situations. Counting backwards is very efficient since it concurrently calms you down and gives you time to think about the consequences of the behaviour. Demonstrate the technique of proper counting backwards, one number per second, and then apply the technique together with the group.

FACILITATOR'S NOTE

Point out to the group that it is best when applying this method to try to distance themselves from the person or the situation that is provoking them.

3. Imagining pleasant (safe) places

FACILITATOR'S NOTE

Explain to the participants that this method reduces tension in conflicting situations by imagining (visualising) a peaceful place, a relaxing place where they feel safe. During the visualisation, the participants are focused on a pleasant situation and in that way, they distance themselves from the conflicting one. At the same time, they reduce their tension and anger and thus get time to use the reminders.

FACILITATOR'S INPUT

Demonstrate the application of the method by closing the eyes, and then describe in detail your pleasant place that offers you safety. For example: "I am with my friend on a mountain, in a wooden cottage, it is snowing outside and it is pretty cold, but I am beside the fireplace that is pleasantly warming the room. We are joyful, playing cards and competing, and the one who loses makes breakfast for everyone in the morning"...

Exercise 3

After the demonstration, ask the group to do the same, to close their eyes for a couple of minutes and imagine their pleasant situation in silence. Instruct them to visualise it imagining the smallest details, colours, smell, warmth, feelings. Encourage the participants to briefly describe these situations and describe how they are feeling now after this exercise.

CLOSING THE SESSION

FACILITATOR'S INPUT

Start a discussion with the participants on all elements of the Anger Control Chain. Ask them to consider the importance of self-assessment and practicing of the methods for anger reduction. Ask questions such as: “To what extent do you feel these methods for anger reduction are effective?”; “Do you have your own methods you would like to share?” Encourage them to think and to develop their self-assessment skill. At the end, make evaluation by asking participants to assess on a scale from 1 to 5 how they feel at the end of the assignment and to show it using their hand.

ASSIGN HOMEWORK - For homework, instruct the members of the group to complete the Hassle Log by writing, on a blank page, their statements on the self-assessment that they have applied until the next meeting.

SESSION 9 – ANGER CONTROL USING SOCIAL SKILLS

Goals of the session	At the end of the session participants will be able: <ul style="list-style-type: none">- To understand that their behaviour can serve as a trigger for anger in others- To change their provocative behaviour with another form of behaviour- To apply social skills instead of aggression as an exit from the cycle- To understand all anger control techniques.
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FACILITATOR'S INPUT

Checking

Check the Hassle logs and assess if the number of conflict situations has decreased. Ask a question whether someone has written his/her statements for self-assessment and whether he/she would like to share them, if someone has used anger reduction methods and if he/she has awarded his/her behaviour. By demonstrating on one hand let them show their emotional state showing from 1-5.

OPENING THE SESSION

FACILITATOR'S NOTE

Begin your session with a brief discussion of their feelings and experiences from one meeting to another and exchange of information whether the self-assessment procedures have been used etc.

FACILITATOR'S INPUT

Introduce the exercise that follows by presenting the canvass, paints and brushes.

Exercise 1

For the last time give the instructions for the exercise “Four Seasons”, whereby now they are drawing a tree in the spring. Point out the symbolism of all the drawings, the importance of cooperation and communication and at the same time the symbolism of the tree and the changes through the seasons, just like the changes in the participants themselves in the group.

FACILITATOR'S NOTE:

All four drawings that were made in the previous sessions should be exhibited in the room where the training is carried out. Apart from its improvement from a visual point of view, it will have a psychological effect on the participants in order to achieve a harmonious, joint action and a consciousness that by helping each other it is possible to achieve a personal change and success. Point this out!

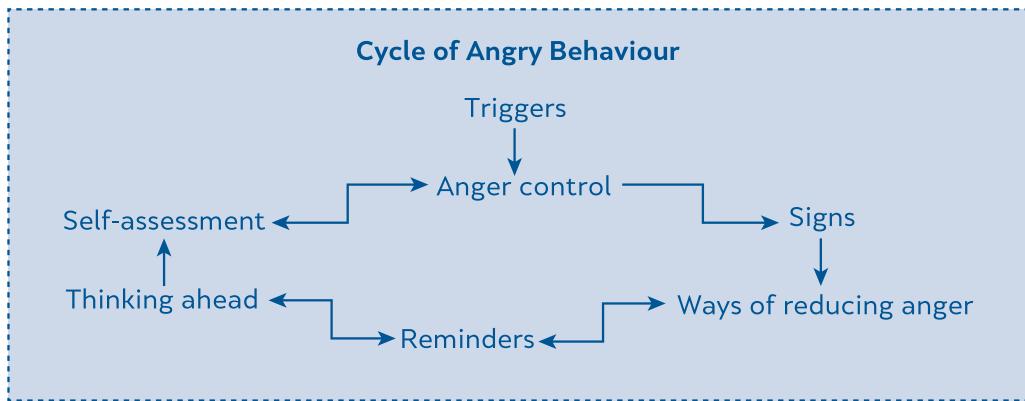
THE CYCLE OF ANGRY BEHAVIOUR

FACILITATOR'S INPUT

Explain that during all the sessions, we talked about what makes the participants angry and aggressive, as well as how we can cause somebody's anger with our behaviour and talk. Hand out the index cards to every participant and ask them to write three things each that they make excellently, but that can cause somebody's anger.

Next, ask them to think what they could do differently in order to avoid an angry reaction, and then let them write down three of these things/situations (They should keep the cards for later on).

Again point out the Anger Control Chain and ask the group – What is a cycle? Explain that a cycle is a continuous process, a circle that never ends, and then show the poster with the cycle of angry behaviour.



FACILITATOR'S INPUT

Ask the members of the group about their conclusions of the analysis of the Angry Behaviour Cycle and which areas we could control better in order to reduce the angry behaviour.

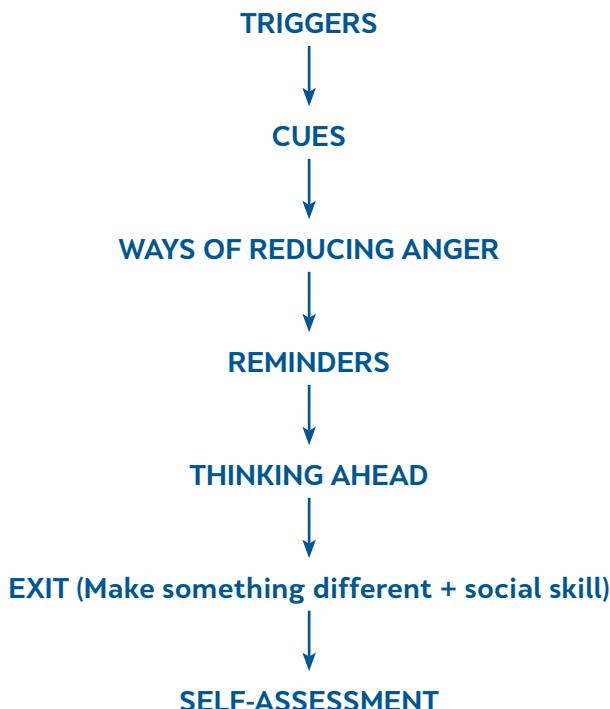
FACILITATOR'S NOTE

What we can notice is that the Anger Control Chain is a cycle of angry behaviour where the triggers make us angry and our body manifests the anger with certain cues. However, at that moment we can do something to avoid manifesting the anger, we can find ways to reduce the anger, use reminders or thinking ahead and at the end reward our correct action.

FACILITATOR'S INPUT

Ask the participants to take out the index cards and state where in the cycle of the angry behaviour they can find the listed things that can cause someone's anger. In fact, these are triggers for other people, and therefore it is necessary to discontinue the cycle, to exit in order not to trigger it again. Due to this connection of the elements in the chain, something has to be done before our actions become Triggers in the cycle of angry behaviour, it is necessary to exit the cycle. Present the card for Exiting the cycle of angry behaviour.

Repeat the entire cycle of angry behaviour again!



FACILITATOR'S NOTE

After you repeat the entire cycle, explain to the participants in the group that the tool for Exiting the cycle of angry behaviour is the social skills that you have already talked about. In fact, at the moment they can exit the cycle with the inclusion of one social skill, they are maximising positive reactions from others and gradually minimising the negative reactions. The selection of social skills can be an effective way for them to acquire or to achieve what they want without entering into a problem or making others angry. It can help them keep control and keep their own power.

FACILITATOR'S INPUT

Present the Social Skills Poster card.

Social Skills	
1. Filing a complaint	6. Helping others
2. Understanding others' feelings	7. Addressing accusations
3. Preparedness for difficult conversation	8. Dealing with group pressure
4. Dealing with somebody's anger	9. Expressing affection
5. Keeping oneself out of fights	10. Reaction to failure

TIP: Reiterate to the participants in the group that the use of social skills as the exit from the cycle of angry behaviour will help them acquire what they want without hurting someone or themselves and that they will maximise the positive consequences.

Practicing the entire Anger Control Chain by using social skills.

Exercise 2

An already prepared conflicting situation is presented to the participants and they volunteer to role play it. The other participants are given instructions that they are observers of all elements in the Anger Control Chain. Give instructions to the observers on who should pay attention to what.

Facilitator's input

After the completion of the presentation, start the discussion:

1. Who observed the triggers? Which triggers did you notice?
2. Who observed the anger cues? Which anger cues did you notice?
3. Who observed the ways of reducing anger? Which ways did you notice?
4. Who observed the reminders? Which reminders did you notice?
5. Who observed the thinking ahead? Which if-then statements did you notice?

-
6. Who observed the use of social skills? What skills were used? Could other skills have been used?
 7. Who observed self-assessment? Was self-rewarding or self-training used?
 8. How did you feel during the role play and while observing the situation?

After the exhaustion of all questions, present a new conflicting situation and switch the groups of role-players and observers. Repeat the whole procedure with changed roles. Make a recapitulation of the anger control techniques (distribute it as hand-outs to every participant) and assign a short form/review of the Anger Control Chain.

Training on Anger Control – Review of the Anger Control Chain

Name _____ Date _____

In your own words define the following parts of the Anger Control Chain.

1. Triggers _____
Internal _____
External _____
2. Cues _____
3. Ways of anger reduction _____
Deep breathing _____
Counting backwards _____
Imagining a pleasant scene _____
4. Reminders _____
5. Thinking in advance _____
6. Social skills _____
7. Self-assessment _____
8. Self-rewarding _____
9. Self-training _____

CLOSING THE SESSION

Once the participants fill in the summary forms individually, start a discussion on how much thought they have put into the fact that they are a source of somebody's anger and a cause for a conflict situation in others, how easy they could observe signs of anger in other persons in order to stop the Anger Chain and break the chain by using social skills and other similar questions from the sessions. Finally, ask them to assess how they feel and to express their feeling on a scale from 1 to 5.

SESSION 10 – INDIVIDUAL SESSION

Goals of the session	<ul style="list-style-type: none">- Identification of the specific warning signs (physical reactions, risky thoughts and risky feelings)- Intervening in their internal experiences so that participants could start using the thinking skills and reduce their risky reactions- Describing problematic situations objectively- Identifying how their risky reactions, thoughts and feelings further aggravate the problem.
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Session content – discussion with each participant individually.

Goals of the session – To review the individual performance of each participant and to help them learn the content for this part of the programme by using an individual approach.

FACILITATOR'S NOTE

Check the interlocutor how he/she feels. In individual discussion with the participant try to assess his/her individual progress with regard to the module, identify his/her strengths and weaknesses vis-à-vis the module using the following guidelines.

FACILITATOR'S INPUT

What were the key learning points for you in this module? Which areas are problematic for you? When is it difficult to apply these skills? (Consider starting with an additional role play if this is adequate).

What is your feeling with regard to your development during this module? (Use this in your report and give details in your notes).

Could you tell me about your understanding of (Insert a social skill, a problem solving step or an anger management technique). (This question is raised in order to check the learning of the participant and to provide an opportunity to consolidate the learning material.)

What are your strengths regarding problem solving/social skills/anger management? What are your strengths in other areas of your life that you could apply in these areas? (The goal is to build the human capital/resources and trust for the changes).

How could you continue practicing these skills in the future? (This refers to motivating the participant to consider the options where he/she could continue using and perfecting the skills he/she has learned.)

What do you think of the facilitators and could you provide feedback so we could improve in the following Module?

FACILITATOR'S NOTE:

Check with the interlocutor how he/she feels at the end of the session.

SESSION 11: INTRODUCTION TO PROBLEM SOLVING AND PROBLEM SOLVING SKILLS

CHECKING

1. EXPLAINING THE CONFLICT CYCLE

FACILITATOR'S INPUT

The facilitator explains the following: The conflict cycle starts with a **problem**, for instance a conflict with a neighbour over a tree causing him inconveniences. My neighbour says he would cut the branches that negatively affect his garden. He announces that he would do this tomorrow. You will not allow him to do this as you are afraid it would harm the tree, and besides, you think that the damage to his garden he is complaining to is presented unrealistically.

WARNING SIGNS

Explain a problematic situation leading to *three types of warning signs* in our body that alert us that we have a problem. These warning signs are the following:

- *PHYSICAL REACTIONS*
- *THOUGHTS*
- *FEELINGS*

The facilitator discusses with the group about the physical reactions, thoughts and emotions.

FACILITATOR'S INPUT	FACILITATOR'S NOTE
Which physical reactions, according to you, can be experienced in a problematic or a situation of conflict?	(Example of responses: Fast heart rate, stomach cramps or tensed muscles.)
What type of risky thoughts, according to you, can be passing through the mind of a person who happens to be in a problematic situation?	(Example of responses: “He cannot be doing this to me”, “I will teach him a lesson”.)
What type of emotions, according to you, can be experienced by a person who happens to be in a problematic situation?	(Example of responses: challenging, frustration, anger, etc.), time to take action.

FACILITATOR'S NOTE

In this exercise it is important to understand the learning points that we can control our emotions, procedures and thoughts rather than allowing our emotions control us.

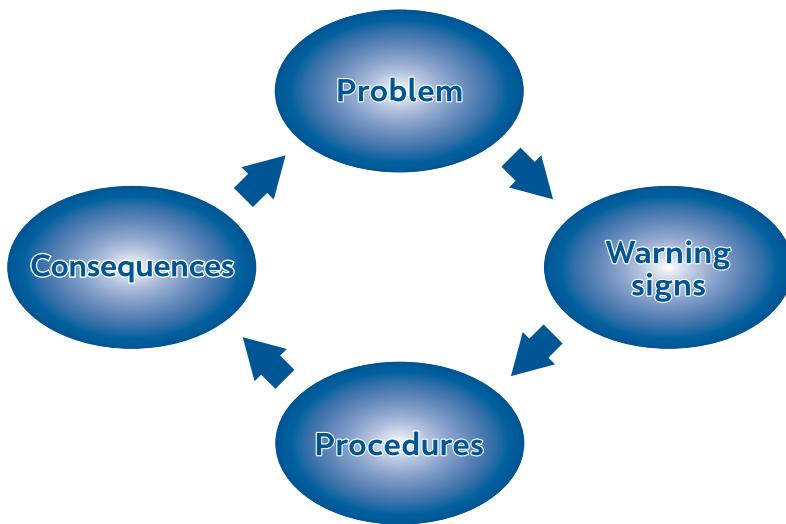
FACILITATOR'S INPUT

Ask the group to conclude the main lessons learnt and to present them on the flipchart. Ask the group how the effective problem solving could stop the conflict cycle.

APPLYING THE CONFLICT CYCLE

Conflict Cycle Overview

Problem - Let us start with the circle on the top indicating something the person does not like is happening. We may call this a problem.



The problem solving skills can be used in two types of situations – problems that are solved “directly” or problems that require “time for reflection”.

“Direct” problems represent the situations when we need to act immediately. For example, an authority is accusing us of something or there is a physical threat. In such situations we are usually requested to give an urgent response. We have just several seconds or minutes to react.

Problems with “time to think” represent situations when no urgent action is required. For example, when we expect to see someone who does not appear or when we want something, but we cannot afford it. In such situations there is usually more time for reflection regarding our course of action. We will learn how to use the problem solving skills in both types of problems.

Warning signs – Let us look at the arrow leading to the next circle, i.e. to the warning signs. This shows that when we have a problem we experience a physical reaction, risky thoughts and feelings. For example, somebody from your service accuses you of having broken a rule.

- Describe your physical reaction
- Describe your risky thinking
- Describe your risky feeling

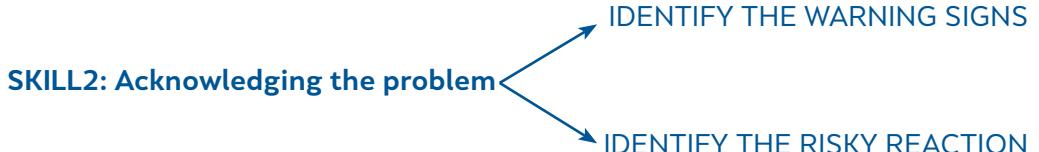
Exercise: Take one minute to talk with your partner about a problem you have faced and it should be related to a conflict.

Discuss what you have done with regard to the warning signs.

Summary – The conflict cycle shows us how the procedures that we are taking as a response to a problem could lead to several problems. We will explore the conflict resolution as a way to stop the conflict cycle. Having in mind that the problem solving helps us to focus on the thinking, we are getting more power over what we are doing. When using the problem solving skills, we decide what to do instead of reacting based on our feelings.

OVERVIEW OF THE SIX PROBLEM SOLVING SKILLS

SKILL 1: (Write down the steps and give short overview of skills)



SKILL 3: Objective Setting and Information Gathering

Step 1	IDENTIFY A POSITIVE AND REALISTIC OBJECTIVE	
Step 2	GATHER INFORMATION	Facts The other person's thoughts and emotions

SKILL 4: Considering the options and the consequences

Step 1	BRAINSTORMING AND GIVING IDEAS ON THE OPTIONS	
Step 2	CONSIDER THE CONSEQUENCES	
Step 3	SELECT ONE OPTION THAT WILL TAKE YOU TO THE GOAL	

SKILL 5: Drafting a plan

Step 1	IDENTIFY WHO, WHERE, WHEN	
Step 2	SELECT THE KEY SOCIAL SKILLS	
Step 3	IDENTIFY WHAT YOU WILL DO AND SAY IT	
Step 4	IDENTIFY HOW YOU WILL DO IT AND SAY IT	
Step 5	DECIDE ON YOUR STARTING THOUGHT	

SKILL 6: Execution and evaluation

Step 1	DO IT	
Step 2	ASK QUESTIONS	
Step 3	DECIDE WHAT TO DO NEXT	

1. DEFINE TWO TYPES OF PROBLEMATIC SITUATIONS

Exercise (this exercise may be used in another session, depending on the choice of the facilitator)

RELAXATION IN GROUP – DRAWING A PORTRAIT

DRAWING 1: Each individual is tasked with drawing a portrait of the person sitting opposite him/her on a piece of paper

DRAWING 2: Each individual is tasked with drawing a portrait of the person sitting opposite him/her, the same as in the previous exercise, with the exception that now it is not allowed to look at the paper while drawing

EFFECT: Active participation, positive emotions, relaxed participants – point out to the group that with the second drawing you are functioning on another level.

2. PROBLEM SOLVING SKILLS

SKILL 1: Stopping to think

Step 1	DEDICATE ATTENTION TO YOUR WARNING SIGNS	Physical reactions Risky thoughts Risky emotions
Step 2	REFLECT: LOWER YOUR RISK	Be quiet Give yourself some space Calm down

STEP 1: DEDICATE ATTENTION TO YOUR WARNING SIGNS

Today we will start by exploring problem solving skill 1: Stopping to think. The first step in this skill is to pay attention to your warning signs (physical reactions, risky thoughts and risky emotions). The use of this skill for problem solving helps us gain control over our emotions and focus more on our thinking skills.

Summary – Interaction (participants of the group and facilitator). Accordingly, in step 1 in the part “Stopping to think” we dedicate our attention to these three warning signs. We need to recognise these warning signs so that we do not react immediately. These signs tell us we need to calm down and think before doing anything else. This is exactly like recognising the “Stop” sign. There is a risk if you continue without previously stopping. When you do stop at the “Stop” sign, you need not do it for a long time, however, you must stop in order to make a decision about when it would be safe to continue. This idea is the same in the case of recognising your warning signs. You need to stop for a moment and reflect so that you can control the situation.

STEP 2: REFLECT: LOWER YOUR RISK

Dedicating attention to our warning signs is important, but afterwards we should also act in order to reduce the risk of acting impulsively or emotionally. These are the three things you can do:

Be quiet

Be quiet when you are taking action so that you can avoid expressing certain reactions, such as shouting, threatening, quarrelling and complaining. These reactions are encouraging the conflict cycle and may aggravate the problem.

Give yourself some space

Another way of lowering the risk is to find a way to make certain space between yourself and the other involved persons. This can be done in two ways: by choosing what we are thinking of and by choosing what we are doing with our body.

Thoughts – One of the ways to give ourselves some space is to use reflection in order to visualise a soothing place or a scenery that reduces stress and the

tension we are feeling. Imagination is a powerful tool, the same as driving a sports car: If we are good drivers, we can get to where we want safely and fast.

Visualisation – We can lower our risk by visualising the place that helps us feel less tense.

In which places can people feel relaxed?

(Examples of responses: the beach, the park, looking through a window or driving a car.)

Turn to your partner and identify the place or the scene you consider as pleasant for visualisation. Have several volunteers share with you what you have selected.

Actions – Another way of giving ourselves some space is with regard to our body. There are many ways how to do it. We may distance ourselves from the situation. This may mean withdrawing one or two steps back, or if this is practical, we may also leave. If you are on the phone, distance yourself from the phone. These actions are not always possible; therefore, at times we need to take smaller actions, such as adjusting our body's position in order not to stand directly in front of the other person or eye control in order to avoid direct eye contact with the other person. At any case, we need to avoid getting closer. The proximity sends a signal of increasing the conflict. Who would like to volunteer and show us different ways of giving ourselves some space? In which of the cases of problematic situations - the boy who failed to enter the team or the father who has seen his daughter taking drugs, would the person feel better if he would give himself some space?

Calm down

Problems cause risky thoughts and emotions. We wish to lower our risk by trying to apply a new way of thinking in order to put these thoughts and emotions under control.

The text below referring to the “New way of thinking” and “Calming actions” needs to be shorter and more concise.

New way of thinking – one of the ways to do it is to apply a new way of thinking that would lower our risky thoughts and emotions. This process is not new to us and it is yet another skill you have already acquired.

In the cognitive self-change we have identified a new way of thinking that reduces our risk of aggravating the situation. These thoughts are a way for us to calm down.

Calming actions – you can also take actions that will help you calm down. By taking deep breath once or many times, you are helping the body get more oxygen and this helps to slow down the physical reactions. The things you do to give yourself space can also help you calm down. With respect to problems with “time for thinking”, a walk or an activity you consider to be pleasant, such as listening to music or talking to a friend, can help you calm down.

SESSION 12 : PROBLEM SOLVING SKILLS - ACKNOWLEDGE THE PROBLEM

Goals of the session	<ul style="list-style-type: none">- Identifying the warning signs in the problematic situation- Objective description of the problematic situation- Identifying how their risky reactions, thoughts and feelings create a risk of impulsive reaction, which further aggravates the problem.
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CHECKING

FACILITATOR'S INPUT

Inform the group that each session will start and end with a check of how the members of the group feel and whether there are questions that should be resolved before continuing the session. For example, a person might have had a recent quarrel and come to the session feeling angry. It would be useful for the group to know about it and to see whether there are ways to support members when coping with difficult emotions or circumstances. Explain that it will be useful for the group to know this and to check if there are such issues.

Facilitators may use various activities for the check:

- 1. Scale of emotions**
- 2. Posters on expressing emotions**
- 3. Each member of the group telling about the best and the worst moment that happened to them since the last session.** This is useful in order to determine what happened to every person and whether any potential problem/s could occur, the session continues.

SKILL 2: Acknowledging the problem

Step 1	IDENTIFY THE WARNING SIGNS	
Step 2	DESCRIBE THE SITUATION OBJECTIVELY	
Step 3	IDENTIFY THE RISKY REACTION	

FACILITATOR'S INPUT

Acknowledging there is a problem means keeping your risky emotions under control, while leaving your brain define the problem objectively. This way of thinking helps you gain control using the thinking skills, instead of reacting based on emotions. The more we are capable of thinking in a certain situation, the greater our power and control is.

To acknowledge the problem means to look at it objectively, in the same way as when drafting the reports on reflection in the cognitive part of this programme for self-change. The process of acknowledging the problem is like writing a “mini” report on reflection.

Step 1: Identify the warning signs

We have a lot of practice in identifying our warning signs. Keep in mind that the warning signs are our physical reactions, risky thoughts and/or emotions. They put us at risk to react in a manner that gets us in trouble and hurts other people.

Step 2: Describe the situation objectively

In step 2 we describe what happens objectively. We want to give a brief description that will tell us who was involved and what was said or done. This step needs to be very short and accompanied by facts.

Step 3: Identify the risky reaction

In this step we are identifying what we might want to do in a situation in which certain rule would be breached or a person would get hurt. We are describing our risky reaction, since by doing so we are describing what we might do to make the problem bigger than it already is. Remember the conflict cycle.

PUT INFORMATION INTO A PROBLEM STATEMENT

Our goal is to state the problem in one or two sentences.

We want to end up by using the formula: I (think or feel) _____ because _____ and my risk reaction is _____.

Starting the Problem Statement

We start the problem statement with the word “I.”

Starting with the word “I” shows that we are going to take control of the problem situation. Starting with the word “I” also lets us put our risk thought or feeling as the first thing we consider. We have the power to control our risk thoughts and feelings. That is the first piece of information in a problem statement. It is the piece of the situation that we have the most control over.

Part 2 of Problem Statement

The second part of the problem statement describes the situation objectively just like a thinking report. It tells who is involved and what was said or done.

Part 3 of Problem Statement

The third part of the problem statement identifies how we could react that

would break a rule, hurt someone or make the problem bigger. Here is a skill card which states the problem steps. You can use this card while you practice the skill here in class, as well as when doing your homework.

FACILITATOR'S NOTE

Now the facilitator encourages a discussion for a number of questions he/she asks about the situation we worked on in the previous session of the boy who did not make the team.

The Boy Who Did Not Make the Team

Let's go through the steps for the boy who did not make the team. **Note:** Facilitate a discussion for each of the questions you ask.

Step 1: Identify a warning sign. What are his warning signs? (Example answers: Thinking, "I hate the coach", physical reaction of feeling hot all over, emotional feeling of being angry, embarrassed and disappointed).

Of the warning signs that you have identified, which do you think might hold the most risk for him? (Any of the warning signs would be correct.)

Step 2: Describe what happened objectively. How could we describe this problem objectively? (Example answers: Because my name was not on the list of who made the team.)

Step 3: Describe a risk reaction. What could this boy do that could be a risk reaction? (Example answers: go off on the coach, vandalize the school, etc.)

NOW LET'S PUT THIS INFORMATION INTO A PROBLEM STATEMENT. REMEMBER IT SHOULD JUST BE ONE OR TWO SENTENCES.

Example answer: *I feel angry because I read the list of people who made the team and my name wasn't there, and my risk is to react by going off on the coach.*

Example 1

Ask: Which are the situations in your life where keeping difficult feelings under control and objective defining of the problem are difficult for you?

Write down some of these situations.

Next, discuss these situations with the participant sitting next to you and describe two situations with a specific problem you believe is difficult to define.

Appendix: Role play (this exercise may be used in other session, if it is considered appropriate by the facilitator)

Example to be used for: Modelling Display or exercise with On-going Problem Situation - Shewan and Ms Shells

Shewan is starting her second week in a new job. She likes to work alone and does not make friends easily. She does not trust other people and would rather do her own work. She comes back from lunch and her boss, Ms Shells, calls her into her office and accuses her of stealing. In problem situations Shewan often feels depressed and picked on.

Ms Shells (on the phone to Shewan at her desk): *Shewan, I need to talk to you right away, please come into my office.*

Shewan comes into Ms Shells' office.

Ms Shells (walks in front of Shewan and sits on the corner of her desk): *Sit down, Shewan.*

Shewan sits down.

Ms Shells: *Shewan, you have been working in the front office area for the last two days, is that right?*

Shewan: *That's right.*

Ms Shells: *Mr Brooks has been in and out of the office for the last two days. Today at noon he discovered that all of the petty cash that he keeps in his desk is missing. He had about \$50 in his drawer. What do you know about this?*

Shewan (defiantly): *I don't know anything about it.*

Ms Shells: *Mr Brooks says that he saw you standing by his desk a number of times when he walked in the room. What were you doing standing by his desk?*

Shewan (loudly): *I was just doing my work.*

Ms Shells: *There has hardly been anyone else in the office. Did you see anyone go into Mr Brooks' desk?*

Shewan: *No*

Ms Shells: *Shewan, this is a serious matter. Both Mr Brooks and I suspect that you know something about the money that's missing. What can you tell me?*

Shewan (leaning forward): *I don't know anything about the money that is missing.*

Ms Shells: *Shewan, I don't believe you. This is a serious matter.*

Shewan: *I can see it is serious, but I don't know anything about the money that was taken from Mr Brooks' desk.*

Ms Shells (raising her voice): *Lying isn't going to help.*

Shewan (standing up): *Why do you think I am lying?*

Ms Shells (raising her voice and leaning over toward Shewan): *I mean to get to the bottom of this. I need employees I can trust.*

Shewan: (stares and says nothing)

Shewan (Points to her head and begins to think aloud): *I feel scared. She thinks I stole the money. Nothing I say will do any good. She just wants to get rid of me. Here goes another job. My heart is pounding. My mouth is dry.*

Shewan (Continuing to think out loud): *I need to be quiet, sit down and take a deep breath. I really don't want to lose this job.*

Shewan (Still thinking out loud): *I'm angry because Ms Shells is accusing me of lying to her. My risk reaction is to quit.*

SESSION 13: PROBLEM SOLVING SKILLS – SET A GOAL / GATHER INFORMATION AND CONSIDER THE CHOICES AND CONSEQUENCES

CHECKING

FACILITATOR'S INPUT

Inform the group that each session will start and end with a check of how the members of the group feel and whether there are questions that should be resolved before continuing the session. For example, a person might have had a recent quarrel and came to the session feeling angry. It would be useful for the group to know about it and to see whether there are ways to support members when coping with difficult emotions or circumstances. Explain that it will be useful for the group to know this and to check if there are such issues.

Facilitators may use various activities for the check:

- 1. Scale of emotions**
- 2. Posters for expressing emotions**
- 3. Each member of the group telling about the best and the worst moment that happened to them since the last session.** This is useful in order to determine what happened to every person and whether any potential/pending problems could occur, the session continues.

Goals of the session	At the end of the session the participants will be able: <ul style="list-style-type: none">- To think of statements about their positive and realistic goals- To identify the reasons for reviewing their thoughts and feelings, to make a difference between the facts and the opinions- To identify the possible consequences of generating activities (for themselves and for others)- To select a procedure based on the consequences and goals.
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PROBLEM SOLVING SKILLS, SETTING OBJECTIVES AND GATHERING INFORMATION

Skill 3: Setting a goal and gathering information

Step 1	IDENTIFY A POSITIVE AND REALISTIC GOAL	
Step 2	GATHER INFORMATION	

In this problem solving skill 3: set a goal and gather information we are increasing the thinking skills we will be using. In this step our thinking takes over. This helps us reduce our risk feelings. We think ahead to set a goal and then use our minds to analyse the problem situation. We remain in control by thinking through the steps of this problem solving skill instead of just reacting to what we don't like.

STEP 1: IDENTIFY A POSITIVE AND REALISTIC GOAL

FACILITATOR'S INPUT

- Keep your GOAL realistic – something you may achieve.
- Keep it positive – something that does not hurt you or others.
- Give a simple statement about the goal starting with the words “I want to....” and then describe the goal.
- Our statement on the goal can also include what we do not want. We can say “I want... [state your objective], but I do not want... [describe this]”.

Let us review these steps one by one, starting with step 1: Identify a positive and a realistic goal. One of the best ways to solve a problem is to determine a positive and realistic goal.

A **positive** goal means that we are not behaving in a manner that will hurt ourselves or others as this usually worsens the problem.

Problem solving can cause pain, but it should not be the goal. If the goal is to cause pain, then it may only aggravate the problem. For instance, a person you know spreads malicious rumours about you. A positive goal would be to tell this person to stop doing it. A negative goal would be to spread even more malicious rumours about this person. This will only make the problem bigger.

A **realistic** goal means that the objective is something you think you can make happen. For example, you have not enough money to buy your girlfriend a birthday gift. A realistic objective would be to find a way to show that you have remembered the birthday. A non-realistic objective would be to give

anything that the person may desire.

As an example, a goal statement for a person undergoing a drug addiction treatment might be: "I want to stay clean from drugs today".

Or the goal might also be to state what we want and what we do not want: "I want to go out with friends, but I do not want to use drugs or alcohol".

FACILITATOR'S NOTE

(What is requested of the participants)

Exercise (to be used together with the exercise Shewan/Sherry in the text above)

Get to your goal: consider Goal Statements for Shewan/Sherry

STEP 2: GATHER INFORMATION

In this step we identify two types of information:

- Facts
- What we think the other person is thinking and feeling

There are two parts in the step focusing on gathering information. The first part is to identify the facts of the situation. The second part is to identify the other person's thoughts and feelings.

Facts

As we have seen previously, an important part of problem solving is objective thinking. When collecting information, we separate facts from opinions in order to be objective. This means drafting a statement about what happened, who was involved and what was said and done.

Understanding the difference between facts and opinions is important in problem solving since facts are objective and opinions are not. Sometimes our opinion is right and sometimes it is very wrong. It is important to understand the difference.

Identifying the facts enables you to think objectively in a problematic situation, instead of allowing your risky thoughts and emotions prevail. This is an important thinking skill. Facts should be information that can be noticed by others as well. Facts are something that can be verified and confirmed.

Exercise

Observe a Situation

I am going to act out a situation.

(Act out a situation where you stagger in front of the group as you walk up to a table/chair, look around the room, pick up a wallet, smile and stagger away)

Watch what I do so that when I make statements about what I did, you can tell me which are facts and which statements are opinions.

I was staggering. Is that fact or opinion? (*Answer: Fact*)

I was drunk. (*Answer: Opinion*)

Why is this opinion? What else could cause me to stagger?

(*Suggested answer: Being sick, having an injury, being dizzy.*)

I was looking around the room. (*Answer: Fact*) I didn't want anyone to see what I was doing. (*Answer: Opinion. I could have been looking for someone to help me.*)

I stole the money/wallet. (*Answer: Opinion. You don't know if the wallet/money was mine or if it belonged to someone who asked me to get it for them*)

I picked up the wallet/money. (*Answer: Fact*)

I smiled when I saw the wallet. (*Answer: Fact*)

I entered the room by myself. (*Answer: Fact*)

I left the room by myself. (*Answer: Fact*)

I am a person who should not be trusted. (*Answer: Opinion. You don't know why I was staggering or if I was acting responsibly or not.*)

Identifying facts keeps you thinking objectively in a problem situation rather than letting your risk thoughts and feelings take over. This is an important thinking skill. Facts should be information that other people can also observe. Facts are something you can check out or verify.

Exercise: Turn to your partner and in one sentence describe the facts of what you saw. (Example of a response: one person entered the room staggering, looked around, took his wallet and went out.)

Exercise

In this part we are imagining the thoughts and emotions of the other person. You have had enough practice in considering the thoughts and emotions of other people in previous sessions. For example, you have practiced this in many lessons about social skills, such as: understanding the feelings of others, active listening and reacting to anger. How can you find out about the feelings of another person?

(Example of responses: Observe body language and listen to the tone of voice, as well as what they are saying. We can also use our previous experiences with this person.)

TIP: Body languagecommunication skills

Divide the group into pairs. Each pair should think of a discussion that one of them has had with their spouse, a friend or anyone that developed into an argument. The pair should first establish the two characters and their relationship. They should then re-enact the argument between them in mime, only using their bodies and faces, with no words. Give the pair a few

minutes to work on this. Then ask everyone to return to the larger group. Pick out two pairs whose scenes looked particularly clear. Ask the first pair to re-enact its scene in the middle of the circle. Ask members of the audience to tell the story the pair is acting out. Point out how easy it can be for us to know what is going on through what we are saying with our bodies. Repeat with the second pair. Point out other types of body language, such as eye contact, distance between people and positions.

Finish by suggesting that participants think about the ways they and other people use their bodies to say things to one another. Encourage them to think how they might use their bodies differently in different contexts to convey different messages to people.

Skill: Considering the options and consequences

Step 1	USE “brainstorming” TO GIVE IDEAS ABOUT THE OPTIONS
Step 2	CONSIDER THE CONSEQUENCES
Step 3	CHOOSE 1 OPTION THAT WILL TAKE YOU TO YOUR GOAL

Action

This is a skill aimed at motivating “brainstorming” in order to solve problems. The group members should use their imagination and think of many procedures they could undertake to solve a problematic situation. Once they generate many different procedures, the members of the group review the consequences of each of the possible choices. This step of the skill requires from the group members to think about the reasons and consequences of their actions, to themselves and to others. The steps of this skill show group members how to look at problems from a wide, social point of view.

To brainstorm means to open our mind in order to come up with as many ideas as possible. The ideas need not be realistic or positive. Inspiring brainstorming for possible actions is one of the most important thinking processes, involved in problem-solving. It helps group members broaden their thinking beyond the actions they normally undertake in problematic situations.

Consequences are the result of someone’s actions. Foreseeing possible consequences can be difficult and this is fine. Consequences can be positive or negative. It is possible to think about both positive and negative consequences for the actions. The focus should be on developing the thought process regarding the causes and consequences or effects related to this problem solving skill.

STEP 1: BRAINSTORM TO GIVE IDEAS ABOUT THE OPTIONS

Come up with ideas about options by brainstorming – means exactly this. We are thinking about many things we might do to respond in a situation. The researchers of the problem solving process say this is the most important step since it helps us to open our mind for new options and actions.

Exercise:

Let us try with an example of brainstorming. A man takes a woman out for a dinner. They bring the bill and he realises he has forgotten his wallet. What are his options? Propose at least 10 things he could do in this situation. (Example of responses or choices: call a friend, ask for money from the woman he is dating, run away and not pay the bill or ask the woman he is dating to wait for him while he goes to take money.)

STEP 2: CONSIDER THE CONSEQUENCES

Consequence is a synonym to outcome. The consequences can be either good or bad. In step 2 of this skill we are imagining what could happen as a result of each choice we are considering.

We want to think what could happen to us and what could happen to the other involved persons. As we have already seen, thinking about the consequences of our actions on others is important in problem solving. Aggravating things for others usually exacerbates the problem as well. In this situation there are at least two other persons involved. One is the woman on a date with the person in question, the other person being the person who manages the restaurant or the waiter.

Considering all choices we have written on the flipchart for the previous activity – What could be the consequences to:

- The person solving the problem?
- The woman he is dating?
- The person managing the restaurant or the waiter?

STEP 3: CHOOSE 1 OPTION THAT WILL TAKE YOU TO YOUR GOAL

Once we gave ideas about the options and we have considered the consequences, it is time we link them to our goal. Therefore, it is important that you have positive and realistic goals. Our goals should assist us to manage our actions. We want to choose an option (or pick a choice) that will take us to meet our goal.

Appendix

Homework sheet for the task at the end of Session 12

Name: _____ **Date:** _____

Choose a real problem from everyday life with “time to think” you can foresee facing or you are actually facing at the moment. Use the homework sheet to apply the first three problem-solving skills in order to solve this problem. Write down all steps on this homework sheet. You will continue working on this problem in the remaining part of the session dedicated to problem solving.

PROBLEM SOLVING SKILL 1: STOPPING TO THINK

Gives a general description of the situation.

Select the type of the problem:

- “Time for thinking”.
- “Direct”.

Step 1: Stopping! (Dedicate attention to my warning signs)

- What are my physical reactions?
- What are my risky thoughts?
- What are my risky emotions?

Step 2: Thoughts – Lower your risk

1. Be quiet

- Am I quiet? – Yes or No
- How easy is it to be quiet?
- Easy, in between easy and hard

2. Give yourself some space

- What are my thoughts or visualisation to get certain space?
- What actions should I take in order to get certain space?

3. Calm down

- Which new manner of thinking am I applying in order to calm down?
- Which actions am I undertaking to calm down?

PROBLEM SOLVING SKILL 2: ACKNOWLEDGING THE PROBLEM

Step 1: Identify the warning signs

- What are my physical reactions?
- What are my risky thoughts?
- What are my risky emotions?

Step 2: Give an objective account of what has happened

- What are the facts?
- Who was involved and what was said or done?

Step 3: Describe your risky reaction

Put them all together in a statement on the problem starting with "I"

I (think and feel)
because
and my risky reaction is

PROBLEM SOLVING SKILL 3: OBJECTIVE SETTING AND INFORMATION COLLECTING

Step 1: Identify a positive and a realistic objective?

I want
OR
I want
but I do not want

Step 2: Collect information

What are the facts?
What do I think that the other person is thinking?
What do I think that the other person is feeling?

PROBLEM SOLVING SKILL 4: CONSIDERING THE OPTIONS AND THE CONSEQUENCES

Step 1: Brainstorm to give ideas about options

- What are my ideas about the options?

Step 2: Consider the consequences

- What are the possible consequences?

Step 3 Choose one option that will bring you to your objective

- Which option am I choosing and what is my objective?

SESSION 14: PROBLEM SOLVING SKILLS - PLAN, DO AND EVALUATE

CHECKING

FACILITATOR'S INPUT

Inform the group that each session will start and end with a check of how the members of the group feel and whether there are questions that should be resolved before continuing the session. For example, a person might have had a recent quarrel and came to the session feeling angry. It would be useful for the group to know about it and to see whether there are ways to support members when coping with difficult emotions or circumstances. Explain that it will be useful for the group to know this and to check if there are such issues.

Facilitators may use various activities for the check:

- 1. Scale of emotions**
- 2. Posters for expressing emotions**
- 3. Each member of the group telling about the best and the worst moment that happened to them since the last session.** This is useful in order to determine what happened to every person and whether any potential/pending problems could occur, the session continues.

Goals of the session	At the end of the session, the participants will: <ul style="list-style-type: none">- Be acquainted with the problem solving skills- Be able to apply the skill and create a Plan- Be able to undertake an activity (task) and to analyse relevant activities- Be able to make relevant decisions on what needs to be done
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DRAFTING A PLAN

The acquired thinking skills are used to draft a plan, which is created through several steps:

STEP 1	Identify who, where and when
STEP 2	Select some of the key social skills
STEP 3	Identify what you will do or say
STEP 4	Identify how you will do it or say it
STEP 5	Decide on your starting thought

STEP 1: IDENTIFY WHO, WHERE AND WHEN

WHO – Select the right person for communication who is the most relevant for your chosen action

WHERE – Select an ideal location where we will take the action

WHEN – Select an ideal time for action. Acting too early is often influenced by our risky feelings, whereas acting too late may lower our chances for success.

STEP 2: SELECT THE KEY SOCIAL SKILLS

Select 1-2 social skills (we have covered nine social skills in the previous sessions), which are the most adequate for the concrete situation and apply them to find a solution for the concrete problem.

STEP 3: IDENTIFY WHAT YOU WILL DO OR SAY

We make the right choice regarding the actions we will take in the concrete situation and the right words we will use in the communication.

STEP 4: IDENTIFY HOW YOU WILL DO IT OR SAY IT

We plan the manner in which we are communicating and we use techniques, such as body language, tone of communication, facial expression and eye contact.

STEP 5: DECIDE ON A THOUGHT TO GET YOU STARTED

Select the ideal thought to start the conversation and to make a strong first impression. We use stopping to think techniques to make the right selection of thoughts and to lower the risk of risky thinking – **OUR THOUGHTS CONTROL OUR BEHAVIOUR.**

Reminder of important skills:

PROBLEM SOLVING SKILLS	SOCIAL SKILLS
STOPPING TO THINK	ACTIVE LISTENING
DETECTING THE PROBLEM	HELPING OTHERS
SETTING GOALS AND COLLECTING INFORMATION	AVOIDING FIGHTS
CONSIDERING THE OPTIONS AND CONSEQUENCES	REACTION TO FAILURE
	COPING WITH ACCUSATIONS
	UNDERSTANDING OTHER PEOPLE'S FEELINGS
	RECOGNISING OTHER PEOPLE'S ANGER
	SUBMITTING COMPLAINTS

Exercise

Reading a text regarding a problematic situation (Sentenced person – Instructor) and active discussion through detection / analysis of the problem solving skills and social skills.

The sentenced person starts his second week on his new job. He wants to work alone and does not make friends easily. He does not trust other sentenced persons and prefers to do his job. He is coming back from lunch when his instructor calls him in his office and accuses him of a theft. In problematic situations the sentenced person usually becomes depressed and thinks someone is “picking on me”.

The instructor addresses the sentenced person with the words: N.N., I need to speak with you immediately, please come to my office.

The sentenced person enters the Instructor's office.

Instructor (stands in front of the sentenced person and sits in the corner of his desk): N.N. sit down.

The sentenced person sits down.

Instructor: N.N., you have been working in the workshop for the last two days, right?

Sentenced person: Yes, this is correct.

Instructor: My colleague D.D. has been coming and going out of the workshop the last two days. This afternoon he discovered that he is missing all the change he has been keeping in his desk. He had around 500 Denar in his drawer. What do you know about this?

Sentenced person (impudently): I know nothing.

Instructor: D.D. says he has seen you standing by his desk several times when he was entering the room. What were you doing when you were standing by his desk?

Sentenced person (aloud): Just doing my job.

Instructor: It is unlikely that someone else has been to the office. Have you seen someone going toward D.D.'s desk?

Sentenced person: No.

Instructor: N.N., this is serious. Both D.D. and I suspect that you have information about the missing money. What can you say?

Sentenced person (leaning forward): I know nothing about the missing money.

Instructor: N.N., I do not trust you. This is serious.

Sentenced person: I realise it is serious; however, I know nothing of the money that was taken from D.D.'s desk.

Instructor (in a louder voice): Lying will get you nowhere.

Sentenced person (getting up): Why do you think I am lying?

Instructor (in a loud voice and bending towards N.N.): I mean to put an end to this. I need employees I can trust.

Sentenced person: (looks stiff and says nothing)

Sentenced person (points at his head and starts talking loud): I feel scared. He thinks I have stolen the money. Nothing I say will help. He just wants to get rid of me. There goes another job. My heart is racing and my mouth is dry.

Sentenced person (continues to think out loud): I must be quiet, sit down and take a deep breath. I really do not want to lose my job.

Sentenced person (still thinking out loud): I am angry that the Instructor is accusing me of lying to him. My risky reaction is to quit.

Review Problem Solving Skills 1 – 4 with this Problem Situation

First let's review the first four problem solving skills to her situation.

What do you know about what the sentenced person does in regard to the **stop and think skill?** (Skill 1)

How did he **state the problem?** (Skill 2)

What might be a positive and realistic **goal?** (Skill 3)

What **information** should be considered? (Skill 3)

What might be some **brainstorm choices?** (Skill 4)

Which choice might the sentenced person make to **get him to his goal?** (Skill 4 - which choice fits best our goal?)

TASK

Draft a plan to solve the problem – Role play with two volunteers based on a created scenario:

The sunglasses of a sentenced person disappear in the yard. The case is reported to the officer. The last person who was seen close to the location where the glasses were left is a sentenced person from the third wing. The conversation is held between the officer and the person suspected of theft. The plan should contain all steps and the presenters are undertaking them through role play before the group.

Example

Step 1	WHO	The persons among whom the communication is happening (the right interlocutor?)
	WHERE	The location of the communication
	WHEN	When is the communication happening? (time period)

Step 2	SELECTING THE SOCIAL SKILLS	Selecting 1-2 skills
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Step 3	SELECTING THE ACTIVITIES AND WORDS	Approach and selecting the words / type of communication
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Step 4	HOW WILL YOU DO IT	Posture / speech / look / tonality
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Step 5	SELECTING THE THOUGHTS	Thoughts for controlling risky emotions
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1. DO IT !

This is the next phase in which we put into function our prepared plan. It consists of 3 steps:

Step 1	DO IT!	PLAN ACTIVATION
Step 2	QUESTIONS	DID WE ACHIEVE OUR OBJECTIVE OR WHAT WAS THE BEST IN OUR PLAN?
Step 3	DECIDE WHAT IS NEXT	NEXT ACTIVITIES IN ACCORDANCE WITH THE ACHIEVED OBJECTIVE

STEP 1: DO IT!

Activation of the already drafted plan in accordance with the foreseen directions.

STEP 2: QUESTIONS (OBJECTIVE AND FUNCTIONALITY OF THE PLAN)

Did I reach my objective or am I closer to reaching it? What was good in my plan? Which part of the plan is functional or what would you correct in it in order to be efficient? What is the situation and the outcome for me and all other involved parties?

STEP 3: DECIDE WHAT IS NEXT

Based on the analysis we reach a decision on the next activities that we will carry out in terms of achieving a greater efficiency.

2. EVALUATION

Based on the outcome, the facts and the activities, we make a general evaluation of the efficiency of the drafted plan. We analyse our own actions and we create guidelines and possibilities for maximally efficient activities.



Exercise: Preparation and exercise of the whole process with a personal example.

TASK

Each participant should detect one problem of his/her personal everyday life. A problem solving plan needs to be made for the same problem by going step-by-step through the enclosed structure.

PROBLEM: _____

	Drafting a plan	Comment
STEP 1	Identify who, where and when	
STEP 2	Select some of the key social skills	
STEP 3	Identify what you will do or say	
STEP 4	Identify how you will do it or say it	
STEP 5	Decide on your starting thought	

	Execution	Comment
STEP 1	Do it!	
STEP 2	Questions	
STEP 3	Decide what is next	

	Evaluation	Comment
STEP 1	General evaluation	
STEP 2	Opportunities	

SESSION 15: INDIVIDUAL – CONSULTATIVE SESSION

CHECKING

FACILITATOR'S INPUT

Inform the group that each session will start and end with a check of how the members of the group feel and whether there are questions that should be resolved before continuing the session. For example, a person might have had a recent quarrel and came to the session feeling angry. It would be useful for the group to know about it and to see whether there are ways to support members when coping with difficult emotions or circumstances. Explain that it will be useful for the group to know this and to check if there are such issues.

Facilitators may use various activities for the check:

- 1. Scale of emotions**
- 2. Posters for expressing emotions**
- 3. Each member of the group telling about the best and the worst moment that happened to them since the last session.** This is useful in order to determine what happened to every person and whether any potential/pending problems could occur, the session continues.

The session will be conducted in accordance with the identified needs of sentenced persons.

SESSION 16: CLOSING THE PROCESS

Goals of the session	<ul style="list-style-type: none">- The participants will share the common experiences- The official closing of the process will be modeled
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CHECKING

FACILITATOR'S INPUT

Inform the group that each session will start and end with a check of how the members of the group feel and whether there are questions that should be resolved before continuing the session. For example, a person might have had a recent quarrel and came to the session feeling angry. It would be useful for the group to know about it and to see whether there are ways to support members when coping with difficult emotions or circumstances. Explain that it will be useful for the group to know this and to check if there are such issues.

Facilitators may use various activities for the check:

- 1. Scale of emotions**
- 2. Posters for expressing emotions**
- 3. Each member of the group telling about the best and the worst moment that happened to them since the last session.** This is useful in order to determine what happened to every person and whether any potential/pending problems could occur, the session continues.

The process of closing takes place after the previous negotiation between the participants and the facilitators on how they want to finish the programme.

SAY: Step by step, we have reached the end of the programme. All groups have their beginning and ending. The end may be difficult. We may miss coming to the group, the connection to other members of the group and the support from others and that is why this session is very important.

Every member of the group will have the opportunity to say how they felt at the beginning of the programme, what positive changes they have noticed with regard to other members of the group, what they have learned, what they have gained and what plan they have in order to apply what was learned in the programme.

Exercise: Coffee chat

Divide the participants into small groups and give them instructions to imagine themselves in the situation of a chat over coffee. Everyone is talking to everyone about the benefits of the programme and how they will implement what has been learned.

The aim of this session is that the participants, if they wish, invite a member of their family or somebody who is close to them to the prison. Afterwards, the groups are sharing the benefits of the programme. The facilitators write them down on the flipchart.

Exercise: My support after the group

Every participant chooses one person that will provide support in the implementation of what has been learned after the completion of the programme and says it in front of the group.

The presentation of drawings made during the sessions on anger and developing discussion on what the drawings symbolize follow.

Finally, the facilitators end the session by supporting, CONGRATULATING and wishing the participants success in practicing the skills they have learned.



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The Member States of the European Union have decided to link together their know-how, resources and destinies. Together, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

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Horizontal Facility for Western Balkans and Turkey

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