SCARE
Student Created Aggression Replacement Education

Anger Reduction for Students

D. Scott Herrmann and J. Jeffries McWhirter
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Dedication

The SCARE program is dedicated to all those who have been injured or lost their lives because of senseless violence and aggression. This manual is also especially dedicated to Michael Vincent Emmons, brother of our instructional designer Christina Emmons, who lost his life in 1991 due to a senseless act of violence and aggression. May we all find a way to join our hearts and minds together, to restore the peace, and to make our schools the safe havens they were meant to be.
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Introduction to the Project

While some reports suggest the rate of juvenile crime has reached a plateau over the past few years, the overall rate of arrests for violent juvenile crime in 1996 was still 60% above the 1987 level (USDI, 1997). Additionally, juvenile gang killings have recently been reported as the fastest growing murder circumstance in the United States (USDI, 1993), and acts of violence on academic campuses have also experienced a surge. Today one has to look no further than a local edition of a community newspaper to realize the extent to which violence has infiltrated our public and private schools. The mass student killings at Columbine High School in Littleton, Colorado, in early 1999 has been reported as the deadliest school massacre in our nation's history. In 1998 alone, five separate and highly publicized violent incidents occurred on school campuses in Jonesboro, Arkansas; Edinboro, Pennsylvania; Springfield, Oregon; Pearl, Mississippi; and Paducah, Kentucky. Moreover, a recent report from our nation's secondary schools indicates that approximately 28,000 students and 5,200 teachers are physically attacked each month (Wells & Miller, 1993). Quite clearly, intervention is sorely needed to stem the tide of aggressive acts, but what form should such intervention take? With even our most thoughtfully constructed prevention programs such as D.A.R.E. receiving unprecedented scrutiny and criticism for producing only minimal or even absent treatment effects (Dukes, Stein, & Ullman, 1997), alternate approaches are desperately needed. We believe one alternate and frequently overlooked source of information regarding violence and aggression can come from the youths themselves who are involved, both peripherally and directly, in aggressive behavior.
Who better to identify the perceived causes and solutions of juvenile violence and aggression than the ones whose lives are directly impacted by it? As the cartoon on the previous page suggests, youths clearly have their own ideas and beliefs regarding the causes of violence and aggression, and it is our belief that their voice needs to be heard. By carefully listening to the advice and suggestions offered from youths who are on the front lines in the battle against violence and aggression, we have put together a truly innovative approach to prevention and intervention that seeks to stem the tide of violence through anger management. In short, by entering into a partnership with the youths whose lives we are attempting to influence, we hope to succeed in making an impact where others have failed.


About the Authors

D. Scott Herrmann, Ph.D.

D. Scott Herrmann is a psychologist with the Maricopa County Sheriff’s Psychological Services Unit and a former Federal Probation Officer with the U.S. Probation Office in Los Angeles, California. He holds Doctoral and Masters degrees in Counseling Psychology from Arizona State University, and a Bachelor’s degree in Psychology from the University of California at Los Angeles. He is also a graduate of the Federal Bureau of Investigation’s Hostage Negotiation Training Academy. He has published numerous articles, book chapters, and monographs; most of which have focused on issues involving at-risk youth, gangs, and prevention and intervention strategies. His work has appeared in scholarly journals published throughout the world, including the United States, Canada, and Great Britain. He is a member of the American Counseling Association and the American Psychological Association.

J. Jeffries McWhirter, Ph.D., ABPP

J. Jeffries McWhirter is a professor at Arizona State University and a Diplomate in Counseling Psychology. He has nearly 40 years of experience as a teacher, counselor, psychologist, and university professor. For over 25 years he has served as a consultant to school and mental health clinic personnel on a variety of topics including substance abuse and violence reduction, conflict resolution, peer intervention strategies, and troubled and troubling young people. More than half of his over 150 publications (books, book chapters, and refereed journal articles) deal with issues related to high-risk young people and their families. He is senior author of a major text [McWhirter, J.J., McWhirter, B.T., McWhirter, A.M., and McWhirter, E.H., (1993) At-Risk Youth: A Comprehensive Response, Monterrey, CA: Brooks/Cole] that focuses on prevention and early intervention strategies for high-risk children, adolescents, and families. He has been a visiting professor at 20 universities in the U.S. and abroad, including two Fulbright Senior Scholar professorships to Turkey (1977-78) and Australia (1984-85). He has also been the recipient of a number of teaching honors including the ASU Distinguished Teacher Award.
About SCARE: Anger Reduction for Middle School Students

Part 1: Recognizing Anger and Violence in Our Community

This section provides a series of sessions designed to promote heightened awareness of anger and violence. The sessions aim to help students recognize the prevalence of anger and violence in our society and the negative consequences associated with these emotions. This introduction provides a foundation so that the students will develop a vested interest in acquiring tangible skills that will help them control and reduce their own expression of anger and violence.

Part 2: Managing or Reducing Anger and Violence in the Self

This part of the program is loosely based on Novaco's (1975) adaptation of Michenbaum's stress inoculation (SI) model. Some components are experientially oriented. Specific sessions are developed within each of the three content domains of this model. These content domains are:

Education and cognitive preparation phase. Students receive input about the interaction between the cognitive, physiological, and behavioral components of their anger experience and the adaptive and maladaptive functions of their anger. They also learn about the situational triggers that provoke anger and skills useful for gaining control over anger.

Skills training phase. Students learn how to use specific cognitive-behavioral coping skills in anger-provoking situations.

Application training. Experiential group sessions and role-plays are used to give students the opportunity to practice newly acquired skills in simulated anger- and violence-provoking situations.

Part 3: Defusing Anger and Violence in Others

This phase of the program draws upon an eclectic model involving strategies and techniques that assist in defusing anger and violence in others, contributes to the peaceful resolution of situations involving anger and violence, and helps prevent situations involving anger and violence from developing. Also, a session on diversity appreciation is included, and the specific content areas of body language, reframing, tolerance, and contracting are addressed.
About the Violence Prevention Project

Programs that combine cognitive and behavioral approaches have proven to be the most effective forms of intervention and may be particularly effective with those children at risk for developing aggressive and violent behavior. For such programs to work, they must emphasize the undesirability of aggressive behavior and also provide the child with alternative pro-social and problem-solving behaviors.

In this violence reduction program, we have targeted young children using a cognitive-behavioral approach. Social and cognitive research indicates that aggressive children are overly sensitive to hostile interpersonal interactions. They have biased, hostile attributions or beliefs about the intentions of others. They minimize their own aggressiveness and their responsibility for conflict. Their solutions to perceived problems are excessively action-oriented and nonverbal. They frequently mislabel some of their affective arousal—hurt, fear, frustration—as anger. The cognitive-behavioral training procedures provided here have been directed at these social-cognitive deficits and distortions of aggressive children and draws upon the skill-streaming work of Arnold Goldstein and his colleagues and the social skills training model of Rob Rutherford and his colleagues.

Middle School Youth

The SCARE anger control program authored by D. S. Herrmann and J. J. McWhirter focuses on middle school youngsters. Farrington (1983) and others (e.g., Patterson et. al., 1992) have suggested that the middle school years are potentially one of the best intervention times for preventive programs targeting antisocial youth, and may significantly curtail future expressions of violence and aggression. Specifically, Farrington (1989) found that aggression at ages 16–18 was the best predictor of violence at age 32. Eron and Huesmann (1990) found that boys’ aggression at age 8 predicted not only adulthood aggression and spousal assault at age 30, but also the aggressiveness of their children. As such, we feel that this program can be especially useful if implemented in grades 5, 6, and 7, but has been written so that it can be easily adapted to late middle school and early high school populations as well.

How the Project Was Developed

Most people agree that students are the central focus of our educational system and that they can be given an important role in helping schools meet the needs of the students. Unlike educators and administrators, students are different kinds of experts about their schools. They observe different behavior and realities than their teachers and other adults because they are involved in formal and informal interactions as witnesses, initiators, or targets.
Asking students how to reduce violence in their schools can be an important diagnostic tool in finding solutions to school violence—and that’s what was done in the spring of 1994.

“How can we decrease violence in the schools?”

Phoenix high school students were asked to focus on this question as a part of a citywide essay contest conducted by Prudential Securities and the city of Phoenix.

Students from 14 schools submitted essays and a winner was selected from each school. A cash prize was given to each winner and an overall, citywide winner received an additional cash prize. In addition to providing the prize money, Prudential Securities also provided a small grant to the city of Phoenix, and subsequently to Arizona State University, to develop and disseminate a violence reduction program based on the winning essays.

Although some of the student’s solutions were not applicable—psychologically, politically, or economically—the suggestions were concrete, useful, and always thought provoking.

This unique “needs assessment” was conducted using the 14 winning essays, which were content analyzed to identify common themes regarding programs and strategies to reduce or prevent violence in the schools. Even though students were not asked to write about the causes of violence, the essays also were analyzed to identify any causes or potential solutions the students offered.

*Perceived Causes*

Certain trends from the student’s perceptions as to causes of violence emerged from the essays. Five students discussed broad societal issues as the cause of violence such as racial and cultural tension, substance abuse, lax morality, and media-portrayed violence.

Six students suggested that the breakdown of the family, including economic adversity, was a major cause of violence. Seven of the essay winners identified emotional issues such as desire for respect, boredom, fear, low self-esteem, and anger as critical causes for violence in schools.

*Perceived Solutions*

There was a wide range of potential solutions offered in the 14 essays analyzed. Solutions seemed to cluster into the following categories:

- changes related to the structure of schools and environment;
- increased adult role models and better communication between school and home;
- increased support and encouragement through positive peer models (e.g., conflict resolution and peer mediation programs);
additional classes that deal with issues underlying violence
There were nearly 20 different suggestions as to potential solutions that the
students perceived as being helpful in eliminating violence.

**Summary of Student Suggestions from One School**
The following outline represents the concerns and suggestions that students
from one high school expressed when identifying the changes they felt
would create a less violent atmosphere at their school. It is likely that other
students from other city schools have similar solutions.

**Security**
- More security guards are needed.
  1. Guards need to be more physically fit to handle the job. More
     female guards are needed.
  2. Guards need to deal more with the serious problems, like drug-dealing
     in the bathrooms, and less with petty problems.
  3. Better security is needed in the restrooms, at lunch hours and after
     school.
- Devices such as metal detectors, surveillance cameras, and dogs are
  needed to get rid of all the guns, knives, and drugs.
- Unannounced locker searches are needed on a regular basis.
- The silent-witness program is good and needs to be encouraged period-
  ically.

**Rules and Punishments**
- Rules need to be more consistent and enforced more consistently.
- Punishments need to be strict but at the same time be constructive.
  1. Make use of Saturday detention, in-house detention, and fines.
  2. There should be peer hearings and arbitration.
  3. Repeat offenders should be given time in special small classes for
     their academics and rehabilitation.
  4. Punishment should involve cleaning up the school, community
     service, and other constructive acts.

**Physical Facility and Environment**
- More effort needs to be made to have a pleasing environment.
  1. Student projects need to be organized to help clean up.
  2. People who spray paint and otherwise deface the building need to
     be required to fix it.
  3. Fund-raisers should be organized to get things needed for the school.
Support

- The students need more availability for counseling.
  1. Mandatory counseling for violators is needed.
  2. Support groups are needed for students who want to stay out and/or get out of gangs.
  3. Classes are needed on teenage problems.
  4. Classes are needed on social responsibility.
  5. Classes are needed on cultural differences and respect for each other.
  6. More assemblies on specific problems relating to violence are needed. An antiviolence week should be organized.
  7. Antigang and antiviolence programs need to start in elementary school.
  8. There needs to be as much effort to inform students about violence as there is about AIDS and drinking.

- Alternative ways to spend time need to be encouraged and provided for in school.
  1. Activities need to be provided during lunch including volleyball, ping-pong, etc.
  2. Open gym would be helpful.
  3. Intramural sports would give everyone a chance to participate in sports.
  4. A buddy-system of upper classmen and freshmen could be set up to help freshmen find out what is available at the school, what the rules are, etc.

Teachers and Administration

- Teachers need to be more aware of what is going on in the school.
- Students should be included once a month in the faculty meetings.
- More teachers should make the effort to be bilingual.
- Students and teachers should form support groups to talk about and mediate problems.
- Teachers need to show more respect toward students.
- Have sport games between teachers and students.

Parents

- Parents should be encouraged to volunteer at the school.
- Classes should be given for the parents to help them with the students’ problems at home and at school.
More family activities should be organized throughout the school with students helping to organize them.

Teachers and administration should have more positive communication with parents, letting them know when the student has done something well.

**Community**

- Community leaders and businesses should be asked to come into the schools and participate.
- Retired individuals should be used as volunteers and invited to conduct classes.
- The community should get involved in fund-raisers with the students.

**Academics**

- Everyone should be required to take the basics in English and Spanish.
- Students that are in the top 5% of an academic area should be used in classes as peer teachers and tutors.
- Vocational classes and job-skill classes should be available and encouraged for everyone.
- Classes need to be made more interesting through different methods of teaching and learning.

**Literature Review**

After analyzing the essays, the research literature was studied to identify successful violence prevention programs. One promising approach, conflict resolution and peer mediation, was clearly suggested by many of the essay writers. Indeed, early in this project consideration was given to developing a program around this topic. Two reasons influenced the decision not to do this. One, it seemed clear that many essay writers suggested peer mediation as a solution to violence precisely because they themselves had been involved in solid mediation programs already active in their schools. Since these programs are already in place, it seemed superfluous to suggest this approach here since it is currently an important ongoing strategy.

The second reason not to focus on conflict resolution and mediation was the host of training materials and resources on these topics from organizations such as the National Association for Mediation in Education (NAME), Arizona Center for Law Related Education, and the Arizona Prevention Resource Center, which are available to teachers, counselors, and human service workers. It seemed redundant to develop yet another program when considerable material on this topic is already available.

As a part of this training package an annotated bibliography of conflict resolution and peer mediation resources has been provided. This is an extremely important intervention or strategy to comprehensive violence reduction
program efforts and needs to be carefully considered as one viable solution to youth violence (Lane & McWhirter, 1992).

**Aggression, Anger, and Violence**

Inappropriate aggression and unresolved anger appear to be preconditions for many forms of violence. Further, the lack of social competency life skills in dealing with these emotions emerged from the literature. A substantial body of literature strongly suggests that delinquent, violent, and aggressive children and adolescents display widespread interpersonal, impulse control, aggression management, self-control, and other psychological skill deficiencies. It appears that there is a fairly substantial group of young people who have difficulty managing their anger. These young people have more difficulty getting along with peers, both in group situations and in individual contacts. They are less willing or are unable to treat others tactfully and courteously and are less willing or are unable to be fair when dealing with them. They are generally less well-liked and less accepted by their peers.

Other factors that emerged are the findings that the lack of self-control and a tendency toward impulsive behaviors are frequently associated with many acts of violence. These skill deficits are most obvious during times of frustration and heightened emotions. In younger children they are often coupled with aggression and in older children with anger. Anger management is a popular clinical technique and there is a large body of experimental clinical literature. However, in the review of the research literature, there is found a lack of aggression replacement and anger management programs available to teachers, counselors, and youth workers. Further, cognitive-behavior programs that teach young people to change habits of thought that lead to violent conflict have shown some success in changing behavior. Consequently, this violence reduction program’s development proceeded down this path.

**Prevention**

There is one other factor that led to developing the enclosed material. Almost all the students mentioned the need for prevention. This group of young people saw a need to begin violence reduction programs early and continue them on into secondary school. Here again, these suggestions from the students complemented the existing research literature. Extensive practitioner experience and substantial empirical research point to the need to develop comprehensive and ongoing prevention and intervention programs. Since so many of the essay winners suggested the possibility of using the classroom structure to deal with underlying violence issues and so many suggested that underlying emotional issues were often the cause of violence, it was decided to focus efforts in developing a program to help young people control or manage their anger and aggression.
The SCARE program has been designed to be used in a variety of ways. The most obvious use of the materials is for a classroom teacher or community youth worker to provide a series of systematic sessions to all the students in their class or in their charge. What is provided has potential benefit for all students whether or not they demonstrate a tendency for aggressive, antisocial behavior, or future violence. The program, used in a systematic generic approach for all young people, provides a powerful primary prevention intervention.

These materials also may be used by psychologists, counselors, social workers, and/or other human service workers to provide a focused program for children and adolescents who demonstrate a special need for aggression replacement and/or anger reduction. Thus, the SCARE program can be very useful for young people whose behavior indicates deficiencies in skills. In such a case, care must be taken not to stigmatize these young people, to “normalize” their aggressive, angry, or hostile behavior, or to encourage identification with a deviant peer group cluster. Some evidence suggests that young children who are wrongly placed in targeted violence prevention programs (which, ironically, seem to have the greatest potential impact) sometimes become more violent than if they had not been exposed to the programs in the first place (Dishion, McCord, & Poulin, 1999). If carefully implemented, the SCARE program can be an important tool in helping to prevent violence in the school and in the community.

References


Empirical Research Findings

Does the SCARE Program Really Work?

The SCARE program was initially presented and made available to the public at the 44th annual convention of the American Counseling Association (April 29, 1995, Denver, Colorado). Subsequent national presentations and dissemination of the SCARE program have included the U.S. Attorney’s 8th Annual Four Corners Indian County Conference (September 8, 1999, Flagstaff, AZ); the National Middle School Association’s 26th Annual Conference (October 29, 1999, Orlando, Florida); the 21st Annual Conference on Severe Behavior Disorders of Children and Youth (November 19, 1999, Scottsdale, AZ); and the California Parks & Recreation Society and the National Recreation & Parks Association’s Annual Conference (March 17, 2000, Ontario, California).

While anecdotal reports gathered from teachers, administrators, counselors, and psychologists who have used the SCARE program have been consistently positive, supportive, and enthusiastic; controlled outcome research is necessary before the effectiveness of this or any program can be established and validated. To this extent, the authors of the SCARE program and other research teams have been involved in several studies and initiatives designed to empirically scrutinize the SCARE program, to determine its ability to reduce anger and aggression levels in young people, and to determine if the program helps children and adolescents make healthy choices in response to hostile and provocative situations. The empirical question that has guided most of these research efforts is:

“In what ways do adolescents exposed to the SCARE program differ from nonexposed adolescents in terms of anger and aggression levels?”

While space limitations prevent us from summarizing all of the relevant research efforts to date that have examined the SCARE program’s effectiveness, we have abstracted brief highlights below from an important study, which sought to explore the relative merits of the SCARE program in a controlled and precise scientific manner.¹

Arizona Multi-Site Study

During the 1998-99 academic year, a group of 207 7th, 8th, and 9th grade adolescents were evaluated within several different school settings to determine the effectiveness of the SCARE program. Specifically, this study used a pre-post multivariate experimental design, where students who received the SCARE program were compared against a group of students who received an alternate (control) program. All students were compared on a

¹ For more detailed information regarding this outcome study, interested readers are directed to contact Dissertation Abstracts International (800-521-3042) for the Arizona State University (1999) doctoral dissertation entitled The Student Created Aggression Replacement Education (SCARE) Program: An Experimental Validation Study, #9949562, by Don Scott Herrmann.
variety of measures designed to assess their anger levels, their degree of impulse control, and their attitudes toward guns, violence, and aggression as means of settling conflict.

Findings

Following 8 weeks of program implementation consisting of two one-hour lessons per week, state-anger (how angry one is in a given moment) was significantly lower in the group of students who received the SCARE program ($M = 53.12$) compared to control group students ($M = 56.11$). Additionally, trait-anger (chronic, dispositional anger) was also significantly lower in the SCARE group ($M = 45.35$) compared to the control group ($M = 48.68$). While the SCARE group did marginally increase their level of anger-control from pre to post test, and the control group students did experience a slight decrease in their level of anger-control, the differences between groups along this anger dimension were not statistically significant. However, when student's attitudes toward the acceptability of guns and violence were assessed, significant differences were found here as well. Specifically, the belief that guns, violence, and aggression are acceptable means of settling conflict was significantly lower among students who received the SCARE program ($M = 4.37$) compared to those who received the control group treatment ($M = 7.36$). Graphical representations of all of these between group differences are shown in Figures 1, 2, 3, and 4 below.

![Figure 1. STAXI State-Anger Bar Chart](image)

State-Trait Anger Expression Inventory (Spielberger, 1996a)
Figure 2. STAXI Trait-Anger Bar Chart
State-Trait Anger Expression Inventory (Speilberger, 1996a)

Figure 3. STAXI Anger-Control Bar Chart
State-Trait Anger Expression Inventory (Speilberger, 1996a)
Overview of Study and Findings

In short, students exposed to the SCARE program were found to have significantly lower levels of state and trait anger at post test when compared to control group students. This finding is important because one of the major tenants of the SCARE program is aimed at helping students reduce their overall levels and maladaptive expressions of anger. Observed reductions in state-anger show that after completing the SCARE program students judged themselves to be considerably less angry in the present moment and in response to situationally determined life events. Moreover, reductions in trait-anger show that SCARE students were also able to make adjustments in their dispositional anger management styles and the way they typically manage their angry and hostile emotions. In other words, the observed reduction in trait-anger suggests that SCARE students were able to reduce the frequency with which they experience feelings of anger toward others, and were also able to reduce their levels of frustration, which often accompanies anger expressions (Speilberger, 1996b). While students exposed to the SCARE program were also found to marginally increase their level of anger-control, this difference was found to be not statistically significant at post test. However, students exposed to the SCARE program were found to have significantly lower levels of aggression at post test compared to the control students, and were less likely to endorse methods of violence as an appropriate way of settling conflict.
In sum, this multi-site study provides preliminary empirical evidence of the SCARE program’s ability to reduce levels of anger among student populations, to make students more adaptable in the way they respond to hostile situations, and to make students more inclined to seek out nonaggressive solutions to provocative situations. While this study also found evidence that treatment effects were statistically maintained at 16 weeks following treatment, more research is needed, as with any new program, to confirm the degree to which effects are maintained over time. Nevertheless, these initial empirical results do demonstrate the SCARE program’s overall effectiveness, and correspond well with the anecdotal reports gathered from teachers, administrators, counselors, and psychologists who have used the SCARE program and found it to be a useful tool.

References


The SCARE Program Overview

Our Violence Prevention Project has developed the SCARE program around the themes of aggression replacement and anger control to help students manage their own feelings of hostility, aggression, and anger. In short, we initiated this project because very few intervention programs such as this have been offered for middle school students and young adolescents, despite the fact that research has consistently shown the middle school years to be among the best times to intervene in the lives of young people.

Content Overview

SCARE is designed to help teach young people how to control impulsive, aggressive emotions, to encourage them to make better decisions in responding to provocative situations, and to provide alternatives to violent behavior. In the SCARE program, students first learn to recognize the problem of anger and violence in our society, then learn skills to cope with anger within themselves, and finally learn strategies to prevent violence from escalating in others. At the end of the program, students commit to a no-violence lifestyle by signing a “No-Violence Contract.” We hope that the SCARE program will help you and your students identify ways to reduce violence in your class, at school, or in your detention facility.

Who Can Teach the SCARE Program?

The SCARE program is a user-friendly approach to prevention and intervention that provides leaders with easy-to-follow step-by-step instructions. The program is intended to be used by teachers, counselors, law enforcement officers, detention center staff, scout leaders, senior citizen volunteers, and any other caring and dedicated adult who is committed to bringing about positive change in the lives of young people. Because the program includes easy to follow step-by-step instructions, no special training is needed to implement the program.

Program Organization

The SCARE program is organized into three sections with a total of 15 lessons and an ongoing journaling exercise. Each lesson takes approximately 45 minutes to 1 hour to complete. Each lesson may be supplemented through optional follow-up and enrichment activities. Additionally, certain variations are at times recommended for youths who are either incarcerated or participating in court-referred diversion programs. While these variations may also be suitable for regular classroom students, the final decision must be made by a program leader who is knowledgeable of both the program content and the development/maturity level of the students involved.
Learning Outcomes

Section 1: Recognizing Anger and Violence in Our Community

Students will identify the prevalence of anger and violence in our society and the negative consequences that can result from the inappropriate expression of hostility.

Section 2: Managing/Reducing Anger in Yourself

Students will identify the situational triggers that provoke anger and hostility, and will learn how to use coping skills to gain control over their feelings.

Section 3: Defusing Anger and Violence in Others/Prevention Strategies

Students will utilize methods to defuse anger and violence in others, contribute to the peaceful resolution of situations involving anger and violence, and prevent situations involving anger and violence from escalating.

Materials

The SCARE instructional package includes the following materials:

1. SCARE Leader’s Guide. This guide contains a description of the program, step-by-step procedures for each lesson, oral practice strategies, suggestions for enrichment activities, supplementary information for the instructor, and a bibliography.

2. SCARE Student Booklet and Anger Journal. This reproducible booklet contains practice activities to help students acquire anger reduction skills taught in this program. The journal section also allows students to self-monitor their anger, and will help students recognize their anger “hot-buttons” and how to better deal with anger.

Getting Started

Before starting the program, take some time to look over the SCARE program. Make sure you have all materials for the program.

Prior to teaching each lesson:

1. Read through the step-by-step lesson procedures found in the Leader’s Guide.

2. Read through the student booklet section that corresponds to each lesson. Note any vocabulary words or concepts that will be difficult for your students and review them with students before starting the lesson.

3. As an optional practice, read the “Supplemental Information” section that corresponds to the unit you are presenting. This section will give you additional background information for topics in the unit.

4. Gather all materials listed in the Leader’s Guide for each lesson and duplicate any necessary materials and/or make transparencies.
Introducing the SCARE Program to Students

Section 1: Recognizing Anger and Violence in Our Community is specifically designed to cultivate an awareness and interest among students for learning violence reduction and anger management skills, and is the first of three sections presented in this program. However, prior to this introduction all students should be informed of the nature and purpose of this program. That is, students should first be told that they are going to receive a special kind of instruction called life skills education. This type of education is designed to help them in their day-to-day living by influencing their interactions with others, by helping them better understand their own emotions, and by impacting the types of decisions they make. Students should be told that over the next several weeks they will be exposed to a number of different strategies and techniques that can be useful for avoiding conflict, managing anger, and reducing violence, among other things. Some of the concepts they will be exposed to they will immediately like and find useful, while others may take a while to get used to. However, all students should be encouraged to view the different skills and techniques presented to them as various types of tools that can be useful for various types of life situations, much like the way some types of mechanical tools are more useful than others for performing certain types of tasks. A hammer, for example, is useful for hammering nails, but a screwdriver is not. As such, all students should be encouraged to store the different “tools” they learn over the next several weeks in a mental toolbox in their minds—a place where they can find and retrieve the various tools and techniques presented to them should they ever need them.
The SCARE Program
LEADER’S GUIDE

Section 1

Recognizing
Anger and
Violence in
Our Community
Ongoing Lesson: Anger Journal

"Even though violence is not a disease that can be cured with a pill, it can be controlled and reduced by changing the student’s perspective towards people and violence, as well as teaching them proactive ways to handle conflicts."

Shane Elizabeth Sterret
Washington High School

Description and Purpose
This ongoing exercise requires that students keep an “Anger Journal” where entries are made immediately following any type of situation involving anger. By regularly engaging students in this process, they will: (1) obtain a deep personal awareness regarding their own anger; (2) recognize their own precipitating cues and bodily signals associated with anger; (3) recognize what causes them to feel their “buttons are being pushed”; and (4) assess the efficacy of their own anger management style.

Instructional Objective
Students will keep a regular anger journal to self-monitor their anger.

Group Size and Room Arrangement
Normal classroom size and arrangement is acceptable, although a group of 5 to 10 students is ideal.

Materials Needed
Overhead Projector
Overhead 1: Anger Reduction Journal (p. 126)  
Worksheet AJ–Anger Journal (p. 133)  
See Worksheet Masters for extra pages of Anger Journal

Time
20–30 minutes.

Process and Procedures

1. Setting the Stage
   - Briefly display a copy of the Anger Reduction Journal. Tell students that they will be keeping an anger reduction journal throughout this program.
   - Inform students that the process of keeping an “Anger Journal” is one of the most useful methods known for obtaining personal insight into the ways they can better manage their own anger. In addition it can
be a useful way of gauging the progress made when learning how to effectively control anger.

**Step Model/Independent Practice**

- Pass out a copy of the *Anger Reduction Student Booklet* to each student and have them turn to the *Anger Journal* (p. 133). Tell students they will use their booklets to help them learn throughout this program.
- Tell students that they are going to practice an anger journal entry in their booklets.
- Display *Overhead 1: Anger Reduction Journal* and have students open to the first journal entry page. Tell students that each entry should include a brief description of the situation that gave rise to their anger, and a response to each individual section of the page. Read the sections as a class.
- Provide an example of a time when you were angry, and tell students you will be writing your journal entry on the overhead. Give a real-life, graphic example that the students can relate to. Be as descriptive as possible when relating your own anger experience.
- Afterwards, tell students to think of a time when they were angry and to begin writing their journal entries. Many students may deny having felt angry, or may state that they are unable to come up with a suitable example. If this occurs, explain to the students that there are many different levels and degrees of anger and that most people can identify at least a few examples that have occurred in their lives over the past few weeks or months.

**Step Discussion**

- Discuss your journal entry.
- Have a few student volunteers share their journal entries.

**Step Closure**

- Tell students to completely fill out a journal entry in their booklets immediately after a situation occurs when they become angry. Because responding immediately is very important to the journaling process, encourage students to keep their journals with them at all times (or as much as realistically possible). Again emphasize that anger occurs in different degrees depending upon the situation, and that it is just as important to journal after the “little” anger events as the “big” ones.
- Remind students that keeping a journal can help them gain insight into how to control their anger.
- In keeping such a journal, tell students they should make entries between class sessions (a minimum of one entry per week). Tell students that journal entries will be collected periodically as homework or
used for class discussions (see Variations, Alternatives, and Homework below). Tell students that you have extra copies of journal pages if they run out.

Variations, Alternatives, and Homework

Middle School and Incarcerated Youth

Instructors can make use of student journal entries by utilizing any combination of the following strategies:

1. Periodically collect journals and individually conference with students regarding the progress reflected in their journal entries.
2. Pair students into dyads and ask them to share and discuss their journal entries with one another.
3. Hold a class-wide “open forum” where students can discuss personal insights and revelations that arose from their journaling process.
4. Periodically assign students to write and submit a one-page summary that capsulizes their journaling experiences (accounts of any revelations that have been made regarding their anger management).

Bibliography/References/Resources


Lesson 1: Recognizing Anger and Violence

"...one thing we need to do is to educate our students that violent behavior is not how we can solve problems."

Quy Dang
Shadow Mountain High School

Description and Purpose

This exercise will promote awareness regarding the prevalence of anger and violence in our society. By reviewing various newspaper and magazine articles, students will learn to recognize different kinds of anger and violence and recognize the negative consequences often associated with the maladaptive expression of these emotions.

Instructional Objectives

Students will identify acts of anger and violence as described in newspaper and magazine articles.

Group Size and Room Arrangement Variations

Normal classroom size is acceptable, although a group of 5 to 10 students is ideal. Cluster students into groups of 3 to 4 and arrange these groups throughout the room in a semiprivate fashion.

Materials Needed

Highlighter Pens
Newspapers and Magazines (and/or copies of articles in the optional worksheet section of this lesson)

Anger Reduction Student Booklet
  Worksheet 1A—Recognizing Anger and Violence (p. 134)
  Worksheet 1B—Anger and Violence on TV (p. 135)
  Worksheet 1C—Anger and Violence Tally Sheet (p. 136)

Several newspapers and magazines need to be collected prior to implementing this exercise. Students can be assigned the task of collecting their own newspapers and magazines. Large metropolitan newspaper editions are preferred over small, local community editions with all the major sections being represented (e.g., World section, Metro section, Sports section, Comics section, etc.). Also, news magazines such as *Time* and *Newsweek* are preferred over special interest magazines. As an alternative, students may use the newspaper clippings included at the end of this lesson.

Time

45 minutes–1 hour.
Process and Procedures

Step Setting the Stage

Prior to implementing this exercise, students should be acquainted with definitions and synonyms for the terms “anger” and “violence.” According to Webster’s Ninth New Collegiate Dictionary and The New American Roget’s College Thesaurus In Dictionary Form, the following definitions and synonyms are:


* **Violence**: 1: exertion of physical force so as to injure or abuse. 2: an intense, turbulent, furious, and often destructive action or force. *Synonyms*: ungentleness, wildness, rage, vehemence, disorderliness.

Write the above definitions on the board. In addition to providing definitions, ask students to give examples of anger and violence and define what anger and violence mean to them. Ask students what some other terms for anger and violence might be, and write the students’ definitions and synonyms on the chalkboard next to the formal definitions.

Step

Break students up into groups of 3 or 4.

Have students open their *Anger Reduction Student Booklet* to Worksheet 1A: Recognizing Anger and Violence. Read the lesson directions.

Give each group of students several sections of newspapers and magazines and ask them to identify as many instances of anger and violence as possible. Distribute glue, scissors, and an assortment of fluorescent highlighters and have the students highlight all relevant sections of the articles where incidents of anger or violence occurred.

Tell students to work together until all group members have found an article dealing with anger and violence and have answered the questions in their booklet. Walk around to the various groups to assist and monitor them as they are completing this step.

Step

After the groups have identified several examples of anger and violence, address some of the following questions to the individual groups and to the class as a whole. Record the various responses on the board.

* **Anger**
  
  - What were some examples of anger from the articles you read?
  - What were some of the various ways people expressed their anger?
• Were there both appropriate and inappropriate expressions of anger? If so, what was the difference between the two?
• Were there pictures of angry people? If so, what did they look like?
• Did the article say what happened as a result of becoming angry?

Violence
• Were there examples of violence in the articles you read? If so, what made an incident violent?
• Were there any examples of “acceptable” violent actions (e.g., boxing, bullfighting, etc.)? If so, what made them acceptable?
• Did violence and anger occur together in any instances? If so, which one came first? (i.e., Did anger usually precede violence?)
• Were there any consequences associated with becoming violent (e.g., disability, death, jail)?

Step Closure
• Summarize findings and opinions derived from this exercise, while being sure to include the following points:
  • Anger and violence are part of our society.
  • Anger and violence frequently occur together, with the expression of anger often preceding (coming before) acts of violence.
  • Anger is a natural human emotion, but it can and should be controlled in the way it is expressed (i.e., anger should only be expressed in an appropriate manner).
  • Violence is an inappropriate response to becoming angry.
  • In almost all instances, people who commit acts of violence later regret it.
  • Organized and officiated sporting events are usually the only time that certain aspects of violence might be acceptable. Events such as boxing, bullfighting, and karate incorporate certain aspects of violence, but the critical distinction is that these events are competitive in nature and are not responses to anger.

Variations, Alternatives, and Homework

Middle School
1. Ask students what their favorite television programs are and write the names of the various programs on the chalkboard.
   • When you believe you have a sufficient sample of programs to choose from, assign students to critique their favorite programs in terms of anger and violence first by watching a program episode, and second by

Section 1   Recognizing Anger and Violence in Our Community
filling out Worksheets 1B and 1C as they are watching the program. Be sure to emphasize that students are to fill out Worksheet 1B and 1C as they watch their assigned program (important details may be forgotten if they wait until after the program is over). If necessary, obtain from the school a standard parent permission form and have students return them to gain parental permission to view programming that may be violent.

Once students have completed the viewing and recording task, break students up into groups according to which programs they chose to view. Thereafter, proceed with analyzing the various television situations in terms of anger and violence by following the outline presented in Steps 3 and 4 above.

Incarcerated Youth

1. Critique the movie Bad Boys (Thorn EMI Video) in the manner described in Worksheets 1B and 1C.

2. Ask students to discuss their own past or present experiences regarding anger and violence. Especially with regard to incarcerated youth, discuss how anger and violence may have been involved in their present or past offenses. Use the various newspaper clippings included in this lesson to stimulate discussion.

Bibliography/References/Resources

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"Judge is acquitted in nose-biting case," APA Press News.

"Dear Abby," Universal Press Syndicate.

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"Boyfriend surrenders in Tempe girl's death," Arizona Republic Newspaper.

"Irritated driver kills deer in hand-to-horn combat," Pittsburgh Post Gazette.

"Mesa student stabbed in valentine rejection," Mesa Tribune Newspaper.

"Spreewell suspended by the NBA," Los Angeles Times Syndicate.

"4 pupils, teachers die in schoolyard ambush," Mesa Tribune Newspaper.

"Shooter kills 1, injures 22 at Oregon school," Los Angeles Times Syndicate.

"Homeowner who shot teen to be tried on murder charge," Los Angeles Times Syndicate.

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Man slain in dispute over utility bill

Arizona Republic Newspaper

A 27-year-old man died Thursday night of a gunshot wound after arguing with his roommate about utility bills, police said.

The victim, whose identity was not released, was found in an alley near 20th Street and Glenrosa Avenue with a gunshot wound to the chest. He was transported to the Maricopa Medical Center where he died about 8:20 p.m., Sgt. Byron Gibbs of the Phoenix Police Department said. Witnesses told police they saw his roommate flee on foot. No arrests were made late Thursday.

WEST VIRGINIA
Judge Is Acquitted in Nose-Biting Case

APA Press News

A former judge who jumped from the bench, ripped off his robe and bit a defendant on the nose was acquitted in Clarksburg of violating the man’s civil rights. Joseph Troisi, who was a circuit court judge for four years, was accused of confronting Bill Witten after Witten repeatedly cursed at him while being led from the courtroom. Troisi could have been sentenced to up to 10 years in prison on the federal charge. He has already pleaded no contest to state charges and served five days in jail for assaulting Witten. Troisi said he was caught up in “waves of feeling” and not thinking when he exchanged words with Witten.

Universal Press Syndicate

DEAR ABBY: My 21-year-old son, “Sam,” dropped out of college and wanted to paint houses for a living. He needed a car so I offered to find him painting projects around the house to earn $500—partial payment for the car.

When he came to me and wanted the $500, I reminded him the money was for a car and told him he could have it when he found one. He picked up a bar stool and hit me with it, bruising me and breaking the tile counter top. On his way out, he broke a table and a bowl. I deducted $300 for the damage and sent him a check, but he hasn’t apologized and says he never wants to see me again.

Should I have called the police and charged Sam with assault and battery to help him see that violence is not the way to settle a dispute?

— A Grieving Father

DEAR GRIEVING FATHER:
Your son has a serious problem controlling his temper. I am undecided as to whether he was fortunate that you didn’t notify the police and press charges.

However, you were wrong to withhold the money Sam had earned when he asked for it.

Broncos’ Romanowski spitting out apologies

By Steve Schoenfeld
The Arizona Republic

SAN DIEGO—The spit-ball king isn’t looking for sympathy. He knows he hauled off and spit on national TV. He’ll accept the consequences.

But how long will it take before Denver Broncos linebacker Bill Romanowski is known for something other than spitting on San Francisco 49ers wide receiver J.J. Stokes?

He can’t escape it this week, not with the Broncos preparing for Sunday’s game against the Green Bay Packers in Super Bowl XXXII.

Packers strong safety LeRoy Butler knows Romanowski has apologized, knows future Hall of Fame quarterback John Elway has said in a players-only meeting Romanowski has “done everything he could” to make amends for the incident, knows that Romanowski’s past and present coaches have talked about what a kind, gentle person he is off the field.

It doesn’t matter to Butler, even now.

“If a Black guy spit on a player, he’d be out of the league,” Butler said. “It’s disgusting.”

Romanowski doesn’t get angry when he hears of Butler’s remarks. He just shakes his head.

“I think John (Elway) said it best,” Romanowski said. “He told the team at a meeting, ‘This guy has done everything but get down on his hands and knees.’”

Romanowski wasn’t known for dirty play until 1994, when he kicked Cardinals fullback Larry Centers in the head. Romanowski was ejected and fined $4,500.

“I had made the hit and Centers was getting up off the pile,” Romanowski said, and, “I was on top of him when I was getting up, he took a punch at me. Here I was standing up, and my first reaction was to get him in the head a couple of times.”

Romanowski didn’t make headlines again until he was fined $20,000 for breaking Carolina quarterback Kerry Collins’ jaw. Romanowski’s helmet crashed into Collins as he was throwing the ball.

After the play, Carolina Coach Dom Capers called it a “textbook case of an illegal hit.”

But none of that caused the sire of Romanowski’s play against San Francisco on Dec. 15. Stokes said he was kneed in the groin by Romanowski in a pileup after the catch. Stokes then jumped up and yelled at Romanowski, accusing him of a cheap shot.

Romanowski responded by spitting in his face.

“It’s not the first time someone has spit on a player,” Romanowski said. “I’ve been spit on, but not on my face. But no way whatsoever am I making excuses for what I did. I was wrong.”

Few of the players on either team saw the incident, but the nation watched replays of it on Monday Night Football.

“I wasn’t aware of what happened during the game,” Broncos Coach Mike Shanahan said. “Then, after the game, my wife (Peggy) called me and told me what happened. As the coach, you pride yourself on knowing what’s happening before your wife does.”

Romanowski was fined $7,500 by the NFL, an amount many of his teammates thought was too small.

Broncos tight end Shannon Sharpe said he was outraged and that the fine would have been much greater had Romanowski been Black.

Denver wide receiver Willie Green, who also is African-American, called the incident far worse than the one in which former Golden State player Latrell Sprewell choked Coach P.J. Carlesimo and was banned by the NBA for one year.

Broncos cornerback Tim McKyer called it “a pile of TNT ready to explode this locker room into bits.”

Finally, the Broncos had a team meeting. Elway stood and spoke.
continued from page 9

"It was one of those things that had a chance to (become) a big, big problem," Etway said. "Bill had apologized. My point was that everyone in Denver was trying to turn this into a racial deal, yet Bill had done everything he could to apologize, I told the guys, 'It's over. He can't take it back. But this is not going to get in our way in trying to win a championship.'"

Sharp said the team meeting kept the situation from getting ugly.

"If you leave an incident unattended and let it fester, then people can start to say, 'Maybe he is a racist,'" he said.

Since the incident, the Broncos have been on a roll. They've won four consecutive games, including the past two on the road in the playoffs.

Romanowski said his relationship with his teammates has been smoothed over. He just wishes he could be known for something else.

Boyfriend surrenders in Tempe girl's death

The Arizona Republic

A 19-year-old man surrendered to Tempe police Monday and was arrested on suspicion of second-degree murder in the shooting of a 16-year-old girl late Friday night, police said.

Jancer Aaron Ayon had been Pearl Chavez's boyfriend, police said, but they had an argument Friday night. Ayon left, but then returned around midnight.

Ayon told police his gun went off accidentally, but all three shots went through Chavez's bedroom window as he stood on the front lawn, said Sgt. Toby Dyas, a police spokesman. One shot hit Chavez in the neck, killing her.

Ayon was ordered and held on a $220,000 bail by Tempe Justice of the Peace John Ohe.

Mesa student stabbed in valentine rejection

Angry ex-boyfriend pulls knife at school, police say

By Ray Stern
The Mesa Tribune

Enraged that his ex-girlfriend didn't want to be his valentine, a Mesa junior high school football player pulled a knife from his locker and threatened her friend Friday morning, police said.

A struggle ensued near the Brimhall Junior High lockers, and another friend who tried to wrestle the knife away was stabbed, said Mesa Police Sgt. Brian Kozak.

Michael Welling, 15, was treated and released at a local hospital for the wound, which required three stitches, Kozak said.

The suspect, Ryan Rexroad, 15, was arrested in connection with two counts of aggravated assault, Kozak said.

Both boys are in the ninth grade. The girl's age and school year is unknown, Kozak said.

Rexroad was being held Friday night in the Mesa Southwest Juvenile Detention Center. He is scheduled to be moved today to the Durango Juvenile Detention Center in Phoenix for a 1 p.m. initial appearance before a judge, a jail official said.

Brimhall Assistant Principal Audrey Guydon, returning from a Valentine's Day dance Friday night, said the school's 1,254 students were informed of the incident and were handling it well.

"I'm very pleased to say at this point in time that morale is upbeat, but students are concerned as anyone would be about their peers," she said. "No one likes to have an incident like that at their school."

Kozak said the stage was set for the pre-Valentine's Day attack on Monday and Thursday, when Rexroad paged his ex-girlfriend, Julianna De La Torra.

Rexroad got mad when De La Torra called him both times and said she was at a boy's house studying, Kozak said. On both occasions, Rexroad reportedly told the girl to "Watch your back," Kozak said.

About 9:20 a.m. Friday, Rexroad approached De La Torra at her locker and gave her a Valentine's Day card. When she tossed it in her locker in an uncaring manner, Rexroad was furious, Kozak said.

Rexroad went to his locker, retrieved a kitchen knife and held it threateningly toward De La Torra's male friend, Kozak said.

That's when Welling, the boy's friend, stepped in. He grabbed Rexroad's wrist and pushed him into a locker, Kozak said.

Rexroad lunged at Welling and chased him a short distance with the knife, then sliced into the boy's side, he said.

The scuffle stopped moments later as school officials arrived.

Welling was examined by a school health assistant, who decided the wound was minor enough to call the boy's mother instead of paramedics, said Judi Willis, a Mesa Unified School District spokeswoman.

"Stabbing is the wrong word for it— I would call it an injury like a slice," Willis said. "But we do not take any incident involving a weapon lightly. The nature of the incident causes us grave concern, absolutely. We have a zero-tolerance policy (on weapons), and we will take the appropriate action."

Willis said policy for any weapon-related incident would call for action ranging from suspension to expulsion, but she said she could not comment specifically on what may happen with Rexroad.

Irritated driver kills deer in hand-to-horn combat

By Dennis B. Roddy
Pittsburgh Post-Gazette

COOPERSTOWN, Pa.—On a given year in Pennsylvania, thousands of deer are shot by hunters and killed by motorists.

In Venango County this week, for the first time, a deer was killed in a street fight.

Brian Krepp, 18, a high school student with no known history of either bad temper or bad driving, was on his way home from work late Tuesday night when a large whitetail buck dashed in front of his car, crumpling the front fender, smashing the grille and igniting the temper of a young man who hardly knew he had one. At least one like this.

Krepp, who stands 6 feet, 1 inch tall and weighs in at 240 pounds, got out of the car and got into a hand-to-horn fight with the buck, which weighed only 220 pounds but evoked the odds with a nine-point rack of antlers.

Krepp said he grabbed the deer by the antlers, and the two struggled briefly. Krepp gave the antlers a sharp twist and the deer went down.

The confrontation ended with the deer dead, Krepp passed out from an asthma attack and Game Commission officials issuing a reminder not to try to kill a deer with your bare hands.

"This," Game Commission spokesman Bruce Whiteman said, "is something the general public is not encouraged to do."

The general public, so far, hasn't been especially sympathetic to Krepp, who says he never gets into fights and just got very upset when he realized he was going to have to explain the damage to his father's 1983 Toyota Tercel.

"It was just an instant reflex kind of thing, like, 'You ain't getting away,'" Krepp said.

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The SCARE Program
Sprewell Is Suspended by the NBA

Pro basketball: Player receives one-year league ban after Warriors terminate contract for insubordination.

By MARK HEISLER, Times Staff Writer
Los Angeles Times

Less than 12 hours after his former employers, the Golden State Warriors, terminated his contract and its $23.7-million balance, the NBA terminated Latrell Sprewell’s job prospects, suspending him for a year, the rest of this season and the start of the next.

Also, the Converse sneaker company, which had vowed to stand by Sprewell, dropped him.

“Latrell Sprewell assaulted Coach P.J. Carlesimo twice at Monday’s practice,” NBA Commissioner David Stern said. “First, he choked him until forcibly pulled away. Then, after leaving practice, Mr. Sprewell returned and fought his way through others in order to commit a second, and this time clearly premeditated, assault.”

“A sports league does not have to accept or condone behavior that would not be tolerated in any other segment of society. Accordingly, Latrell Sprewell is suspended from the NBA for one year.”

The suspension is the longest in the NBA history. The record was held by the Lakers’ Kermit Washington, who missed half of the 1977-78 season after throwing the punch that caved in Rudy Tomjanovich’s face.

Billy Hunter, director of the NBA Players Assn., who had criticized Sprewell and indicated that the union would stay out of it when the Warriors handed down the first suspension of 10 games, said he will now file a grievance.

However, the central facts are not in dispute. In a series of interviews Sprewell gave Wednesday, he as much as admitted to twice assaulting Carlesimo after the coach threw him out of Monday’s practice, by choking him, saying “I’ll kill you,” and later, after going to the front office to demand a trade, returning and going after him again.

There is a dispute over provocation, however.

Warrior General Manager Garry St. Jean said Sprewell made “multiple unprovoked” assaults by the Contra Coast Times quoted an unnamed Warrior as saying, “P.J. provoked it,” claiming Carlesimo walked three-quarters of the length of the court to confront Sprewell, who kept warning him, “Don’t come up on me.”

“All the frustration had built up to the point where I couldn’t take it anymore,” Sprewell told the San Francisco Chronicle. “I just wanted P.J. to leave me alone, basically. . . . I just got to the point where I couldn’t take it anymore.”

Sprewell said he only uttered the death threat because “I was upset.” Nevertheless, extra security was brought in for Wednesday’s game.

The suspension is effective immediately and will end Dec. 3, 1998. Sprewell may be picked up on waivers, or signed as a free agent, when waivers expire, but can’t play for a new team until then.

Meanwhile, Converse, whose spokeswoman has said Tuesday, “Latrell is still going to be with us” cut its losses.

Neither Sprewell nor his agent, Arn Tellem, was available for comment Thursday. Tellem had indicated they would begin the grievance process before the league acted.

4 pupils, teacher die in schoolyard ambush

By Julie Deadoff, Tribune Staff Writer
Mesa Tribune Newspaper

JONESBORO, Ark.—Stunned students and parents solemnly filed back into Westside Middle School throughout the evening and into the night Tuesday for counseling, only hours after they had left the school in shock and terror when four pupils and a teacher were shot to death.

With the school flag at half-staff, administrators and counselors struggled to help the children and their parents cope with the violence brought on when two boys, 11- and 13-year-old cousins, allegedly opened fire with rifles at dozens of pupils and teachers as they left the school at midday for a false fire drill.

All four of the slain pupils were girls. Nine other pupils and another teacher were wounded.

The tragedy left another community searching for reasons why its children had suddenly acted out in such a horrifying manner, this is the third time in six months that youths under the age of 16 have been blamed for multiple slayings on school grounds.

Boys wearing camouflage were caught trying to run away shortly after the ambush, police said. A third boy who allegedly pulled the fire alarm was being sought.

“With keeping seeing people fall on the ground,” said a 13-year-old 6th-grader who was outside when the shots were fired.

“Our whole class was outside when they started shooting,” said another 13-year-old. “I was standing by a teacher who was shot. I had my head down and she was shot in the stomach. I was trying to help get her off the ground and I didn’t see the blood. She yelled at me to get back inside.”

Authorities said as many as 27 shots were fired at the students. Youngsters ran screaming back inside the school as their classmates fell bleeding.

“We thought it was just firecrackers,” said one student, Brandi George. “I saw one of my teachers get shot. I started running toward the gym.”

A female classmate said one of the suspects had recently broken up with his girlfriend. Another report indicated the 13-year-old who is being held had vowed to kill the girls who had broken up with him.

“He told me after seventh period [Monday] that he was never going to see me again and I wouldn’t be able to see him again because he was going to run away,” said Jennifer Nightingale.

A pupil at the school who knew one of the suspects said the youth had vowed he would carry out an attack.

“He said he was going to come and shoot people, and I never thought he’d do it,” Michael Barnes said.

Dr. Louis Kraus, head of child and adolescent psychiatry at Evanston-Northwestern Health Care, said children who commit such premeditated violent acts often have a history of disturbed behavior.

Too often, he says, such children receive inadequate psychiatric help, or none at all, unless they present “significant, major problems,” at a relatively early age.

“The problem is, these kinds of kids often fall between the cracks” of the health care and criminal justice systems, says Kraus, who also provides psychiatric counseling at the Illinois Youth Center in Joliet.

And, Kraus notes, the easy availability of guns worsens the impact of their actions.

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"One or two years ago, if a kid got upset, there might have been a fight or some kind of confrontation. But you wouldn’t have seen something as incredibly destructive as this."

Ambulance driver Rick Elder said he was horrified by the scene when he arrived. "There were children, mostly female, lying everywhere when I got there. I took a female teacher to the hospital. She was shot through the chest," he said.

Authorities identified the slain children as Natalie Brooks, Paige Ann Herring, Stephanie Johnson, all 12, and Brittany R. Varner, who was 11. English teacher Shannon Wright, 32, died Tuesday night after surgery for wounds to her chest and abdomen, the Craighead County coroner said.

Nancy Erb, parent of one student at the school, cried as she explained that most of the children lived in the small, peaceful communities of Bono and Egypt.

"This is a community where people move just so their kids can go to school in peace," she said. "It’s hard for me to believe his classmates could be shot. Pray for us. Please, pray for us."

The school has about 250 students in 6th and 7th grades.

Two boys wearing camouflage outfits were caught near the school with handguns and rifles, police said. Officer Terry McNatt said they offered no resistance.

Investigators said the boys were running in the direction of a van found half a mile away from the school with more guns and ammunition in it. It wasn’t immediately clear whether the vehicle was related to the shootings.

Karen Pate, a parent volunteer, was in the school gym when the fire alarm went off just after 6th-graders had finished lunch and returned to their classrooms. She went outside and "saw girls falling to the ground."

"I helped one teacher who had been shot in the abdomen get out of there where she could lay down and we could start medical attention," Pate said. "Another student had got shot in the leg. As soon as she got hit, she couldn’t walk and she fell into the doorway."

President Clinton, on a visit to Kampala, Uganda, said in a statement that he and First Lady Hillary Rodham Clinton were "deeply shocked and heartbroken."

It was at least the third fatal shooting rampage in a school in the past six months.

On Dec. 1, a boy opened fire on a student prayer circle at a high school in West Paducah, Ky., killing three students and wounding five. A 14-year-old student, described as small and emotionally immature, was arrested.

Two months earlier, a 16-year-old outcast in Pearl, Miss., was accused of killing his mother, then going to school and shooting nine students. Two of them died, including the boy’s ex-girlfriend. Authorities later charged six friends with conspiracy, saying the suspects were part of a group that dabbled in satanism.

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**Shooter Kills 1, Injures 22 at Oregon School**

**Rampage: A 15-year-old student suspended for the day before for bringing a gun to campus is held. Two later found dead at his home are believed to be his parents.**

By KIM MURPHY and TERRY McDERMOTT
Times Staff Writers, Los Angeles Times

SPRINGFIELD, Ore.—A 15-year-old freshman suspended a day earlier for bringing a gun to school allegedly walked into the crowded cafeteria at Thurston High Thursday, climbed up on a table and opened fire, calmly spraying bullets across the room until three students wrestled him to the ground. "Just shoot me," he then said.

One student was killed and at least 22 others injured when the slight, freckled-faced boy strode into the room wearing a trench coat and slinging a rifle at his hip, witnesses said.

Pandemonium erupted in the cafeteria, where students were gathered to socialize before morning classes. "Everybody go to the closest room!" a voice screamed over the intercom as students, at first believing it was a practical joke, ran screaming and diving for cover from the bullets and shards of breaking glass.

Wrestling coach Gary Bowden, an Army veteran, said he knew what had happened as soon as he walked into the room. "I smelled the blood, and knew exactly what it was," he said.

Police identified the boy as Kipland P. Kinkel, a junior varsity football player who had recently threatened to blow up a school pep rally and who often talked to classmates about killing. His English class journals, classmates said, were full of murderous fantasies.

"If the assignment was to write about what you might do in a garden, Kinkel would write about mowing down the gardeners," said Marc Johnson, a 14-year-old classmate.

The horror continued to unfold as sheriff’s deputies went to the Kinkel family home outside this blue-collar suburb and found the bodies of two people believed to be his parents, also dead of gunshot wounds.

Students said Kinkel’s parents had recently grounded him for the coming summer for toilet-papering a house. The afternoon before Thursday’s shootings, the couple had picked their son up from juvenile detention center, where he was being held after bringing a weapon to school.

Supt. Jamon Kent said the school district had followed normal procedures by suspending Kinkel and another student and turning them over to police when they arrived at school allegedly showing off a gun stolen during a home burglary.

School authorities, he said, had no knowledge of Kinkel’s earlier threats to blow up an assembly and kill people.

"There are four counselors out there, and 1,500 kids," he said. "We’ve lost a number of resources, and our counselor ratio is now one to as many as 700 or 800 students. That’s far too many to have an in-depth relationship with kids."

In the wake of several other school shootings across the nation, Oregon bristled at suggestions that this was a "school problem" and said it was high time to seek out the reasons for adolescent pain.

"I think we need to ask ourselves: What kind of despair drives children to this kind of violence? What kind of lack of hope or sense of abandonment drives them to make this kind of terrible choice?" said Gov. John Kitzhaber, visibly shaken at an afternoont press conference.

"It has been a priority to primarily build prison cells to house people after crimes have been committed, after victims have been created," he complained. "This society owes it to itself to make a commitment to prevention at least as serious as its commitment to punishment."
Witnesses said Kinkel was wearing a trench coat as he arrived shortly before 8 a.m., walking calmly into the cafeteria where students normally gather before classes begin. Carrying a .22-caliber rifle and a pair of handguns—one of them a Glock semiautomatic—he allegedly held the rifle at hip level and began firing.

The weapon clicked on empty at one point as he held it directly against the head of a student, witnesses said, and at that point, 17-year-old wrestler Jacob Ryker, already shot in the chest, jumped him.

Ryker, a brawny 6-foot, 4-inch Boy Scout, got shot again in the hand as he grabbed for the gun. At that point, his 14-year-old brother, Josh, and another student jumped on and held Kinkel to the ground. The older boy was shot again, this time seriously.

Kinkel was saying, “Just shoot me. Shoot me now,” Josh recounted later. He looked down at his classmate’s face. “There was no remorse there,” Josh said.

Michelle Calhoun said she and her boyfriend, 17-year-old Mikhail Nicklausen, were sitting in the cafeteria, where they often met to talk, when she got up to get something to drink. She heard a commotion, turned and saw Kinkel enter the room.

“He just walked in and started firing at everybody. I thought this could never be happening. I thought I was dreaming. It all happened in slow motion, just like everybody always says it does. I can’t believe it was happening at my school.,” Nicklausen, a senior, was the only student who died in the attack. He had recently enlisted in the Oregon National Guard, and Calhoun planned to join him after graduation next week.

After the attack, Calhoun’s father, Jim Calhoun, said he and his daughter hadn’t been speaking for the past two weeks. When he heard of the shootings at the school, he tried frantically to track her down by phone for two hours, then caught her up in a weeping embrace outside the school.

“If she hadn’t gotten up to get something to drink, I’d be out here as a grieving parent,” he said.

Authorities said as many as 10 students were injured trying to escape in the panic that followed the attack.

A total of 22 students were hospitalized. At least three remained in critical condition and several others were in serious condition. Paramedics at the scene set up a triage center and transported all the victims within 57 minutes of the attack, fire department officials said.

Kinkel was easily taken into custody. “When we arrested him, he was very calm,” said Capt. Jerry Smith of the Springfield Police Department.

Afterward, Lane County sheriff’s deputies shoveled the family into a car, a three-story A-frame cabin in a wooded area near the banks of the McKenzie River. There, they found the bodies of two adults, and Sheriff Jan Clements said he had no reason to believe they were not Kinkel’s parents.

His father, William P. Kinkel, 59, was a retired language teacher at Thurston High School, Faith M. Kinkel, 57, taught Spanish at a nearby high school.

Neighbors said the boy often went hunting and fishing with his father and uncles along the river, and said the family was a quiet and well-liked one with no obvious problems. Police Chief Bill DeForest said authorities had released Kinkel the previous day to his parents after fingerprinting and photographing him in connection with a variety of charges, including possession of a firearm on school grounds.

School officials had initiated an investigation after a parent reported a handgun had been stolen during a burglary, and named one or more students who were believed to have been involved. DeForest said it wasn’t clear whether Kinkel had stolen the weapon himself or bought it, but students said it was common knowledge at the school that Kinkel had purchased the gun from another student who had stolen it.

Kinkel, students said, ran with a crowd of students who favored alternative rock bands like Nirvana and Nine Inch Nails. “Those kids were, like, wild,” said Marc Johnson, a fellow student. Kinkel was well-liked by girls, but didn’t have a girlfriend.

Megan Conklin, 17, recalled getting on the school bus shortly after she moved to Springfield from Washington last year. Kinkel told her to get out of the seat. “He said I shouldn’t sit down because we don’t allow dogs to sit back here with us,” she recalled. “He’s really mean. He hurt my feelings. He called me a fatso. I got off the bus and ran.”

Over and over, students told stories about how Kinkel bragged about torturing animals. He told friends how he blew up cats, even blew up a cow once.

“He was a really nice guy, but he always talked about this weird stuff. Lots of people said things like that, but he nibbled at doing it. He has this thing about torturing animals,” said Alanna Janssens, a neighbor who went to school with Kinkel for years.

Sometimes, they said, he expressed curiosity about what it would be like to kill a human.

“He was talking about a while ago, he was going to put a bomb in the bleachers at a pep rally. I’ve heard him talk about bombing the whole school,” Chase said.

Students said the suspect had once given a talk in speech class on how to build a bomb. In middle school, he was voted “most likely to start World War III.”

Dist. Atty. Doug Harper said the suspect would be tried as an adult, although he is too young to face the death penalty.

“I know that all Americans are heartbroken,” President Clinton said from the White House Rose Garden. “Our thoughts and prayers are with the families of the people who were killed and wounded, and with that entire fine community.”

Staff writer Anne-Marie O’Connor in Los Angeles contributed to this story.

Homeowner Who Shot Teen to Be Tried on Murder Charge

By LOUISE ROUG, Special to the Times
Los Angeles Times

A Buena Park homeowner who shot and killed a 17-year-old after the theft of a plastic Halloween pumpkin was ordered Thursday to stand trial on murder and assault charges in a case that gained headlines nationwide.

Pete Tavita Solomona, 47, is scheduled to be arraigned Feb. 22 and is expected to plead not guilty. His attorney, Mark Werksman, said the shooting was accidental and that his client never intended to hurt anyone.

Prosecutors say Solomona shot Brandon Ketsdevor of Buena Park with a .257 magnum on Oct. 18 after the teenager and two of his friends stole the $20 decoration from Solomona’s front yard.

Friends of Ketsdevor described him as a popular Kennedy High School athlete known for his sense of humor and pranks. One of the teens with him on the night of the shooting described the pumpkin theft as just that—a prank.

The slain youth’s friends contended that they mistook Solomona’s house for that of an old friend, swiped the ornament for laughs and then took off in a car. They said they returned to the

continued on page 14
scene of the theft after an altercation with another motorist, who chased them back through the neighborhood.

When the pursuit came to a halt outside Solomon's house, the homeowner came outside armed with the handgun and confronted the youths. He was standing no more than an arm’s length from their car when the victim was shot and killed, one of the teenagers said.

The shooting shook up many in the quiet residential neighborhood near Knott’s Berry Farm where residents knew Solomon as a dedicated family man and an active member of the local Mormon church.

The unusual facts surrounding the case quickly garnered headlines nationwide and rekindled the debate over gun control.

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Paying for rage
Drivers who kill get own taste of no mercy

By Victoria Harker
The Arizona Republic

Gregory Francis Schmidt could spend 25 years behind bars for not controlling his anger when a truck cut him off on the Black Canyon Freeway last year.

Instead of handling it as a daily irritation on a Valley freeway, Schmidt squeezed off eight shots.

In an instant, Gillis Champagne, 21, a passenger in the truck, was dead. A bullet passed through his neck, severing an artery.

The Valley is a hotbed for such hotheaded drivers, and prosecutors and judges in Maricopa County show no mercy for such violent reactions. Prison sentences are sought for anyone who flashes or uses a gun on a roadway. When he is sentenced in January, Schmidt, 29, can expect to join a string of Valley men spending decades in prison because of a flash of fury behind the wheel.

“We take a very hard stance with people who solve problems on the highway by using a gun,” said Bill FitzGerald, spokesman for the Maricopa County Attorney’s Office.

“It’s unacceptable. You simply can’t decide to solve a problem by getting out a gun because you don’t like how somebody drives or how someone has given you a hand signal.”

Nationwide, road rage is unusual. Out of 177 million drivers, about 1,000 die each year in such incidents.

This year, the city ranked third in the nation for dangerous driving incidents and third again on a list of metropolitan areas with the highest aggressive-driving death rates.

Alarmed at the growing violence, Arizona lawmakers in 1998 passed the nation’s first aggressive-driving law, said Alberto Gutiér, director of the Governor’s Office of Highway Safety.

Now, brazen drivers who make multiple risky maneuvers, such as tailgating, unsafe lane changes or overtaking and passing another vehicle on the right shoulder, can be cited.

But passing laws is only a start, said Leon James, a University of Hawaii professor known as Dr. Driving, whose lifework is to educate and prevent driver warfare.

He works with Congress and the states to develop prevention programs. A pilot program in Miami-Dade County, Fla., which features a video called Roadrageous, is the first to try education in the battle against aggressive driving.

What James really wants is to see laws passed requiring every licensed driver to take periodic anger-management courses.

Almost every American is an aggressive driver, he said. The learning starts in the infant car seat, listening to Mom and Dad.

“Agressive driving has been here since Roman times, since the beginning of streets and horse-drawn vehicles,” James said.

The problem is it can lead to an act of violence, which he said is a new phenomenon.

It began in the mid 1980s, when traffic congestion became reality for millions of Americans. It’s so widespread now that some therapists specialize in helping drivers afraid of losing control.

Alcohol and other drugs, particularly methamphetamine, commonly play a role in road rage, James said.

In the Valley, at least six men are awaiting trial on charges of killing people on the roadways during the past two years.

Most of their victims were innocent passersby, people such as Schara Marshall, 14.

Last November, Schara was killed while returning from her first homecoming dance. She was in a car the driver of which turned in front of her truck near 111th and Roma avenues in west Phoenix. A chase ensued. Shots were fired, and Schara was struck in the head.

Her family had moved from the Sunnyslope area to a far west Phoenix subdivision to get away from the crime, said her mother, Bonnie Marshall.

Schara’s killer still has not been caught.

Gillis Champagne’s mother, Linda, said road rage is so commonplace in the Valley, victims often end up a mere mention in news reports.

That devastated Champagne after losing her son.

She wants the world to know he was the light of her life. He loved to help others. He wanted to be a physical therapist. He was living at home to save money to marry his high school sweetheart.

“He was so into being physically fit,” she recalled. “He was always telling me, ‘Mom, stand up straight! Watch your posture!’”

She still can’t get used to the quiet in the house.

His friends, family, the neighborhood children, even his dog, will never fully recover from the loss, said Champagne, an obstetrician nurse at Good Samaritan Regional Medical Center.

“How could this happen?” asked the mother, who still cries at the mention of his name. “He was only a passenger.”

She still struggles to get up in the morning, but she’s ready to bring something positive from the sadness.

She and her husband, Roger, want to get a state law passed to make it a crime to carry a loaded weapon in a vehicle.

“People may not follow it,” she said. “But it would give police a little more control. It might save someone’s life.”
Lesson 2: Family/Friend Tree

“A violent act is like a rock thrown in a still pond, the ripples spread in all directions. In the past decade, these ripples have combined into a tidal wave that threatens to engulf us all.”

Donna M. Miller
Alhambra High School

Description and Purpose

The purpose of this exercise is to help students understand that acts of violence have far-reaching effects and that violent acts are not limited to affecting only those individuals who are directly involved in a violent confrontation, but also affect others such as family members, friends, and others witnessing the violent act. During the first phase of this exercise students will examine different conflict scenarios with two opposing responses to conflict being identified (“good” responses and “bad” responses). During the second phase of this exercise, students will examine the “second generation” effect of violence by constructing a “Family/Friend Tree” to reveal the way in which a violent act targeted at one individual may in turn affect all members connected to his/her “Family/Friend Tree.”

Instructional Objectives

Given a hypothetical or real-life dilemma, each student will create a personal Family/Friend Tree.

Group Size and Room Arrangement

Normal classroom size and arrangement is acceptable, although a group of 5 to 10 students is ideal.

Materials Needed

*Anger Reduction Student Booklet
Worksheet 2–Family/Friend Tree (p. 137)

Time

45 minutes–1 hour.

Process and Procedures

1. Step Constructing Imaginary Conflicts List
   - Identify two students from the class (preferably two friends) and ask if they would be willing to share some information about themselves, their families, and their friends. Once two students have been identified, put
each student’s name on the board (side by side) and draw a circle around each name.

- Begin the exercise by stating that although you know the two student volunteers are friends, for the purpose of this exercise the class will be constructing an imaginary conflict (i.e., a pretend conflict) between them.

- Ask the class for assistance in brainstorming an imaginary dilemma or dispute of a serious nature that *any* two students might be having with one another. Have the class provide conflict examples from their own lives by drawing upon disputes they have witnessed in schoolyards, in the community, in the movies, or on TV. Personal examples will add to this exercise.

- Record the various types of disputes generated from this brainstorming activity on the chalkboard, and label this list “Imaginary Conflicts.”

### 2 Step Constructing Responses/Reactions to Conflict List

- Ask the class to identify various ways in which people respond or react to conflicts that they find themselves involved in. Provide examples (i.e., compromise, fighting, etc.) to get students started. In soliciting this input, make sure students feel free to provide an uncensored range of reactions spanning from “good” methods of conflict resolution (i.e., compromise, talking it out, walking away) to “bad” methods of conflict resolution (i.e., fighting, stabbing, drive-by shootings). The key is to receive a diverse and varied sampling of conflict resolution methods that the students believe people might draw upon when engaged in a conflict or dispute.

- Record student input on the board by creating a list of responses labeled “Various Responses and Reactions to Conflict.”

### 3 Step Application of Imaginary Conflict and Response Scenarios

- Point out to the class that there seems to be many ways in which people find themselves involved in conflicts, and there also seems to be a variety of ways in which people respond when involved in a conflict situation. Emphasize that the list on the board reflects both positive and negative ways of dealing with conflict, no matter what the cause of the conflict is. Thereafter, point out that it will be demonstrated (using the two class participants) that there are *always* alternative options to responding violently to conflict. To demonstrate, follow the procedure below:

1. Return to the chalkboard where the two student’s names are circled in chalk and ask the class to choose an imaginary conflict from the previously generated list.

2. Tell the class to imagine the two students are involved in the chosen conflict, and ask the class to identity two possible responses (one “good” and one “bad”) from the previously generated list.
Example 1

**Imaginary Conflict** = Johnny accuses Mark of taking his basketball without permission.

**Good Response** = Walk Away > Mark tells Johnny that they will work something out after Johnny cools down, and then walks away.

**Bad Response** = Fight > Mark tells Johnny to get out of his face and punches Johnny.

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Example 2

**Imaginary Conflict** = Mark suspects Johnny is a member of a rival street gang and starts mad-dogging him (staring him down). Mark also starts saying things about Johnny’s mother and sister.

**Good Response** = Ignore The Situation > Johnny avoids the situation and decides to go talk to his guidance counselor.

**Bad Response** = Violence > Johnny cuts Mark with a knife to get him to back off and send a message.

- In discussing responses to conflict, alter the scenario several times by using the previously generated lists of imaginary conflicts and responses offered by the class. Make sure that each example involves at least one pro-social and one maladaptive response for each hypothetical dilemma discussed. With each new example, the class will come to see that no matter what the originating source of conflict, there are at least two different ways of handling conflict situations (good or bad). For every bad (negative) response, there always exists an alternative good (positive) response.

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Step Attach Family/Friend Tree

- Take one of the class-generated scenarios with a particularly disturbing negative response to conflict (e.g., Example 2 above, involving Johnny cutting Mark as a response to conflict). Call the class’s attention to the particular scenario you have in mind, and ask the class as a whole:
  - “Who would be negatively affected by this response to conflict?”

  Usually, the class will identify only one individual—namely, the individual on the receiving end of a violent response.

- Since all the previous imaginary conflicts discussed in class were constructed using the same two student participants as examples, have each participant assist you at this time by attaching a “Family/Friend Tree” to his or her name circled on the chalkboard. That is, in a style similar to a family genogram, have each student attach a “tree” to his/her name, listing all those who are important people in his/her life. (If the students have never seen a genogram or family tree before, take a moment to draw your own family tree on the board as an example.)
After this task has been completed, ask the students again:

- “Who else would be negatively affected by a violent response to conflict?”

By attaching a “Family/Friend Tree” to the names of the students involved in the imaginary conflict, all students will be able to immediately recognize (through visual display) that there are several other parties who are likely to be affected by the type of response chosen to deal with a conflict situation. Students will recognize that the well-being and happiness of a great many people rely upon the peaceful resolution to conflict situations that occur in everyday life. Some additional questions for the class to consider include the following:

- How do you think the various people on the “Family/Friend Tree” (i.e., mother, father, brother, sister, friend) might be affected if a violent response to a conflict situation was chosen?
- Do you think people who respond violently to conflict realize they are negatively affecting so many people by the way they respond? Do they think they are just negatively affecting one person?
- If students realize there is a potential to negatively affect many people by one single act of violence, do you think they will try harder to achieve peaceful solutions?
- Does this explain why gang fights occur?
- What alternative interpretations and solutions could the student have chosen to the anger-provoking situation?

**Step Independent Practice**

*(Note: You may choose to do this practice in a separate lesson.)*

- Have students open to Worksheet 2 of *Anger Reduction Student Booklet*. Read the directions.
- Have students construct an imaginary or real dilemma and a “Family/Friend Tree” for themselves. By constructing their own personal tree, the overall saliency of this exercise may be enhanced. Students will realize how many people depend on them to resolve their conflicts peacefully.
- Discuss student’s work using the questions from Step 4 above.

**Step Closure**

- Review with students:

  Anger and violence have consequences that affect people beyond those involved in the conflict (including family, friends, and others witnessing the conflict). Tell students to think about this when they are faced with a possible anger or conflict situation, and to try to think of peaceful solutions to their conflicts.
Variations, Alternatives, and Homework

Middle School and Incarcerated Youth

To further assist students in gaining the perspective that violent responses to conflict can create traumatic and devastating experiences for families and friends, assign students to read the articles “A Brutal Death in the Family” or “Kids Who Kill” (included at the end of this lesson) and then write a one-page reaction paper. Have them discuss the negative impact violence and aggression have on family and friends.

Bibliography/References/Resources

Read the following for further background on the lesson.


**Abstract**: The far-reaching effects of violence is examined in one American family.


**Abstract**: Violence among teenagers has become a pervasive societal problem in the United States. Facts, figures, and personal narratives are given depicting the far-reaching effects of violence across America.
A brutal death in the family

Our 14-year-old friend Khartrell Reid could not be saved

This is the story unbearably sad to tell. U.S. News introduced the bright face and lofty dreams of Khartrell Reid in the November 7, 1988, issue. The 12-year-old Harlem youth was one of those who had a brush with presidential politics that year—a visit to his school by candidate George Bush—and we wanted to compare the candidates’ rhetoric with the desperate realities facing many American children. Khartrell told U.S. News then that his most fervent wish was to move to a neighborhood nice enough so when somebody is shot, an ambulance would come “right away, before the person died.” The cover story was entitled “Save the children.”

But Khartrell wasn’t saved. He died at age 14 of gunshot wounds last October 21 in a seedy section of the Bronx. He was one of last year’s record 182 kids under 18 who had become homicide victims in New York through November 30. Police say Khartrell was killed by Ronald Ocasio, 24, who they suspect was gunning for one of Khartrell’s companions. The supposed cause: a dispute over a girl a fortnight before the killing.

On the night of the murder, Khartrell fully intended to live by one of his family’s cardinal rules. “My mother doesn’t let me stay out too late because it is too dangerous,” Khartrell told U.S. News in 1988. He was especially concerned about the drug dealing and regular shootings across the street from the project where he lived. “I’m a little scared around here,” he confessed.

“Right back.” But Khartrell needed to find his keys that night; he thought he’d left them outside. At 8 p.m. he promised his mother, Barbara Campbell, that he would return in time to see his sister, Leslie, who was coming to visit. Neighbors say he was searching the playground of his apartment complex with pals when two friends of his older brother Sean asked if he wanted to go for a ride. “We’ll be right back,” they said. One of his friends refused. Khartrell went along.

A half-hour later, the three were standing at Bryant and Seneca Avenues in the Bronx when, police say, three youths confronted them and at least one opened fire. A witness said an argument preceded the shooting. Within 7 minutes an ambulance arrived, but Khartrell and Carl Norris, 19, were dying. Wyatt Randolph, 20, survived. Barbara Campbell rushed to Lincoln Hospital to find that her son was already in the morgue.

Police say the Reid-Norris-Randolph shooting was not drug related. But Khartrell’s father complains that: “If drugs weren’t so available in the Bronx and other black communities, not so many people would be carrying guns.” He and Khartrell’s mother think it was a classic case of an innocent in the wrong place at the wrong time with the wrong people.

But Barbara Campbell wonders what Khartrell was doing in the Bronx. One story on the streets is that he went with the older victims to protect his brother who, he had been told, was in trouble. But Campbell says: “He had no business being with them. They were older. Khartrell knew Buzzy [Randolph] because at one time he used to be around with my older son Sean, but Sean stopped being with him. They had a fight.”

Marnie Johnson, the principal at PS 146, Khartrell’s elementary school, had worried that he was a follower and someday might get into trouble: “I felt that he was so vulnerable to the violence. I was so concerned that this child was going to be gobbled up by his environment.”

Indeed, Khartrell’s life was afflicted with metastasizing violence. The father of Campbell’s three oldest children—Gay, 27, Leslie, 23, and Sean, 20—was killed in the Bronx in 1974. Campbell’s 20-year-old sister, Dimples, was murdered that same year, Norman Reid Jr., Khartrell’s half brother, was killed in the Bronx in 1981, two days before his 19th birthday, while trying to prevent a robbery. And Khartrell’s brother Nadjari, 17, was stabbed in the leg in a case of mistaken identity on January 21 this year—three months to the day after Khartrell was shot.

Way of life. Drugs, guns and death are commonplace in the community. In the 41st police precinct, where Khartrell was killed, there were 10,170 reported crimes in the first 9 months last year. Among them: 28 murders, 417 felony assaults, 799 robberies and 19 rapes. In the 23rd precinct, where he lived, 12,127 crimes were reported in the same period, including 16 murders, 481 assaults, 814 robberies and 32 rapes. Throughout the city last year there were 63,327 drug arrests, and 69 percent of homicides were caused by guns. “Violence is almost an accepted way of life,” says Michael Friedman, director of Khartrell’s junior-high school. “There is violence in the projects, the buildings, the streets.” Dave Harris, Khartrell’s elementary-school counselor, says of local kids: “They expect to die young. It’s a part of their culture, from their role models to their music.”

Khartrell knew the dangers. “All the drugs create the problems around here,” he said in 1988. “When people sell drugs and don’t get paid, they shoot people. I would like to stop illegal drugs, bust the dealers and put them away. The police know who they are. They can tell by how they dress and all the gold they wear, but they don’t arrest them.”

Even armed with this knowledge, however, Khartrell himself was particularly at risk. Although he’d be the first to heal wounds or mediate when others lost control, he sometimes started fights just because someone looked at him the wrong way. “He had that macho image that he thought he had to convey,” says a former teacher, Gladys Washington. “That mentality came from living in an urban project. It was a defense mechanism so that he wouldn’t be victimized.”

His teachers say some of Khartrell’s anger may have been aimed at his father, Norman Reid. Reid lives with another woman and their three children, and one school worker said Khartrell “had difficulty accepting that his father couldn’t live with him.” Reid is the father of Barbara Campbell’s three youngest children. She says he was a wonderful provider for the decade or so when they were together, has helped when she asked for something for them and was very close to Khartrell. “The others didn’t see as much of him as Khartrell because Khartrell would go up to the Bronx and see his father or he would go to his garment district job. They were always talking.”

Norman Reid wishes he had moved Khartrell and his other siblings to Maryland, described by his cousin as a safer place. “Khartrell was something I always wanted in a son—something any father would want,” says Reid. “He had a sense of humor, he was very friendly. He tried to help people. Everybody liked him. The first thing they’d noticed about him was that smile, those dimples and how respectful he was.”

Khartrell had made the honor roll twice at PS 146. Teachers say that by the time he died, he had learned to control his anger and was doing well in school.
He made extra money by repairing bikes and small appliances. If he saw a woman he knew struggling with grocery bags, he'd take the bags and escort her home.

The adults close to Khartrell say he had a deep sense of justice. He told U.S. News that he worried about the homeless people on his block. "They need a home with winter coming," he said. "I try to give them something if I have a quarter. They should save it so they can buy coats and boots, but I know they spend it on liquor. I give it to them anyway."

Khartrell’s friends were devastated by his death. “I felt like someone had stabbed me in my heart,” says Washington. “This was a kid who had come from defying authority and pulled himself up academically and socially. Before he got to be the man we knew he could be he was gone.” Inside the family, the emotional toll of Khartrell’s death is much more acute. Sean has had to have counseling. Campbell is taking tranquilizers. Norman Reid is wracked by grief and fury.

The tragedy of Khartrell’s death will hardly change things in his hellish environment. As principal Johnson laments, more young black will be lost to drugs or jail, or will die because of guns and the anger and meaning of the streets: “The African-American male child stands little chance to survive in these communities anymore. You can’t protect them. They somehow get sucked into it.”


U.S. News

Kids who kill

Disputes once settled with fists are now settled with guns.

Every 100 hours, more youths die on the streets than were killed in the Persian Gulf.

Kevin’s mother was a drug addict, his father a dope dealer. After being taken from them by social workers in his native Massachusetts, Kevin* went to live with his grandparents in Texas. His grandfather, a security guard, let him shoot a .22, and “firing it made me feel like I was on top.” By his early teens, he was firing a gun out windows at a nearby day-care center to show off and he had joined a gang. He began carrying a .38-caliber revolver at 14 and obtained guns by burglarizing nearby homes. “I wanted to carry a weapon because I wasn’t going to tolerate anything. I was scared and I was mad.” At 15, Kevin began working for a Jamaican drug trafficking posse and eventually became an enforcer who did his work by shooting people in the arm.

One day, $2,000 of the Jamaicans’ money was lost, and though Kevin says he was innocent, the blame fell on him. Panicking, he confronted an acquaintance whom he suspected of the theft. “I figured if I shot him, the Jamaicans wouldn’t think I’d taken the money,” he says. “He begged for his life five times. I shot him in the face at point-blank range and killed him instantly. Blood was everywhere, and some parts of his head were laying in the doorway. I didn’t have to kill him. If I’d just pulled out the gun, I could have gotten my money. But still I shot him. The man lost his life over nothing.”

This is the stone-hearted ethos of an astonishingly large segment of the population. It saturates not only the gang-ridden environment of the cities but the supposedly more benign suburban world as well. Everyday quarrels that used to result in flailing fists and bloody noses—over a bump on the shoulder, a misinterpreted glance, romantic complications or flashy clothes—now end, with epidemic frequency, in gunshots.

The reasons why are clear. Today’s kids are desensitized to violence as never before, surrounded by gunfire and stuffed with media images of Rambo who kill at will. For many inner-city youngsters, poverty and hopelessness yield a “what the hell” attitude that provides the backdrop for gunplay. Family breakdowns further fuel the crisis; a survey of Baltimore public-school students showed that 59 percent of the males who came from one-parent or no-parent homes have carried a handgun. But by far the biggest difference in today’s atmosphere is that no problem availability of guns in every nook of the nation has turned record numbers of everyday encounters into deadly ones.

The datelines change daily, but the stories are chillingly similar. In Washington, D.C., 15-year-old Jermaine Daniel is shot to death by his best friend. In New Haven, Conn., Markiet Alexander, 14, is killed in a drive-by shooting. In St. Louis, Leo Wilson, 16, is robbed of his tennis shoes and Raiders jacket and then shot dead. In New York, a 14-year-old boy opens up with a semi-automatic pistol in a Bronx schoolyard, wounding one youngster and narrowly missing another, apparently in a dispute over a girl.

Those outside the city are no less vulnerable. Within the past fortnight, in an exclusive neighborhood of Pasadena, Calif., police say a teenage boy passed a shotgun between them to shoot three young women to death at close range. Asked why, the suspects reportedly told police, they’d had angry words with the victims but couldn’t remember what the fight was about. In middle class Lumberton, N.J., outside Philadelphia, a 14-year-old took a revolver from his father’s gun cabinet in late February and fatally shot a basketball teammate in the back of the head.

These tales from the streets were punctuated last month by some knee-weakening numbers from the government’s National Center for Health Statistics, which analyzed youth firearm death rates from 1989 to 1988. The study showed that gun homicides fell 1,022 teens ages 15 to 19 in 1984; the number spiked to 1,641 in 1988. The picture was especially bleak for young black males 15 to 19, for whom firearm homicides climbed from 418 in 1984 to 955 in 1988. Their homicide rate in 1988 was more than 11 times the rate for their white counterparts. And research by James Alan Fox of Northeastern University shows that the number of black teenage gunmen who have killed has risen sharply, from 181 in 1984 to a record 555 in 1989.

“During every 100 hours on our streets we lose more young men than were killed in 100 hours of ground war in the Persian Gulf,” lamented Louis Sullivan, secretary of the Department of Health and Human Services. “Where are the yellow ribbons of hope and remembrance for our youth dying in the streets?”

Amid the carnage, much of the political discussion seems sterile and off the point. Last week, when Ronald Reagan endorsed the Brady bill, a modest measure that would require a seven-day waiting period to buy a gun, it was heralded by gun-control advocates. In fact, almost all teens who kill with guns already get them illegally, and nothing in the bill or George Bush’s get-tough crime law will address the existing system that places more and more guns with greater and greater firepower in the hands of kids.

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A 20-state survey of 11,000 adolescents found that 41 percent of the boys could obtain a handgun if they wanted to. An extrapolation of surveys by the National School Safety Center suggested that 135,000 students carried guns to school daily in 1987. Officials at the center think that figure is higher today.

In cities with strong gun-control laws, like Boston, New York and Washington, weapons are imported and resold at a profit by traffickers who purchase them in states that until recently have had few gun-buying restrictions. Florida, Texas, Virginia, Georgia and Ohio. In Los Angeles, two men operating out of a van in a park east of downtown are thought to have sold more than 1,000 handguns over an eight-month period last year, largely to street-gang members, before being arrested. In suburban Chicago last fall, police say, a 16-year-old boy rented a gun from a fellow student for $100, then used it to kill his parents.

There is no mystery about how kids get guns. A survey of Baltimore public school students showed the four most prevalent sources to be street corners, friends, drug dealers and thefts. Residential burglaries are lucrative pipelines, and mom and dad are often unknowingly a ready supply. A Florida school study found that 86 percent of the guns taken from students were from their homes.

And the trend is toward more powerful guns with higher-capacity magazines, like 9-mm semiautomatic pistols. “You ask a young kid what a ‘9’ is, he knows what you’re talking about,” says Art Boissiere, 19, who grew up in a tough Oakland, Calif., neighborhood and considered carrying a gun himself. A popular 9-mm gun like a Tec-9 might sell for $300 to $700 on the street. Other, cheaper guns might go for as little as $20.

The gang connection

It began as a typical adolescent dispute—two Texas teenagers talking trash over broken car windows. “And then I pulled out the gun,” says Victor*, 15, whose 1984 Cutlass had been damaged. “And, he said, ‘You ain’t going to shoot me,’ and I just started shooting, because he didn’t think I would. It would have looked stupid if I pulled the gun and then didn’t shoot him. I would have looked damn.”

That’s the last thing Victor wanted. He joined a gang at 13 “because I thought I’d be accepted better, and they seemed like family.” Guns were everywhere. Soon, Victor was participating in drive-by shootings. “My friends would call me their ‘little gangster,’” he says. “With the gun, I felt like I couldn’t be stopped.” Victor and his friends broke into homes and pawnshops to steal guns, sometimes running pickup trucks right through the front window of a store. Then he’d sell the guns—some 100 in all—to drug dealers and other unsavory acquaintances. In three months, Victor made about $6,000.

Then, in retaliation for a drive-by shooting Victor had taken part in, rival gang members broke the windows of that 1984 Cutlass. After he hunted down the supposed culprits, he fired nine shots, wounding two members. “I just got in the car and sped away,” he says. “And then right after that, it started raining, right after I shot them. And it didn’t seem like a day where it was going to rain.”

Much of the fuel for the growth in youth violence flows from gangs and drugs. Not nearly as many teens would have guns if they hadn’t raised the money by dealing drugs, nor would the streets be so violent these days in the absence of drug trade. While there has been progress in the war against casual drug use, some 1.7 million to 2.4 million Americans are still weekly cocaine users. But some authorities think the drug trade today is more deadly than ever precisely because traffickers are tussling over a shrinking pie.

Gangs are growing like a cancer. The Crips and the Bloods began in Southern California about 20 years ago but now have loose affiliations in 32 states and 113 cities. Not only do they absorb the talents of local toughs, but they’ve given a twisted kind of haven to confused inner-city kids for whom gangs provide the security, acceptance and protection that are often missing in fragmented homes. The price of that kind of security is horrific. In the Los Angeles area, gangs doubled from 400 with 45,000 members in 1985 to 800 with 90,000 members in 1990. Gang-related killings last year accounted for 690 deaths, 35 percent of the county’s homicides.

In this atmosphere, carrying a gun is just keeping up with the Joneses. “The gun is your best friend,” says a 15-year-old gang member in South Central L.A. One popular local saying: “I’d rather be judged by 12 than carried by six.”

Using a gun is a rite of passage for joining a gang or enhancing a reputation. Recently, a 14-year-old rode by an East L.A. schoolyard on his bike, ran-
domly firing a semiautomatic at the nearly 2,000 children on the playground. "He just wanted to prove to his gang he was worthy," says Capt. Ray Gott of the L.A. County Sheriff’s Department.

Los Angeles gang experts have identified three levels of gun packaging gang involvement. "The wannabes are starting to do target practice and get used to holding a gun. They may shoot, but in a lot of cases they won’t aim," says Steve Valdivia, director of an outreach program called Community Youth Gang Services. "The next level is a gang-involved youth who wants to make his stripes. He’s going to kill somebody. But he’s not yet seen by his peers as a hard-core crazy person. If they get to that final level, they don’t care about themselves or the victim—very random violence, very cold-blooded. These are the guys who will open a casket and shoot a dead body with a semiautomatic until it turns to ketchup. I know that has happened."

The spread of gangs basically followed the interstate highway system. They moved into Minneapolis from Chicago almost 10 years ago and have been growing ever since. "The word got out that Minneapolis was easy pickings," says one gang member. "Moneymakers." The police can identify more than 3,000 gang members, though no one knows for sure. And with the gangs came the guns. Hundreds of them. "They’re coming up from Chicago everyday," says Ramone*, a member of the Bloods. "My gang holds them until we need them, I say I’m in trouble and they give me a gun." In Hennepin County, the number of juveniles tried as adults for carrying dangerous weapons—mostly guns—jumped from 14 in 1986 to 63 in 1990.

In cities like Austin, Texas, gang growth has come from both homegrown groups and infiltration by outsiders. Gang membership there has climbed from just 200 five years ago to some 2,800 today. Last September, after rival gang members taunted each other at a crowded downtown bus stop, a 16-year-old fired a 9-mm pistol, wounding two other teens and a 61-year-old man.

Fear of the criminal justice system is largely absent in these teens because they realize the system is jammed and know that juvenile penalties lack real bite. In Austin, older gang members call their younger compadres "minutemen" because they’ll only be in jail for a minute. Purly for that reason, the high-stakes hurry-burry of drug-trafficking has also drawn scores of youths into gun ownership. Adults hire youngsters to run the drugs because the penalties are so much weaker if they’re caught. The danger level, though, is no different. Clarence*, a big-city Texas teen who was clearing $1,200 weekly dealing dope at 15, needed a gun “because people on the corner where I was selling were getting robbed, and you never knew who was coming for you.” In February 1989, he saw his best friend get killed for dealing bad dope.

As many as 20 to 25 percent of the kids who shoot people are high themselves—on alcohol or drugs like crack or PCP, all of which are “disinhibitors” that may spur violent behavior. “One time I burst right into the guy’s house and shot him,” says Shooter, 17, of Los Angeles. "Man, was he surprised. But I wasn’t thinking about anything bad happening, because I was doing PCP, and I was all kicked up. It was like he could have shot me, and it wouldn’t have mattered.”

Lowering the killing threshold

Arthur* is busted now, spending a year at the Hennepin County Home School in Minnetonka, just outside Minneapolis. But he can still wax nostalgic about the small, profitable empire he ran with his younger brother and four others, none older than 16. Drugs gave them money; guns gave them power: “Everybody knew we had them” he says. “Everybody knew not to mess with us.” Arthur’s gang had some real firepower: “There were just so many coming in,” he says. “We had six automatics. We had a .25; a .38; two 9-mm semiautomatic pistols, one of which was a Beretta; a .32 automatic; a 20-gauge shotgun. Some we got out of the newspapers. My brother Dennis* went way out in some suburbs and picked them up. He bought an AK-47 [assault rifle] for $300. It seemed like we were the only ones who were out there with real artillery. You’d hear all that gunfire, and it was all us.”

For some kids, drugs, gangs and guns are simply vehicles through which to satisfy more basic yearnings. Teens have always wanted power, attention, respect and a tough-guy reputation. But the prevailing gang ethos has lowered the threshold of violence and sanctioned the replacement of fists with firearms as the way to achieve those goals.

Often, the fast route to attention is through money or material goods. Sneakers, coats or cash—kids want it now, and the gun can get it. For Clarence, at 15, the motivation for dealing dope and carrying guns was this: “I wanted to get paid. I thought money was the world. I’d spend it on my girlfriend, or I’d take all my homeboys out. If you made money that day, you’d pay, and that made me feel like I was the big daddy, the big man with the master plan.”

But Clarence also discovered that the gun provided a power and an image all his own. “If you had a gun, and you were with a girl, she’d be thinking, ‘He’s bad,’ ” says Clarence. “It made me feel macho, like nobody could touch me, like no one’s going to mess with me.”

Nothing inflames the extreme narcissism and hypersensitivity of teens more than disrespect—"dissing"—in the language of the streets. Teen killers cite it perhaps most often as the justification for their lethal acts. “If someone disrespects you or your homeboys, you’ve got to do something about it,” says one Los Angeles teen. “You just can’t have them doing that and hold your head up.”

One by-product of this arms race is that many basically good kids now carry guns simply because they’re terrified or fed up—or both. “I had it for protection,” says Derek of Washington, D.C., who bought a gun at age 17 after a friend was robbed. “You lose your sense of dignity after a while, and I wasn’t going to let that happen again. I figured the gun would prevent it.” In a Boston program for kids caught with weapons, a teacher recently asked, “Is there any way to exist without a weapon?” “Yeah,” snapped one teen. “Stay in the house.”

The schools crack down

Damon* got angry in his Milwaukee school on Valentine’s Day. Some friends were teasing him, slapping him in the face. So Damon, 12, decided to get even. “Wait until I get back,” he said as he ran off the playground. “I’m going to cap all of you guys.” When Damon returned, he stepped through the opening of the fenced-in playground and pulled from his jacket a silver .25 semiautomatic pistol. He fired it, again and again and again. In an instant, a mass of blue jeans and ponytails was screaming and running toward the school’s metal doors. The boy Damon says was slapping him covered behind a teacher. Damon pointed the gun at him. “I’m going to blow your head off,” the teachers quoted Damon as saying. Damon fired five shots, hit nobody and then ran from the schoolyard. Why, he is asked, did he do it? “He slapped me in my face,” says Damon, tears rolling down his cheeks. What was Damon

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Communities respond

Exasperated by the ever growing teenage body count, a variety of educators, psychologists, pediatricians and just plain folks are experimenting with ways of stopping the carnage. Among them:

**Violence prevention.** Several programs attempt to teach children how to prevent violence; most prominent among them is a curriculum for adolescents used in Boston high schools and several other cities, developed by Deborah Prothrow-Stith of the Harvard School of Public Health. The 10-session curriculum tries to reduce the allure of violence, make clear its consequences and show kids alternative avenues for dealing with anger. Most experts are encouraged but think the jury’s still out on the curriculum’s effectiveness.

**Gun awareness.** Alarmed by a rise in gun deaths, schools in Dade County, Fla., inaugurated their own gun-safety program in the 1988-89 school year, in cooperation with the Center to Prevent Handgun Violence. The effort employs books, role-playing and videos to “deglamorize and deglorify the possession and use of guns,” says coordinator Bill Harris. Early results are promising, but such programs are only a small piece of the puzzle. The National Rifle Association also runs several gun-safety programs tailored to different age groups: one emphasis is the need to secure guns at home.

**Offender diversion.** For the past four years, every Boston public-school student caught with a weapon has been sent to the Barron Assessment & Counseling Center for a five-to-10-day stay. Students there undergo a detailed psychological and educational assessment, and a plan is developed for working with them once they are either back in school or in some alternative setting. BACC students also participate in counseling, regular academic work, violence-prevention classes and trips to local detention facilities. The center has serviced more than 1,000 students, and the recidivism rate is about 5 percent.

Director Franklin Tucker admits it would be helpful to have the kids for a longer time. But, adds staffer Richard Puckerin, BACC does provide its kids “a timeout, a chance to think and reflect.”

**Peers.** Teens on Target, an Oakland, Calif., program, is based on the idea that young people are better equipped than adults to attack their violence problem. Student volunteers are trained as violence-prevention “advocates,” learning about guns, drugs and family violence, and then sent to schools to teach ways of preventing violence. Officials are enthusiastic; they are scraping up more money for the program.

Many believe getting the guns off the streets is the only answer. But the existing gun-control debate misses the mark. Gun-control measures that might help—like personalized combination locks on the gun’s safety, allowing only the original owner to use the gun—aren’t even part of the current political debate.

Some argue that focusing solely on the weapons obscures the underlying causes of teen gun violence—especially the sense of hopelessness that pervades many inner cities. Yet the national inclination not to even tackle systematically the immediate issue of violence and gun availability suggests there’s even less hope that the larger issues will be addressed. And that means the uniquely American tragedy of teens killing teens is likely to continue its record run.

By Gordon Witkin

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*Names with an asterisk are 
pseudonyms, required in some cases by 
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Section 2

Managing/Reducing Anger in Yourself
Lesson 3: Internal Responses to Anger

"... junior high students are prime candidates for such programs because of their ability to be influenced for the good and the bad, and their growing independence allows them to begin formulating their life long attitudes and values."

Shane Elizabeth Sterret
Washington High School

Description and Purpose
This exercise will create an awareness among students regarding the various physiological responses associated with different degrees of anger. By learning to recognize internal reactions associated with anger, students will be able to use these reactions as "cues," which inform them how "in control" or "out of control" they are of any given situation.

Instructional Objective
Students will identify different internal cues associated with their different degrees of anger.

Group Size and Room Arrangement Variations
Normal classroom size and arrangement is acceptable, although a group of 5 to 10 students is ideal. Cluster students into small groups and arrange these groups throughout the room in a semiprivate fashion.

Materials Needed
Anger Reduction Student Booklet
Worksheet 3A—Internal Responses to Anger (p. 138)
Worksheet 3B—Anger Domain (p. 139)

Time
45 minutes—1 hour.

Process and Procedures

Step Setting the Stage
- Before class, copy down the Anger Domain Chart on the board (temperature, breathing rate, internal sensations, and imagery) as shown on Worksheet 3B of the student booklet.
- Break the class up into cluster groups of 3 to 4 students, trying to ensure that each group has a fairly equal representation of girls to boys.
Once the groups have been formed, tell the students that they will be sharing stories of times when they felt angry with someone and how that anger made them feel. Remind the class that anger is a natural emotion and everyone should be able to provide several examples from their own lives regarding times when they felt angry with someone else.

Also, tell the class that for the purpose of this exercise you are not interested in how they responded to their anger, but are only interested in how their anger made them feel.

*Step 1*

- Have students open to Lesson 3: Internal Responses to Anger (Worksheet 3A) of their *Anger Reduction Student Booklets*.

- Next, provide the class with an example from your own life when you felt angry, and the circumstances that led up to you experiencing this emotion.

- Using your previously shared example, summarize how you remember feeling with regard to temperature, breathing rate, internal sensations, and imagery when you were experiencing anger. Briefly fill in the Anger Domain Chart on the board.

*Step 2*

- Next, assign one responsible student in each group to take notes regarding their group’s responses. This student should jot down descriptions of how each student in his/her group remembers feeling in each of the listed domains (temperature, breathing rate, internal sensations, and imagery) when he/she was experiencing anger.

- Begin by having the student groups sit quietly for a minute with their eyes closed, and ask them to remember a recent experience when they were feeling “mildly angry” with another person. Tell the students to mentally relive the experience by “running a movie” in their heads.

- Have students briefly describe in their booklets (Worksheet 3A) a time when they felt “mildly angry” with someone else. Have them describe the situation and share how this degree of anger made them feel with regard to each of the previously noted domains (temperature, breathing rate, internal sensations, and imagery).

- After a minute or two, have group members share their “mild anger” experience with their group.

- Have the group leader summarize and record student feelings associated with “mild anger” on the Anger Domain Worksheet (Worksheet 3B).
Step 4

- After the students in each group have thoroughly discussed and described their feelings with regard to an episode of “mild anger,” have the groups repeat the process for a situation involving “moderate anger.” Specifically, have the groups of students sit quietly for about a minute with their eyes closed and remember a recent experience when they were feeling “moderately angry” with another person. Again, tell the students to mentally relive the experience by “running a movie” in their heads of the situation as it occurred.

- Have students jot down in their booklets (Worksheet 3A) a brief description of a time when they felt “moderately angry” with someone else. Have them describe the situation and share how this degree of anger made them feel with regard to each of the previously noted domains (temperature, breathing rate, internal sensations, and imagery).

- After a minute or two, have group members share their “moderate anger” experience with their group.

- Have the group leader summarize and record student feelings associated with “moderate anger” on a separate Worksheet 3B.

Step 5

- Finally, after the students in each group have thoroughly discussed and described their feelings associated with “moderate anger,” have the groups repeat the process for a situation involving “extreme anger.” Specifically, have the groups of students sit quietly for several minutes with their eyes closed and remember a recent experience when they were feeling “extremely angry” with another person. Again, tell the students to mentally relive the experience by “running a movie” in their heads of the situation as it occurred.

- Have students jot down in their booklets (Worksheet 3A) a brief description of a time when they felt “extremely angry” with someone else. Have them describe the situation and share how this degree of anger made them feel with regard to each of the previously noted domains (temperature, breathing rate, internal sensations, and imagery).

- After a minute or two, have group members share their “extreme anger” experience with their group.

- Have the group leader summarize and record student feelings associated with “extreme anger” on a separate Worksheet 3B.

Step 6

- After the students in each group have discussed and described their feelings associated with different degrees of anger; have the class return to their normal seating arrangement and call the group leaders to the front of the class.
Create three columns on the chalkboard; column one representing “internal responses associated with mild anger,” column two representing “internal responses associated with moderate anger,” and column three representing “internal responses associated with extreme anger.”

Solicit input from each of the group leaders in describing how internal responses associated with each of the three levels of anger (mild, moderate, and extreme) were found to differ. Record their findings on the board.

NOTE

It should be clear that different internal responses are associated with different levels of anger (e.g., hotter temperature is frequently associated with more intense feelings of anger, etc.). While internal responses associated with each level of anger are expected to vary across students due to individual differences, the general pattern below should begin to appear in the student responses:

- Hotter body temperature, or being flushed, is frequently associated with more intense feelings of anger.
- Changes in breathing rate (e.g., hyperventilation, forgetting to breathe) may be associated with more intense feelings of anger.
- Aggressive imagery (e.g., visualizing oneself doing harm to another individual) is often associated with more intense feelings of anger.
- Unusual body sensations (e.g., twitching muscle in forehead, tight jaw, pounding heart rate, clenched or cramped fists, sweaty palms) are often associated with more intense feelings of anger.

**Step Closure**

- Review the lesson content with students. Make sure that each of the points below is clearly and succinctly presented to the students:
  - Anger is not an all or nothing emotion. There are different levels of anger.
  - By paying attention to internal sensations, we can learn to recognize how in control (or out of control) we are of our anger.
  - If bodily cues inform us that we are feeling extreme anger, or if we are close to losing control of our anger, there are certain strategies we can use that will help us regain better control of ourselves (which will be presented in later sessions).

**Variations, Alternatives, and Homework**

**Middle School and Incarcerated Youth**

- Ask students to monitor themselves in future situations involving anger so they will be able to accurately identify other physiological responses and cues associated with different degrees of anger.
Have students read the article “Seeing the Big Picture: An Interview with Ben Carson, M.D.” (Tipton, 1999) for a personal account regarding why it is important to control anger, and how the consequences of our choices continue to influence us over a lifetime.

Bibliography/References/Resources

Read the following for further background on the lesson.


Seeing the Big Picture
An Interview with Ben Carson, M.D.

One of the world’s top surgeons tells of facing life’s challenges and offers his perspective on the most important issues of life.

by Mark Tipton
The Saturday Evening Post

Dr. Ben Carson gained international prominence in 1987 when he led the first successful operation to separate Siamese twins attached at the back of the head. He has since performed similar operations on two other sets of twins and is widely recognized as one of the world’s preeminent neurosurgeons.

No less remarkable than Dr. Carson’s surgical skill was his rise from a poor Detroit neighborhood to become director of pediatric neurosurgery at Johns Hopkins Children’s Center in Baltimore. His autobiography, Gifted Hands, recounts how his mother’s discipline and guidance, and his strong religious faith, enabled him to overcome the numerous obstacles in his way.

Today, Dr. Carson uses the example of his life to encourage young people to rise above their circumstances through academic achievement, and in his latest book, The Big Picture, he details for readers his magnanimous philosophy of life.

We invited Dr. Carson to share his life story, his principles for success, and his insight into some of today’s important issues.

Q: In your new book, The Big Picture, you write about the prevalence of the “victim mentality” in America, but in your own life, you have not allowed yourself to succumb to this mindset. Tell us about the difficulties you faced growing up in Detroit and how you were able to overcome them.

A: I looked at the example of my mother, who is one of 24 children. She got married at age 13, left home, and moved to Detroit, only to find out that her husband was a bigamist. We then moved to Boston, where she worked two and three jobs at a time. Throughout all of this, she never felt sorry for herself, and she never considered herself to be a victim. My mother always felt that you could work your way out of any situation.

In addition to not feeling sorry for herself, she never felt sorry for me and my brother. No matter what the excuse, it was never good enough. She always said, “Do you have a brain?” If the answer was yes, she would say, “Then you could have thought your way out of that situation. It doesn’t matter what Johnny or Mary or anybody else did. You have a brain, so think your way out of problems.”

After hearing that from the time you’re nine or ten years old, you soon reach a point where you stop looking for excuses. That’s the first step in avoiding the victim mentality. Stop looking for an excuse once you have one, you don’t have to do anything. You can sit there and wallow in the excuse.

And I certainly did that for a while. In fact, I remember very specifically when we moved back from Boston to Detroit—I was in the fifth grade at the time—there were only two black kids in my class. At that time there was an unspoken decree that the black kids were dumb. Most of the black kids were in the special education class. We were the only two who weren’t, but we were still at the bottom of the class, which was expected. So a person like me could wallow in that excuse and not really have very high expectations of himself because nobody else had high expectations of him, either.

Q: How did you rise above the situation?

A: After asking God for wisdom, my mother again intervened. She made me and my brother turn off the TV and start reading books. That was perhaps the biggest turn-around in my life because when reading, our poverty no longer mattered. Once I picked up a book—it didn’t matter where I was reading the book—I was transported to someplace else. I could go anywhere in the world. I could be anybody I wanted to be. I could do anything I wanted to do. I read about the lives of people of accomplishment. I acquired an enormous amount of information, and I was always amazing adults because I knew so much from all my reading.

I began to get more perspective on what the world was like. I began to understand that I was in control, that I could go anywhere I wanted to go, and that I could do anything I wanted to do.

The only person who really determined or limited my success was me. Once I understood that, the whole victim mentality went right out the window. I realized I didn’t have to sit around and wait for anybody to do anything for me.

Q: In your first book, Gifted Hands, you admit to an anger control problem during your youth. Tell us about that.

A: I had a severe problem with anger because I was one of those people who thinks he has a lot of rights. Of course, the more rights you think you have, the more likely someone is to infringe upon them. Since I always saw myself in the center of the equation, anything said was directed at me. Obviously, in reality it wasn’t, but I found myself being offended. That was a major problem.

An incident occurred in which I tried to stab another youngster, and that really brought things to light for me. I recognized that I was trying to kill somebody over nothing and what impact that kind of emotional outburst was likely to have on the rest of my life.

And yet I felt somewhat helpless in the sense that the anger would come in a flash. Even before I had time to sit down and rationalize, I was reacting.

I contemplated that incident for three hours that day. I prayed. I picked up my Bible and read all the verses in Proverbs that deal with anger, and I came to a realization that to be angry and lash out was a sign of tremendous weakness. It meant that people in certain circumstances could control you. I had already determined at that point that I was not going to allow my life to be controlled by other people and circumstances, so I made my choice, with the help of God, to relinquish my temper. And it was gone—that was the end of it. I haven’t had another problem with my temper since that time.

Q: When and why did you decide to become a neurosurgeon?

A: I’ve always wanted to be a doctor, even as a youngster when I wasn’t getting good grades. At age eight, I was inspired by a mission story in church. The missionary doctors seemed like the most noble people, going all over the world at great personal sacrifice to bring not only physical, but mental and spiritual healing to people. I said, “There’s no more noble occupation. This is what I’m going to do.” I cherished that dream from the age of 8 until 13.

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Having grown up in dire poverty, I decided at age 13 that I’d rather be rich, so at that point I decided to become a psychiatrist. On television, psychiatrists seemed to live very glamorous lives—they drove Jaguars, lived in big mansions, and worked in plush offices. I began reading Psychology Today. I was the local shrink in high school, majoring in psychology in college, and took advanced psychology in medical school. That’s when I discovered that psychiatrists in reality don’t do what they do on television.

I had reached another crisis point. “Now what are you going to do, Carson?” I said. I stopped to assess my gifts and talents and to see what I was really good at. I recognized that I had an enormous amount of eye-hand coordination and the ability to think in three dimensions. I was a very careful person—I never knocked things over and said, “Oops.” I also loved to dissect things. So I said to myself, “You would be a terrific brain surgeon.” I’d already spent years studying the brain to be a psychiatrist. That’s how I made the decision to become a neurosurgeon.

I chose pediatric neurosurgery because I enjoy dealing with children so much more than adults. With children, what you see is what you get.

Q: How many surgeries do you perform in a year, and what kind of surgeries do you do?
A: I do somewhere between 400 to 500 operations a year—about 75 percent of those being pediatric cases. My work involves congenital anomalies—spina bifida, hydrocephalus, Chiari malformations. I also correct developing problems like brain tumors, craniosynostosis (a condition involving the skull which impedes brain growth), seizures, achondroplasia, and various other types of dwarfism where the anatomical structures are affected by the skull or spine.

In adults, I treat patients with trigeminal neuralgia, an extremely painful condition of the face. I became interested in this disorder when I was a third-year medical student, and it has followed me throughout my career and will probably always be a part of what I do.

Q: What are some of the highlights of your career?
A: Every time I walk out of the operating room and say to a devastated family, “Your child is awake and asking for you,” that, to me, is a highlight. I love it.

But certainly some of my greatest challenges have been the separation of the Siamese twins. I’ve been involved with three sets now, which puts me at the forefront of the crowd. (It’s funny when only three makes you the person who’s had the most experience.) The last one we did was in late December of ’97 in South Africa. It was a 28-hour procedure to separate type-2 vertical craniosynostosis [i.e., joined at the top of the skulls] Siamese twins. There had been 13 previous attempts to separate twins like this without success, so the procedure was a major undertaking. It worked out extremely well, with both turning out normal. That, to me, is spectacular.

I also think of the kids with tumors. I was in Atlanta last week for a book signing, and one of the people there was a patient I had operated on 14 years ago. He had been given no chance for survival and was told to go home to die. Fourteen years later, here he was—the picture of health.

These success stories really do my heart good. But, as you may have noticed in reading my books, I am a person with a strong spiritual belief. I believe that God has given me a tremendous talent, but I also believe He is able to intervene. I call upon Him and count on Him a lot.

Q: Would you relate a “medical miracle” you have witnessed?
A: In my book The Big Picture, I write about one particular case. Shannon was a little girl who had craniosynostosis. She basically arrested on the operating table and was brain dead. She then miraculously came back, but pulmonary death followed. In fact, the pulmonary specialist said, “She won’t make it through the night.”

“How if she manages to survive that,” the neurologist and rehab people said, “she won’t be able to see. She won’t be able to hear. She won’t have any developmental potential, so she won’t be a candidate for rehab.”

Of course, Shannon proved them right about the rehab because she completely recovered right there in the hospital and never had to go to rehab—she was normal when she went home. Absolutely incredible things happen that no one can explain, but I don’t have any trouble explaining phenomena like that. Just say, “Do your best, and let God do the rest.”

Q: Dr. Carson, why do you believe education is so important?
A: I look at what my education did in my life. It was probably the single most important factor that distinguished me from others who grew up in the same environment. Fortunately, I recognized early on the difference education makes in our society.

In today’s Information Age, a person’s value will largely be determined by what he knows and what he’s able to do. We no longer live in the Industrial Age when a strong back and willingness to work will cut the mustard.

When I was a kid, many people were uneducated, but they could work in factories, doing the same thing for eight or ten hours a day, and survive economically. Those days are over; the sooner we recognize that, the better off we are.

Historically, the downfall of civilizations at their pinnacle—which is where the United States is right now—has been the abandonment of education and intellectual endeavors in favor of the adulation surrounding sports, entertainment, and lifestyles of the rich and famous. It’s almost like a recipe—couple the abandonment of education with moral decline, and you have a formula for disaster. It works every time. We’re right in the midst of such a decline, but I personally feel that it can be stopped.

Q: What is the goal of education?
A: I think the goal of education is to help people realize their potential so that they can become valuable to the people around them. That’s what I define as success—realizing those special gifts and talents you have to become a valuable individual.

Success has nothing to do with money, cars, and houses—all the things that “Lifestyles of the Rich and Famous” think are important. Are those things nice to have? Of course they are, but that is not the goal of education.

The goal of my education was to develop the talents that I mentioned before—the hand-eye coordination, the careful attention to detail, the ability to think in three dimensions, the logical thought-processing—into skills that I now use to improve the lot of mankind.

We all should take the information that we gather and disseminate so that as many people benefit from our knowledge as possible. That’s what education and civilization should be about. We as human creatures should be advancing rather than groveling around, simply trying to survive.

I use an analogy with black and red ants. At a picnic, there are all these wonderful crumbs—it’s not heaven—but the black ants and the red ants start fighting each other, forgetting about the food. Sometimes people are no better than...
that. Instead of developing our talents and trying to move forward, we fight over superficial differences that don't amount to a hill of beans, which does not say very much for our intelligence.

Q: Are you an exceptionally gifted person or an average person who has fully developed his capabilities?
A: I believe that I am an average person who has found the right pathway. But I would quickly add that there is no such thing as an average human being. If you have a normal brain, you are, by definition, exceptional.

Q: What is the Carson Scholars Fund?
A: It's a scholarship that my wife and I created. I speak to thousands of students each year. I used to go to the school but now I have the students come to the hospital. In fact, I talked to 800 students this morning.

But when I went to the schools, I saw all these trophies—all-state basketball, all-state wrestling, all-state this and that—but the kids who were the academic superstars got only a National Honor Society pin and a pat on the head. What an incredible discrepancy in terms of what we value in our children and what we are proud of! We have displays for athletic accomplishments but no great display for intellectual achievement.

My wife and I said, "We have to change this." We started giving money to fund $1,000 scholarships for young people who achieve the highest possible academic level and who also demonstrate humanistic qualities; in other words, they have to show that they care about other people.

The application process for students includes essays, as well as letters from people in their communities. The letters help us determine whether, in fact, the students are selfish or really do care about other people. Intelligence and compassion are vitally important qualities, and these community-minded scholars are the leaders we want to create for the future of America.

Each scholarship winner's money goes into a trust that is developed by our financial people. The winning students get a statement every year. When they go to a four-year college, the money is transferred to that college for their use. Students can win multiple scholarships, beginning in the 4th grade and extending all the way through the 12th grade. As you can see, outstanding students have the capability of accumulating an enormous amount of scholarship money over time.

We've funded the Carson scholarships for about three years now. We're in all the counties of Maryland and Delaware and in most of Washington, D.C. We will be able to cover all 182 schools in Baltimore this year, and soon we will be moving into North Carolina, hopefully Michigan, and several other states. Eventually we want to cover the entire nation in the hope that young people will stop seeing academic superstars as nerds and start seeing them as heroes and people to emulate. In fact, in many of the schools where we've given scholarships, teachers have told us that the grade point average has gone up a whole point for the entire class because kids begin to see academic achievement as something that's cool.

The very first Carson scholar went to M.I.T. and finished his first year with a 5.0 average—all A pluses. This is the caliber of young people we're talking about. These students exist all over the country, and we need to single out and recognize them. Their entire communities need to put them up on a pedestal as they do with successful athletes.

In the Carson program, students who receive a scholarship or multiple scholarships have to maintain a certain grade point average. If they don't maintain their GPA or their lifestyle deteriorates—for example, they become juvenile delinquents—they lose their scholarships.

Q: What motivated you to become a civic leader?
A: Several years ago, I recognized the responsibility I had. I thought that I was just going to be an academic physician and pour all of my energy into my clinical work and research, as well as write a zillion papers and be president of a society.

Over time, I came to understand that the life I've had is unusual and that many people who have yet to achieve could probably identify with it. My biggest mission, I thought, was to see if perhaps something could be done, using the example of my life, to encourage others to develop a can do—as opposed to a what-can-you-do-for-me?—attitude.

I also thought about my own three sons, wondering, "What kind of America do I want them to grow up in? What kind of opportunities do I want them to have?" As I looked at how things were going in this country, I wasn't happy with the answer, so I said to myself, "You could sit around and bemoan what's going on, but maybe you should go out there and try to do something about it."

That's how things get started. You can't just sit around, gripe, and complain. That was my motivation for getting out there and using my own life and resources to try and change things.

The same motivation has prompted me to become an activist in the field of medicine. I see a tremendous profession going down the drain simply because we have stood back and allowed financial analysts, who have really no interest in healthcare, to make medical decisions. In the long run, we are destroying the world's premier healthcare system. People don't get the kind of care that they need. People who do get care have to jump through 600 hoops to get it. We have a situation where many major insurance companies will not write disability policies for doctors because doctors are trying to get out of medicine in unprecedented numbers. Few doctors today encourage their children to go into medicine. This was a profession that, a decade or two ago, everybody wanted to go into. I can't sit around and allow this decline to happen when the solution to the problems are so obvious and simple.

Q: Tell us about your religious faith.
A: I'm a member of the Seventh-Day Adventist Church. I do not believe that the denomination is so important, but I do believe that a relationship with God is vital.

I grew up with an image of God as an old man with a long, gray beard and a telescope who's always peering down to make sure you get punished for everything that you do wrong. My concept of God has drastically changed. Now I know that He is the most kind, gentle, loving, powerful Being in the universe and that He doesn't impose Himself upon you. If you wish to have a relationship with Him, He can imbue your life with an enormous amount of power and provide you with the perspective that helps direct your energies in the right way.

Q: What role can religious faith play in physical healing?
A: Keep in mind that the brain has a tremendous effect on the body. For instance, you are sitting in a room and are hooked up to all kinds of monitors—you have a blood pressure cuff on, something to measure your pulse, etc.—continued on page 34
and all of a sudden, a hungry tiger walks into the room. You just see that tiger, and drastic physiological changes occur in all parts of your body. Those changes are just a matter of your eyes perceiving the tiger and things going on in your mind that have a dramatic effect on your body.

A relationship with God and your spirituality are obviously mediated not through your body, but through your mind. So if your mind can trigger those very specific effects just from a tiger walking into the room, can you imagine what the possibilities are if your mind is functioning on an even higher plane, and you have a spiritual relationship that allows to communicate with the Master of the universe?

Q: Why do you believe in God when many in the scientific community do not?
A: I guess it’s because I’m a logical person. I look at the complexity of the brain and the human body, and I say, “That couldn’t come out of a slime pit. It’s much too complex.” I look at the universe. You don’t have to go to the whole universe; just look at our solar system. Look at the precise orbit of the Earth around the sun and the rotation of the Earth upon an axis. Look at the Earth in relationship to other planets in our solar system. How incredibly organized and predictable it is! We can even set clocks by it. We can predict 75 years hence when a comet is coming. That is incredible precision.

Q: Tell us about your family.
A: My wife and I have been married for 24 years. We were college sweethearts. Although we both come from Detroit, we had to go to Yale to meet each other.

We have three sons. The oldest is Murray, 15; then B.J., 13; our youngest is Rhoeyce, 12.

All three play stringed instruments, along with my wife, who is a violinist. They formed a quartet called “The Carson Four,” and they play at different events. They are actually quite good.

My mother also lives with us. She has her own wing of the house with a living room, bathroom, guest rooms, and garage—the whole nine yards. It’s nice to have her nearby.

Q: How important is parenting to children?
A: It is incredibly important. In fact, I think parenting is the most important job that any of us has—whether you are a journalist, a nuclear physicist, a neurosurgeon, or what have you. I don’t think any profession eclipses the job of parenting.

But parenting is an extraordinarily difficult thing to do because you have to be willing to invest time in it and to demonstrate what you teach. The most important thing that we can do as parents is not to preach at our kids, but show them through our lives those messages that we’re trying to get across to them. Kids have what I call a “built-in hypocrisy antenna,” and if you say one thing but do something else, it blocks out what you say, making your message considerably less effective.

Q: Have you encountered racial prejudice during your prestigious career, and how have you handled it?
A: Of course I have. But I’ll share with you my overriding philosophy—again, something my mother taught me. She said, “If you walk into an auditorium full of racist, bigoted people, you don’t have a problem. They have a problem because when you go in, they’re all going to cringe and wonder if you’re going to sit next to them. But you can sit anywhere you want. If they want to have a heart attack or a stroke, that’s fine, but you’ve got many more important things to do than to worry about their bigotry.”

I believe that if a person is looking for racism, he is going to find it. I could certainly spend a lot of my time worrying about racism, but I have chosen not to. Have I encountered it? Of course. Do I choose to acknowledge it or pay any attention to it? For the most part I would say no. Does that mean I’m not willing to speak out against injustice when I see it? No, but it does mean that I’m certainly not going to use it as an excuse.

I’m going to continue to work at the highest level I possibly can to make myself valuable to society. I think that’s one of the tremendous ways one can overcome racial prejudice in others. When people need you, it really doesn’t matter what you look like.

Q: With all of your success, Dr. Carson, how do you retain humble?
A: In the big picture, I realize I’m a small cog in the entire process. The world was here a long time before I got here, and it’ll be here a long time after I’m gone. Only God is everlasting, and He is the source of power and success. When you realize that, there really is no reason to get a big head.
Lesson 4: Reducing Arousal through Positive Self-Statements

“A majority of the violent acts in our schools would be avoided if students knew of other ways to resolve their conflicts.”

Jake Beverage
Paradise Valley High School

Description and Purpose

This exercise is based on the idea that there is a relationship between anger and the “self-statements” that an angry person makes to him or herself. Research has shown that making positive self-statements can help reduce the overall levels of interpersonal anger and can prevent anger from escalating. The purpose of this exercise is to teach students how to make “positive self-statements” when confronted with anger, and to give students a chance to practice utilizing this technique within the context of role-plays.

Instructional Objective

Students will use positive self-statements to reduce anger in conflict situations.

Group Size and Room Arrangement

Normal classroom size and arrangement is acceptable, although a group of 5 to 10 students is ideal.

Materials Needed

Anger Reduction Student Booklet
Worksheet 4—Reducing Arousal Through Positive Self-Statements (p. 140)

Time

45 minutes—1 hour.

Process and Procedures

Step Setting the Stage

- Prior to beginning this exercise, instructors should spend a few minutes recapping the material presented in Lesson 3 (Internal Responses to Anger) with students. Specifically, reacquaint the students with the knowledge that anger is not an all or nothing emotion and that different people experience varying degrees of anger at different times.
Also, remind students that one way of keeping anger from escalating is by first learning to recognize different internal cues and bodily responses (e.g., feeling hot under the collar) that are associated with anger, and second by implementing certain relaxation and calming techniques when the presence of such cues is recognized.

Step Model

Inform students when they recognize their anger is escalating, there are several methods they can use to reduce anger. Tell students one such method is a technique known as “self-statements.” In describing this technique, inform students that self-statements work in much the same way calming or encouraging statements made by a coach can help an athlete perform better and stay focused under challenging conditions. The only difference is that positive self-statements are made by the individual silently to him or herself instead of being vocalized by a coach.

Ask students to begin by brainstorming a list of some great coaches, and record their responses on the board. To help them get started, put the names “Phil Jackson” (the current coach of the Los Angeles Lakers), Joe Torre (the current manager of the New York Yankees), and Tommy Lasorda (the former manager of the Los Angeles Dodgers) on the board. After you have several names, ask the class what it is that makes these individuals great coaches, and involve students in this discussion for several moments.

Next, use examples from Novaco (1975) below to demonstrate what positive self-statements are, and tell students that these “self-statements” are very much like the types of encouraging and supportive statements that great coaches often make to their players to help them perform at their best.

Step Model/Role-Play

Ask for two student volunteers from the class to come to the front of the room.

With the instructor’s guidance, class members should construct an “imaginary conflict” that two students might be having with one another (see Lesson 2 for further information regarding “imaginary conflicts”). Once a conflict has been selected, ask the two students to face each other and pretend they are verbally engaged in the selected dispute.

After approximately 30 seconds of this role-play, stop the action and ask the students if they think they would be experiencing anger right then if the dispute had been for real. If the answer is “no,” have the students continue with the imaginary dispute for a longer period of time. If the answer is “yes” for either student, ask that student to begin verbally reciting some positive self-statements to him/herself in an attempt to reduce his/her anger and to gain better control of the situation. Ask the students “What would a good coach say to you right now?” Have
the students recite out loud the encouraging or supportive statements that a coach might say in order to help you stay calm and in control.

- Be sure to inform all students that while one would normally recite positive self-statements silently to oneself, for the purpose of this exercise, students should recite positive self-statements aloud so others can benefit and learn from their experiences. Also tell students that while performing this exercise they might feel funny at first, but after a while it does get easier and eventually becomes a natural way of responding to situations involving anger and aggression.

- In addition to asking the students to share some of their own positive self-statements, provide them with several examples of situation specific self-statements offered by Novaco (1975).

  [From Novaco (1975)]

**Preparing for a Provocation:**
What is it that I have to do?
I can work out a plan to handle this.
I can manage this situation. I know how to regulate my anger.
If I find myself getting upset, I'll know what to do.
There won't be any need for an argument.
Time for a few deep breaths of relaxation. Feel comfortable, relaxed, and at ease.
This could be a testy situation, but I believe in myself.

**Confronting Provocation:**
Stay calm. Just continue to relax.
As long as I keep my cool, I'm in control here.
Don't get all bent out of shape; just think of what to do here.
You don't need to prove yourself.
There is no point in getting mad.
I'm not going to let him get to me.
Don't assume the worst or jump to conclusions. Look for the positives.
It's really a shame that this person is acting the way he/she is.
If I start to get mad, I'll just be banging my head against the wall. So I might as well just relax.
There's no need to doubt myself. What he/she says doesn't matter.

**Coping with Arousal and Agitation:**
My muscles are starting to feel tight. Time to relax and slow things down.
Getting upset won't help.
It's just not worth it to get so angry.
I'll let him make a fool of himself.
It's reasonable to get annoyed, but let's keep the lid on.
Time to take a deep breath.
My anger is a signal of what I need to do. Time to talk to myself.
I'm not going to get pushed around, but I'm not going haywire either.
Let's try a cooperative approach. Maybe we are both right.
He'd probably like me to get really angry. Well, I'm going to disappoint him.
**Step Independent Practice**

- Break students up into pairs and have them practice utilizing positive self-statements. Have one student in each pair assume the role of an aggressor, and the other student in each dyad practice utilizing positive self-statements to maintain his/her composure. Again, make sure students recite their positive self-statements aloud during their role-play. To help students along with this exercise, you may wish to write on the board several examples of self-statements that they can draw from if they get stuck.

- Have students switch roles with one another so each student has several opportunities to practice making positive self-statements to him/herself.

- Imaginary scenarios involving different stages of provocation (preparing for provocation, confronting provocation, coping with arousal and agitation after provocation) should be constructed so students have the opportunity to practice making positive self-statements for each type of situation.

- Have students write down some of their own positive self-statements on Worksheet 4 of their *Anger Reduction Student Booklet*.

**Step Closure**

- Review with students that when they recognize their anger is escalating, there are several methods they can use to reduce anger. One method is to use positive self-statements.

  - Emphasize that this technique involves talking to ourselves much like the way a coach might talk to us.

  - Also emphasize that self-statements are one of many tools we should keep in our “toolbox” in order to control anger, aggression, and violence.

  - Ask students to give some examples of “positive self-statements” that they used in their role-play.

**Variations, Alternatives, and Homework**

**Incarcerated Youth**

- After completing Lesson 4, have students view the movie *Bad Boys* (Thorn EMI Video) while attempting to address the following questions:

  1. Does Mick O’Brien (Sean Penn) ever use positive self-statements during the movie to control his anger?

  2. What are some examples of self-statements he could use to keep his cool?

  3. Review the following scenes with students, having them each write down at least two positive self-statements that the characters could use to help control their anger, aggression, and tempers in the different situations.
<table>
<thead>
<tr>
<th>Tape Counter</th>
<th>Scene Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>950-1030</td>
<td>Paco makes a pass at Mick’s girlfriend, then cuts him down in front of her.</td>
</tr>
<tr>
<td>2300-2440</td>
<td>Mick gets welcomed to Ranford by other inmates.</td>
</tr>
<tr>
<td>300-3120</td>
<td>Mick gets confronted in mess hall.</td>
</tr>
<tr>
<td>12375-12835</td>
<td>Barry gets sent to solitary confinement.</td>
</tr>
</tbody>
</table>

**Bibliography/References/Resources**


Thorn EMI. *Bad Boys*. Home video starring Sean Penn.
Lesson 5: Systematic Deep Breathing

“This course would cover all the major problems teenagers face today and how to handle them better.”

Regina Benton
North High School

Description and Purpose

This exercise will help familiarize students with a simple breathing technique that has been found to be effective in reducing anxiety, irritability, muscular tension, and fatigue. For centuries breathing exercises have been an integral part of mental, physical, and spiritual health in Asia and India (Davis, Eshelman, & McKay 1980). Such techniques have recently gained popularity in the West and can be frequently used as tools for reducing and managing stress and aggression.

Instructional Objective

Students will use “systematic breathing” to reduce feelings of interpersonal stress and aggression.

Group Size and Room Arrangement

Normal classroom size and arrangement is acceptable, although a group of 5 to 10 students is ideal.

Materials Needed

Anger Reduction Student Booklet
Worksheet 5–Systematic Deep Breathing (p. 141)

Time

45 minutes–1 hour.

Process and Procedures

Step Review

- Prior to beginning this exercise, instructors should spend a few minutes recapping the material presented in Lesson 3 (Internal Responses to Anger) with their students. Specifically, reacquaint students with the knowledge that anger is not an all or nothing response, and that different people experience varying degrees of anger at different times. Also, remind students that one way of keeping our anger from escalating is by first learning to recognize different internal cues and bodily responses associated with anger (e.g., feeling hot under the collar), and second by implementing relaxation and calming techniques when such cues are recognized.
Step Setting the Stage

- Ask the class if anyone has observed someone sleeping. Everyone should respond affirmatively. When they do, ask them to describe how people tend to breathe when they are sleeping. Ask the class to describe the rate, rhythm, and depth regarding the way sleeping people breath.
- Ask them to also describe what state the body is in when sleeping (relaxed, agitated, etc.). Accurate responses should include the following:
  - Most sleeping people breathe slowly, deeply, and rhythmically.
  - The body is in a highly relaxed state when asleep.
- Once these points have been made, explain to the students that learning to breathe slowly, deeply, and rhythmically during times of agitation, stress, or anger can make their bodies become more relaxed—much like the way the body relaxes when asleep. Furthermore, tell the students the type of breathing they will be practicing during this exercise is similar to the type of breathing demonstrated by individuals who are asleep.
- Inform students they will be learning how to use a simple relaxation technique known as “systematic breathing” to combat feelings of anger, stress, and agitation.

Step Activity

- Prior to beginning this exercise, have each student open their Anger Reduction Student Booklet to Lesson 5: Systematic Deep Breathing (Worksheet 5) to indicate how stressful, agitated, or angry he/she is feeling by circling a number from 1 to 10 (1 = low, 10 = high).
- After each student has selected a number, have all students put their pencils down, push their chairs back about a foot away from their desks, and prepare to practice “systematic breathing” while sitting.
- Explain to the class that the diaphragm is a sheet-like muscle that separates the chest from the abdomen (stomach area) and expands and contracts when one is correctly performing deep breathing.
- Have students place one hand on their stomach area to see if they can feel their abdomens rise and fall as they inhale and exhale (students should be instructed to inhale through their nostrils and exhale through their mouths). If the spot that rises and falls is not the abdomen but is focused in the chest area, students are not “deep breathing” correctly. It should be noted that short, shallow breaths are usually localized in the upper chest area, while long deep breaths are localized in the chest area and abdomen.
- Have students practice deep breathing for several minutes until they gain conscious control over their diaphragm muscle and become comfortable with this deep breathing process.
Once students are familiar with the concept of deep breathing, lead students through a 5 to 7 minute practice session where the procedure below is followed. Tell students that the Systematic Deep Breathing steps are listed under number 2 of their booklets.

- Ask students to close their eyes, place one hand on their diaphragm, and slowly draw in one full, deep, cleansing breath through their nostrils. As they inhale through their noses, students should be able to feel their abdomens rise as their diaphragms contract.

- Once their lungs are full, students should hold their breath for 5 seconds. (The instructor counts aloud “one and two and three and four and five”).

- Upon reaching “five,” students should slowly begin to exhale through their mouths. The total exhalation process should last approximately twice as long as the inhalation process.

- Once complete, this cycle should be performed until the allotted time period has expired (5 to 7 minutes).

- As a variation, students may wish to visualize breathing in fresh, clean, purifying “good air” with each breath they inhale, while visualizing brown, smoggy, stale “bad air” coming out with each exhalation. They should also visualize their body cavities being filled up with “good air” while the “bad air” continues to get blown out and away from their bodies.

**Step 4**

- Upon completion of the deep breathing exercise, have each student indicate on number 3 of their lesson booklet how stressful, agitated, or angry they are currently feeling by circling a number from 1 to 10 (1 = low, 10 = high).

- Have students compare the number they indicated before engaging in the deep breathing exercise with the number they indicated after completing the deep breathing exercise. In almost all cases, the number after performing deep breathing should reflect considerably less stress, agitation, or anger as compared to the number recorded before performing the deep breathing exercise.

**Step Closure**

- Summarize that deep breathing is a technique that can be very helpful in relaxing the body when feeling agitated, angry, or stressed out. The technique is a skill much like baseball, basketball, karate, or ballet in that the more you practice it, the better you will be at it. Inform students that many famous athletes and actors regularly practice deep breathing to help them relax, including Phil Jackson (the current coach of the Los Angeles Lakers) who reportedly practices deep breathing every day.
Point out that while it is preferable to use this technique in a quiet, private place, it may not always be possible to do so. If it is not possible to find a place of privacy, one can still practice deep breathing in almost any type of environment.

Lastly, emphasize that taking just a few deep, cleansing breaths when agitated or angry can be like performing a mini deep-breathing exercise.

Variations, Alternatives, and Homework

Middle School and Incarcerated Youth

This exercise should be practiced with students on several different occasions.

Bibliography/References/Resources

Lesson 6: Progressive Relaxation

"Individuals who come home to drunk, fighting, or even abusive parents are the most likely to bring that built up rage to school."

Andy Francis
Sunnyslope High School

Description and Purpose

The purpose of this exercise is to teach students how to combat feelings of tension and aggression through the use of a widely recognized relaxation technique known as "progressive relaxation" (Jacobson, 1962). Specifically, our adaptation of the progressive relaxation technique involves a two-part process that first requires participants to become familiar with basic muscle groups of the body, and second requires that they learn how to systematically tighten and then relax different groups of muscles.

Instructional Objective

Students will use "progressive relaxation" to reduce feelings of tension, aggression, stress, or agitation.

Group Size and Room Arrangement

Normal classroom size and arrangement is acceptable, although a group of 5 to 10 students is ideal.

Materials Needed

Anger Reduction Student Booklet
Worksheet 6–Progressive Relaxation (p. 142)

Time

45 minutes–1 hour.

Process and Procedures

Step Setting the Stage

☐ Inform students that the purpose of this exercise is to teach them a relaxation technique known as "progressive relaxation," which can be used to reduce feelings of tension, aggression, stress, or agitation.

☐ Tell students that the first step to "progressive relaxation" is to recognize various groups of muscles in the body. Inform students that the body contains more than 650 different muscles that are anchored to the
skeletal system, and that muscles constitute approximately 40% of an individual's total body weight (Wood, Gregg, Foley, & Dunn, 1993).

- The body is moved primarily by muscle groups (not by individual muscles) and groups of muscles power all of the body's actions ranging from the threading of a needle to the lifting of heavy weights. To simplify matters for the purpose of this exercise, inform students that the muscle groups will be broken up into 4 categories:
  - Muscles of the upper extremities (i.e., hands, arms, and shoulders)
  - Muscles of the head, face, and neck
  - Muscles of the torso
  - Muscles of the lower extremities (i.e., legs, feet, and toes)

**Step**

- Explain to the students that the basic procedure of "progressive relaxation" is to experience tension in a muscle (or group of muscles) and then to "let go" of that tension. By letting go of tension in a certain set of muscles, one experiences a sense of relaxation and comfort in that particular area of the body.
  - To illustrate this point, ask students to make a fist with one of their hands and to squeeze their fist for approximately 10 seconds. When the 10 seconds are up, ask the students to release their fists and realize the feeling of relaxation that occurs.
  - Inform students that this procedure of tensing and relaxing is repeated with several muscle groups from different parts of the body until an overall state of relaxation is achieved throughout the body. Once students seem to have grasped the concept of "progressive relaxation," inform them that in a few moments they are going to experience first hand what the entire process of "progressive relaxation" is like.
  - Prior to beginning the main exercise, have each student take out his/her *Anger Reduction Student Booklet* and turn to Lesson 6: Progressive Relaxation, Worksheet 6. Have students indicate how stressful, agitated, or angry they are feeling by circling a number from 1 to 10 (1 = low, 10 = high).
  - After each student has selected a number, have all students put their pencils down, ask them to push their chairs back a comfortable distance away from their desks, and have them take whatever steps necessary to make themselves comfortable (e.g., loosening shoelaces, taking off a hot jacket, etc.).
  - Once all students are situated comfortably, inform them they are now ready to begin "progressive relaxation."
Step Review/Warm-up

- As a preliminary step, have students perform “deep breathing” (see Lesson 5) for approximately 5 minutes.
- Review or have a student review the definition of “progressive relaxation” under number 2, Worksheet 6.

Step Activity

- Begin with the upper extremity muscle group by slowly and methodically providing the instructions below. After completing each specific cycle of tensing and relaxing, students should be given a few moments to reflect upon the sensation of relaxation they have achieved:

“Progressive relaxation” is the procedure of tensing and relaxing several muscle groups from different parts of the body until an overall state of relaxation is achieved throughout the body. This exercise incorporates elements of the previously learned deep breathing technique into the present exercise by inhaling deeply and holding your breath when you are “tensing” your muscles, and by slowly exhaling your breath when you “let go” and relax your muscles.

UPPER EXTREMITY GROUP

1. “Clench both hands into a fist and continue squeezing while you silently count to 10. Imagine you are squeezing an orange with the juice running down your wrist and arm. When you reach 10, relax the muscles in your hands and think about how it feels when the muscles in your hands are relaxed. Concentrate on how this relaxation feels.”

2. “Tense the muscles in both your arms by stretching your arms out-right. Imagine you are reaching for a salt shaker just beyond your grasp. Continue stretching and tensing while you silently count to 10. Upon reaching 10, relax the muscles in your arms and think about how it feels when the muscles in your arms are relaxed. Concentrate on how this relaxation feels.”

3. “Tense the muscles in your shoulders. Shrug your shoulders upward as if to say “I don’t know”, and freeze and hold that position. Continue tensing while you silently count to 10. Upon reaching 10, relax the muscles in your shoulders and think about how it feels when the muscles in your shoulders are relaxed. Concentrate on how this relaxation feels.”

NECK, FACE, and HEAD

1. “Tense the muscles in your forehead by raising your eyebrows and opening your eyes as wide as possible. See how wide you can open your eyes. Continue tensing while you silently count to 10. Upon reaching 10, let your eyes and eyebrows return to their normal positions and think about how it feels when the muscles in your forehead are relaxed. Concentrate on how this relaxation feels.”
2. “Tense the muscles in your face by scrunching your face together as if it was a prune (keep your hands at your sides). At the same time smile as wide as you can from ear to ear with your mouth slightly parted. Continue tensing while you silently count to 10. Upon reaching 10, let your face slowly return to its normal shape and think about how it feels when the muscles in your face are relaxed. Concentrate on how this relaxation feels.”

3. “Tense the muscles in the back of your neck by pulling your chin as far down to your chest as possible. Pretend you are trying to crack a walnut between your chin and your chest. Hold this position while you silently count to 10. Upon reaching 10, slowly lift your chin back to its normal position and think about how it feels when the muscles in the back of your neck are relaxed. Concentrate on how this relaxation feels.”

4. “Tense the muscles in the front of your neck and jaw by jutting your jaw out as far as possible and pointing your chin up towards the sky. Continue tensing while you silently count to 10. Upon reaching 10, let your chin and jaw return to their normal positions and think about how it feels when the muscles in the front of your neck and jaw are relaxed. Concentrate on how this relaxation feels.”

TORSO REGION

1. “Tense the muscles of your upper back by stretching your arms back behind you and bringing your shoulder blades as close together as possible. Try to touch your hands together behind your back. Continue tensing while you silently count to 10. Upon reaching 10, let the muscles of your upper back return to their normal position and think about how it feels when your back muscles are relaxed. Concentrate on how this relaxation feels.”

2. “Tense the muscles of your chest by crossing your arms in front of you and squeezing. Pretend you are a human pretzel. Continue tensing and squeezing while you silently count to 10. Upon reaching 10, stop squeezing, let your arms return to your side, and think about how it feels when your chest muscles are relaxed. Concentrate on how this relaxation feels.”

3. “Tense the muscles in your stomach by pushing your stomach out so it looks like you have swallowed a balloon. Continue tensing and pushing while you silently count to 10. Upon reaching 10, let your stomach return to its normal position and think about how it feels when your stomach is relaxed. Concentrate on how this relaxation feels.”

LOWER EXTREMITY REGION

1. “Tense your thigh muscles by squeezing your upper legs and knees together. Continue tensing while you silently count to 10. Upon reaching 10, stop squeezing, let your thighs return to their normal resting position, and think about how it feels when your thigh muscles are relaxed. Concentrate on how this relaxation feels.”

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2. “Tense your leg muscles by stretching both legs out in front of you with toes pointed up towards the sky. Continue tensing and stretching while you silently count to 10. Upon reaching 10, stop tensing, let your legs return to their normal resting position, and think about how it feels when your leg muscles are relaxed. Concentrate on how this relaxation feels.”

3. “Tense the muscles in your feet by curling your toes downward as far as you can and squeezing. Pretend you are squishing mud between your toes. Continue tensing and squeezing while you silently count to 10. Upon reaching 10, stop squeezing, let your toes return to their normal resting position, and think about how it feels when your feet and toes are relaxed. Concentrate on how this relaxation feels.”

WHOLE BODY FOCUS

1. “Combine all the exercises you have used today by tensing every muscle group in your body. Continue tensing as you silently count to 10. Upon reaching 10, stop tensing, let all your muscles relax, and think about how it feels when every muscle in your body is relaxed. Concentrate on how this relaxation feels.”

2. “Once again, tense every muscle in your body by combining all of the exercises you have used thus far, and continue tensing as you silently count to 10. Upon reaching 10, stop tensing, let all your muscles relax, and think about how it feels when every muscle in your body is relaxed. Concentrate on how this relaxation makes you feel.”

Step Independent Practice

- Upon completion of the progressive relaxation procedure, give students a few moments to reflect upon their relaxation.

- Have each student indicate on number 3 of their booklets how stressful, agitated, or angry they are currently feeling by circling a number from 1 to 10 (1 = low, 10 = high).

- Have students compare the number before engaging in the relaxation exercise with the number after completing this relaxation exercise. Ask students if their level of stress, agitation, and anger went down as compared to the number recorded before engaging in the “progressive relaxation” exercise. In almost all instances the number should be lower after engaging in progressive relaxation.

Step Closure

- In summarizing the progressive relaxation exercise, be sure to include the following points:
  - Tensing and relaxing muscle groups is an effective method for reducing tension, aggression, stress, and agitation and should be used by people when they are experiencing any of these feelings or emotions.
- When performing this exercise, it is best to find a quiet, secluded, private place where one will not be interrupted.
- The more this technique is practiced, the easier it becomes.

Tell students to wear comfortable clothes for the next lesson that will include exercise.

**Variations, Alternatives, and Homework**

This session should be repeated on several different occasions over the course of several weeks.

**Bibliography/References/Resources**


Lesson 7: Exercise

"In the long run, education can help make a permanent impression among students to last a lifetime."

Elizabeth Galaviz
Cyesis-East

Description and Purpose

Exercise has been shown to be a highly effective method for managing tension, aggression, stress, and agitation. However, an alarming statistic indicates that 60% of Americans do not exercise and 80–90% are not involved in a regular exercise program (Wood, Gregg, Foley, & Dunn, 1993). As such, this session will expose students to exercise as an anger management technique and will provide students with first-hand knowledge that physical exercise can be an effective method for inhibiting feelings of tension, aggression, and stress.

Instructional Objective

Students will use physical exercise to inhibit interpersonal feelings of stress, agitation, and anger.

Group Size and Room Arrangement

Normal classroom size and arrangement is acceptable, although a group of 5 to 10 students is ideal. Part of this session will be conducted outdoors or in a gymnasium.

Materials Needed

Comfortable clothes (students should be dressed in their comfortable clothes prior to beginning this session).

*Anger Reduction Student Booklet*

Worksheet 7—Exercise (p. 143)

Time

45 minutes–1 hour.

Process and Procedures

Step Review

- Ask students what relaxation techniques they have used so far to reduce anger and tension. Demonstrate or have student volunteers briefly demonstrate the positive self-statements, systematic breathing, and muscle relaxing exercises previously described.
Step Setting the Stage

- Tell students that today they will learn another relaxation technique, physical exercise, that some students may already use when agitated or angered. Ask if anyone exercises when he/she is angry.

- Next, ask students to close their eyes and think of a time when they were extremely angry or agitated with another person. (Allow students several moments to recall such an event.)

- Ask students to raise their hands when they have such an event in mind, and request from those students who are unable to recall such an event that they make up a situation they know would cause them to feel extremely angry or agitated. Some hypothetical examples that might be suggested to students include the following:
  - Getting hit in the back of the head with a small, hard object.
  - Getting hit in the face with a wet, moist spit ball.
  - Getting spit on by somebody you don’t like.
  - Being mocked by a small group of students as you pass them in the hall.
  - Having someone you don’t like make fun of your clothes.

- When all students have a situation in mind, ask the students to keep their eyes closed for several minutes and silently think about the situation and how it makes them feel. (Try to get students in touch with their feelings of agitation and anger by bringing their emotions and feelings into the present tense.)

- When students have meditated on their individual situations for a reasonable amount of time, have students open to Lesson 7: Exercise (Worksheet 7) of their booklets and brainstorm some words under number 1 that describe how they are feeling at this given moment. Ask each student to indicate how stressful, agitated, or angry he/she is feeling by circling a number from 1 to 10 (1 = low, 10 = high) on number 2.

- After completing this task, have all students leave their pencils and papers on their desks.

Step Activity

- Immediately upon completing Step 2, inform students that the class is now going to engage in some form of physical exercise as a way of managing and dealing with stress, anger, and agitation.

- Without further elaboration, exit the classroom with the students and engage the class in some form of fairly rigorous physical exercise, which might include any of the following:
  - Running or jogging
  - Jumping jacks

Section 2 Managing/Reducing Anger in Yourself
- Calisthenics
- Basketball

(Be sure to choose an exercise that incorporates a demanding cardiovascular component and engage the class in such an activity for approximately 15 to 20 minutes.)

**Step Independent Practice**

- Upon completing the exercise period, ask the students to return to class and write down what exercises they did under number 3.
- Then have them brainstorm a list of words describing how they are feeling emotionally at that particular moment in time. Have students record the words they generated under number 4. Also, have each student indicate how stressful, agitated, or angry he/she is currently feeling by circling a number from 1 to 10 (1 = low, 10 = high) under number 5.
- Finally, have the students compare the list of words and number ratings they generated before exercising with those generated after exercising. In performing this task it should become clear to the students that exercising, even if only for 15 to 20 minutes, has a profound impact in reducing stress, agitation, and anger.

**Step Closure**

- Conclude the session by engaging students in a class-wide discussion regarding the benefits of exercise, especially as an anger management technique. Make sure the following points are included in the discussion:
  - Exercise is a highly effective way of managing stress, agitation, and anger.
  - When you are angry, instead of resorting to violence, try resorting to exercise.
  - Not only does exercise help clear your mind, it also makes your body stronger.
  - Regularly engaging in exercise has long-term benefits (e.g., lowering blood pressure) that may help your body be better equipped to handle the effects of stress and agitation.

**Variations, Alternatives, and Homework**

**Incarcerated Youth**
Because incarcerated youth may not be able to run outdoors at will, substitute “push-ups” for any of the previously noted exercises that may be inappropriate for institutional settings.

**Bibliography/References/Resources**
Section 3
Defusing Anger and Violence in Others
Prevention Strategies
Lesson 8: Creative Alternatives to Violence

"Students must be offered nonviolent solutions to their conflicts."

Jake Beverage
Paradise Valley High School

Description and Purpose

The first part of this exercise introduces students to a puzzle that requires a great deal of creativity in order to solve. The second part of this exercise draws a parallel between the puzzle and situations that involve conflict. (Both puzzles and conflicts may at times require creativity and perseverance in order to solve and resolve them successfully.) Finally, through participation in a brainstorming activity, this exercise teaches students that they possess the ability to construct and implement their own creative solutions to conflict instead of feeling they must resort to acts of aggression and/or violence.

Instructional Objective

Students will brainstorm alternative peaceful solutions to conflict.

Group Size and Room Arrangement

Normal classroom size and arrangement is acceptable, although a group of 5 to 10 students is ideal.

Materials Needed

Anger Reduction Student Booklet
Worksheet 8—Creative Alternatives to Violence (p. 144)

Time

45 minutes–1 hour.

Process and Procedures

1 Step Review

- Review and briefly demonstrate the relaxation skills (positive self-statements, systematic breathing, muscle relaxing, and exercise) described in the previous section.
- Tell students that in this section they will learn how to prevent and find peaceful solutions to conflict with others.
Step Setting the Stage

- As an exercise that demonstrates creative thinking, have students look at the figure below (also on Worksheet 8 in their *Anger Reduction Student Booklet*). Copy this figure on the board.

  ![Figure](image_url)

- Tell students that the object of the exercise is to connect all the dots by drawing 4 interconnecting straight lines (i.e., students should not lift their pens off the paper until all 4 lines have been drawn). Students are to work independently on this task. Give the students a reasonable amount of time to solve the puzzle while repeating the directions so students understand they are to connect all dots by using only 4 straight lines.

- After several moments, some students may become frustrated and report the puzzle simply cannot be solved by connecting the dots with only 4 straight lines. After all students have had time to attempt to work out a solution to the puzzle, return to the chalkboard and connect the dots in the manner below.

  ![Figure](image_url)

- Inform the class that although it may have seemed hopeless, all the dots *can* be connected by using only 4 straight lines. The puzzle was solved by becoming creative in the way the problem was approached, and by thinking “outside of the box.”

Step Discussion

- At this point, inform the class that finding peaceful solutions to conflict is sometimes much like trying to solve the puzzle above. During conflict one has to: (1) become creative with personal solutions, and (2) never give up searching for a peaceful solution even if it looks like one might not be found. Continue discussing this analogy until the parallel becomes clear to the students.

Step Independent Practice

- With the above exercise still fresh in mind, ask the class to imagine being involved in a heated conflict with a friend, a teacher, a gang member, a store owner, a school yard bully, or some other person. Ask students to write down the conflict they imagined in their booklets.
Instead of resorting to violence as a method of settling the dispute, ask the class to attempt to brainstorm some alternative solutions to violence. Using what was learned in the preceding example, ask the class to: (1) become creative with their solutions, and (2) continue searching for peaceful solutions until several alternatives are found. Acknowledge that even though it may seem there is no way out of a violent confrontation, students should keep in mind the lesson learned from the above exercise; that peaceful solutions to conflict exist even though they might not be readily apparent. Have students brainstorm their solutions in their booklets.

As the students brainstorm solutions, ask for and record their alternatives to violence on the chalkboard. If the class is having difficulty beginning the brainstorming activity, offer some of the alternative solutions to violence listed below:

- apologize, even if you know you are right
- settle the dispute on the basketball court instead of settling it with your fists
- walk away
- count backwards from 100 until you calm down
- utilize some anger reduction techniques presented in this program
- talk it out
- ask a friend to mediate the dispute
- ask a teacher or counselor to help resolve the conflict

**Step Closure**

Summarize the major findings of this exercise for students, which include the following points:

- peaceful solutions to conflict always exist
- creativity and perseverance are the properties that allow us to discover peaceful solutions to conflict
- everyone possesses the ability to generate peaceful alternatives to engaging in acts of aggression and/or violence

**Variations, Alternatives, and Homework**

**Middle School and Incarcerated Youth**

1. Have students read the article “Conflict Brings Tragic End to Similar Dreams of Life” (Katz Lee, 1991). This article describes the highly publicized violent incident between a grocer, Soon Ja Du, and Latasha Harlins, a teenager. Latasha was killed as a result of this incident. Assign a 1 to 2 page paper on the article and have the class address the following points.
What were some possible alternatives to violence that Soon Ja Du could have used to peacefully resolve the conflict situation?

What were some possible alternatives to violence that Latasha Harlins could have used to peacefully resolve the conflict situation?

I n c a r c e r a t e d  Y o u t h

1. Have students view the major fight/conflict scene between Mick and his aggressors (tape counter 4255–4615) in the movie *Bad Boys* (Thorn EMI). Next, replay the scene two more times, and each time have students brainstorm possible solutions that could have possibly avoided the conflict. Some solutions might include (but are not limited to) the following:

- Mick could have walked to the Supervisor’s cage instead of walking back to his cell.
- Mick could have sat down and watched TV with the group of inmates instead of letting himself get caught alone.
- He could have locked the door once inside his cell.
- He could have sent his cellmate for help instead of just sending him away.

B i b l i o q r a p h y / R e f e r e n c e s / R e s o u r c e s

Read the following for further background on this lesson.

Conflict Brings Tragic End to Similar Dreams of Life

Shooting: An immigrant grocer is accused of murdering a girl, 15. Both sought to overcome adversity.

By JESSE KATZ and JOHN LEE
Times Staff Writers, Los Angeles Times

Latascha Harlins and Soon Ja Du—though separated by language, culture and years—shared a common struggle even before a bullet bound their fates in a South Los Angeles liquor store. Each has come to embody, in a tragic way, the hardships of everyday life in the city’s most impoverished neighborhoods.

Du, 49, was a mother of three when she traded her Korean homeland for the uncertainties of America. She first labored in factories, then invested with her husband in the run-down Empire Liquor Market. Unerved by cultural differences and violence outside the store, Du worked only on quiet weekend mornings and was always near a handheld stash by the register.

Latascha, a studious and self-assured 15-year-old, also was no stranger to the troubles that disrupt life in the mostly African-American neighborhood. When Latashas was 9, her mother was fatally shot in the chest during an argument at an after-hours bar. Within weeks, Latashas distraught father left home for good.

The private struggles of Soon Ja Du and Latasha Harlins collided last month at 91st and Figueroa streets, when the grocer fired a single bullet into the teenager’s head during a dispute over a bottle of orange juice in the store.

Du now stands charged with murder. Authorities say she shot Latasha after the girl placed the juice in her knapsack and approached Du to pay. Du, who says the gun fired accidentally, contends she was attacked after accusing Latasha of shoplifting.

The shooting has stirred outrage, confusion and bitterness in the two minority communities, inflaming suspicions that have occasionally divided Korean merchants and their African-American customers in cities across the country.

In the days since the slaying, black activists have protested outside the Empire market, while Korean-American leaders have called for conciliation. Fearing flare-ups, police have stepped up patrols around the store, which, for a time, bore a makeshift sign reflecting the deep divisions: “Closed for Murder & Disrespect of Black People.”

Behind the discord, however, is a shared fight for opportunity. Although the paths of Latashas Harlins and Soon Ja Du met in conflict, each came to the crossroads knowing adversity, prejudice and misfortune.

“The underlying story here is one of minority groups trying to make it in America society,” said Balford H. Fairchild, a social psychologist at Cal State Los Angeles. “I feel so bad for Latasha and her family, but I also grieve for Mrs. Du and her family. In a way, both are victims of their circumstance.”

Soon Ja Du, the eldest daughter of the only doctor in a Korean farming village, was born into a life of privilege that Latasha never knew.

Although the sluggish drawl of her native North Chung Chang province was the butt of national jokes, Du’s family enjoyed a position among the town’s elite. She left her peers behind to attend college in Seoul, where she married Hung Ki Du, the son of a construction company owner.

Later, while her husband schooled Korean soldiers in the art of tae kwon do, Du dutifully fulfilled the role of consummate housewife: washing, cleaning, cooking and catering to his guests.

“She had a good life in Korea,” said Sandy Du, their 23-year-old daughter. “She never had to work outside of the house.”

But in 1976, the year of Latashas birth, Soon Ja Du embarked on a new and precarious course. Concerned that her children were suffering under the extraordinary competition of Korea’s school system, the family boarded a jet for Los Angeles with hopes for a better life.

Du suddenly found herself in a small apartment in Inglewood, in a startlingly diverse culture, with no job skills and a minimal grasp of the language. For the first time, she was forced to labor for wages. She worked as a couch assembler, then became a crocheter for St. John Knits, a woman’s garment factory in San Fernando.

“She had a lot of stress after she got here,” said Chank Ock Kim, a friend and co-worker at St. John Knits. “She was only a housewife in Korea. Here, she had to work to survive.”

Meanwhile, her husband, accustomed to running a family company, saw his poor English limiting his chances to go beyond being a repairman at a Radio Shack store.

Like many Korean immigrants willing to work long hours if they can reap the fruits of their own labor, Hung Ki Du decided to go into business for himself. In 1981, with no experience, he bought a convenience mart in San Fernando.

“It was his,” said Sandy Du. “That was important.”

But for Soon Ja Du, who joined her husband behind the counter, the strain was too much. The 14-hour days, shoplifters and street beatings left her drained. She suffered from chronic migraine headaches and was hospitalized for several weeks after falling into what the family describes as a coma.

Hoping for higher profits elsewhere, the family sold the store and bought another in Newhall. Then, in 1989, before purchasing Empire Liquor for $380,000, Du asked her husband to consider moving to the beach where they could spend quiet days fishing.

“My father said our family should buy the market,” their daughter said. “As a parent, he always wanted to earn enough to leave something behind for us.”

Du was beset with conflict, often asking herself: Who should have to do business with a loaded gun? How can a deaconess of the Valley Korean Central Presbyterian Church earn a living selling liquor? How long must we stay?

“It made her uncomfortable to do business like that,” said Kyung Hu Cho, a church elder and family friend. “A lot of conservative church people feel it’s not right... like working in a nightclub or massage parlor.”

Business at the store did not offset her worries. Grocery suppliers said orders from the market began to diminish last year. SnackBar food, beverage and newspaper distributors all cut off deliveries when the Du failed to make payments.

One neighboring grocer cashed a $100 paycheck from the butcher at Empire Liquor, only to have it bounce. Du wrote out another check and apologized. “But,” the grocer said, “the check bounced again.”

Du turned to the traditions of her native land for relief. Twice, she returned to Seoul with her sons so that each could marry according to custom.

Even in her San Fernando Valley tract home—filled with black-lacquer and mother-of-pearl furniture from Korea—her thoughts remained far away. Every
month she sends money to a leper colony in the Yellow Sea.

But every weekend, she was forced to return to the realities of Empire Liquor, where the family kept an M-1 carbine rifle under the counter along with the handgun. In the surrounding 32 blocks, 336 felonies were reported last year, including five murders, nine rapes, 184 robberies and 254 assaults.

Earlier this year, three suspected gang members were arrested for allegedly assaulting the Dus’ son, Joseph, as well as robbing, burglarizing and terrorizing the market. After the Dus reported the crimes to police, the suspects—who are now awaiting trial—returned to the store and allegedly threatened to kill the family.

“My mother’s biggest prayer was to sell the store,” said Sandy Du. But after months on the market, there were no takers.

Latascha Harlins lived a five-minute walk from Empire Liquor. She would stop in from time to time, but told friends she was acutely aware of eyes watching her every move. Her grandmother told her not to go inside unless she meant to make a purchase.

Latascha had come to the neighborhood in 1981 from East St. Louis, Ill., a Mississippi River town of decaying buildings and cocktail lounges that is among the most impoverished urban centers in the United States. It was no place, her family said, to raise a child.

The family arrived on a Greyhound bus, first renting a place near 89th Street and Broadway, about four blocks from where Latasha died. Her mother found a job as a waitress in a tavern, studying in the day for a real estate license. Her father worked in a street foundry. She had a brother, now 10, and a sister now 9.

“When you go someplace else, you’re always expecting things to be better,” said her grandmother, Ruth Harlins, a clerk with the county Department of Public Social Services. “You always have dreams.”

Whatever dreams Latasha’s family had were shattered on Nov. 27, 1985, when her mother was found shot to death at 3 a.m. on the floor of the B and B Club—now home to the Greater Resurrection Church—on Florence Avenue.

The family says Crystal Harlins was there to celebrate her boss’s birthday, but witnesses told police she was also a regular customer, known for boisterous behavior. The assailant, who contended that Harlins had threatened her, was sentenced to five years in prison.

Latascha tried to put the loss behind her. She rarely talked about her mother or allowed her hurt to show. But whenever she passed the Inglewood Park Cemetery on nearby Manchester Boulevard, she cried.

“I guess it made her think of her mom,” said her cousin, Shines Harlins, 14. “She’s not even buried there.”

The void in Latasha’s life was filled by her grandmother, a strong-willed and dignified woman from Tuscaloosa, Ala., who raised her with a sympathetic heart and iron hand.

Like any teen-ager, Latasha briddled at restrictions on her freedom. She had to be somewhat furtive about contact with boys, for instance, as her grandmother did not yet approve of her dating.

“It was always just simple stuff, like staying out after dark,” said Deanna Tucker, 17, a friend from the neighborhood. “It wasn’t nothing big like getting a hole in her nose or a tattoo. Tasha wasn’t like that.”

In many ways, Latasha seemed wise beyond her years. While friends remember her for the schoolgirl bangs and wide smile that earned her the nickname “Lil’ Gizmo,” adults saw her as a self-aware young woman with a gift for expounding on weighty topics.

She thrived when bused to solidly middle-class Westchester High School. When a friend suggested the world needed more African-American lawyers, she quickly set her sights on USC. Maybe, Latasha thought, she could have sent her mother’s killer to prison forever.

“She knew the pressures of being a youth in South-Central,” said Jerry Foster, an assistant at the Algin Sutton Recreation Center, where Latasha spent afternoons. “She knew she had a lot of doors to kick in to become what she wanted to become.”

In Los Angeles County, there are about 3,300 Korean-American grocers, many of whom do business in low-income, minority neighborhoods. Faced with hurdles of their own, they have found opportunity in the region’s most economically depressed areas.

African-Americans have accused the merchants of rudeness, price gouging and failing to employ residents of the communities that support them. It is an uneasy relationship, one that has occurred with earlier immigrant groups.

Korean-American grocers say they are among the few willing to risk investing in neighborhoods plagued by crime. In the last decade, 19 Korean-American merchants in Los Angeles County have been slain on the job, according to the National Korean American Grocers Assn.

In the neighborhood surrounding the Empire Liquor Market, those resentments had been strong long before the shooting. Grocers in the area said they have been torn between serving their good neighbors and guarding against the bad. They conceded that distinguishing between the two—especially for someone unfamiliar with the argot of the streets—is fraught with pitfalls.

“This is where the stereotype of Korean merchants being rude comes into play,” said one grocer, who expressed regret that his attitude hardened while serving a nearby housing project. “I know I am being rude, but during busy hours you have no choice.”

Like the Harlins, other residents in the area have complained that grocers—including the Dus—treated them with disrespect. During a grief counseling session at Westchester High, nine of Latasha’s close friends spoke of similar experiences.

“All of those kids have felt like victims,” school psychologist Barbara Snader said. “They walk into a store and feel like people suspect them . . . looking them up and down. It’s a very humiliating experience. It’s like they’re guilty because they’re black.”

Latascha entered Empire Liquor for the last time at 9:45 a.m. on Saturday, March 16—just the kind of quiet weekend morning that was supposed to be safe for Soon Ja Du. She was working alone, while her husband slept outside in the family’s recreational van.

As Latasha approached the counter, Du accused her of stealing the plastic bottle of orange juice that was slipped inside her knapsack. Latasha turned her shoulder to reveal the juice and displayed $2 in her hand, said detectives, who studied a security-camera videotape from the store.

Du grabbed Latasha’s pack. Latasha struggled back. Du then pulled a .38-caliber handgun and fired once, police said the videotape shows. Du said Latasha had tried to take money from the cash register moments before. But police said the girl had thrown the juice on the counter and was leaving the store when she was shot in the head.

continued on page 60
The Harlins sat in the front row, center aisle, businesslike in their dress and demeanor. They had come not for vengeance, they explained, but to see that justice be done.

The Du's sat just to the right, surrounded by more than 100 friends and fellow church members. Their only thought, they said, was to bring Soon Ja Du home.

Du, appearing feeble and overwhelmed, was slumped in a chair. She wore a blue county jail smock and crisp, white, Reebok hightops—the laces removed as a standard jail precaution against suicide. An interpreter whispered in her ear as the murder charges were read.

When the judge set her bail at $250,000 on the condition that she not return to the store, the Korean-American crowd applauded tentatively—happy she would be released, but unsure whether a display of emotion was appropriate.

The Harlins, distressed that Du would be walking free just three days after they had buried Latasha, were angry.

One of Latasha's relatives leaped to his feet and pointed at Du's attorney, who is black. "How much did they pay you?" he shouted, adding under his breath: "You're a disgrace."

Du's husband—relieved about his wife's release, but undone by the horror that had befallen his family—collapsed to his knees on the courtroom floor.

As his children looked on, the former martial arts master covered his face and cried.
Lesson 9: Paraverbal Techniques

"Violence in our schools truly is everyone's problem, and everyone must assume an active role in solving it or the problem will continue to worsen."

Heather M. Lang
Deer Valley High School

Description and Purpose

All too frequently violence among adolescents erupts because something said was perceived as being offensive or provoking. The purpose of this exercise is to provide students with a set of specific "paraverbal" techniques, which can be used to de-escalate potentially violent confrontations, and negotiate potentially violent conflicts. Simply put, paraverbal techniques refer to the way verbal messages are delivered (how something is said) in contrast to the actual verbal content of the messages (what is said). While specific exercises addressing verbal content will be presented in later lessons in this program, the present lesson will focus exclusively on providing students with basic information regarding paraverbal skills.

Instructional Objective

Given sample sentences, the students will demonstrate different paraverbal styles of communication.

Group Size and Room Arrangement Variations

Normal classroom size is acceptable, although a group of 5 to 10 students is ideal. Have students arrange their desks in a circular fashion. This arrangement will encourage a group discussion atmosphere among students and will facilitate sharing individual points of view. During one part of this exercise, students will break up into cluster groups of 2, but will later return to a circular formation.

Materials Needed

* Anger Reduction Student Booklet
  * Worksheet 9–Paraverbal Techniques (p. 145)

Time

45 minutes–1 hour.
Process and Procedures

Step Setting the Stage

- Gain students' attention by making the following statement in a loud, antagonistic, rapid manner to one of the students:
  
  "That's my pencil you're using, and I'd like to get it back!"

- After a few seconds, repeat the same statement; using a soft, even voice, a moderate rate of speech, and an understanding tone of voice.
  
  "That's my pencil you're using, and I'd like to get it back."

- Ask the class if there was a difference between the two statements just made, even though the exact same words were used in both statements. Solicit input from the class regarding possible ways in which the statements differed from one another.

Step Model

- Inform the class that some communication experts believe only 30 to 40% of what is communicated during conversations is verbal (Sue & Sue, 1990). These experts also believe the majority of what is communicated is sent via paraverbal communication (tone, rate, and volume), body language, and other means not related to the verbal content of the message. Inform the class that the main way the previous statements differed from one another was not in the verbal content, but rather in the way each statement was verbally presented. In other words, it's not what we say, but how we say it that is important. In focusing on the way things are said, attention needs to be paid to three specific qualities of voice if communication is to improve. These three qualities are:

  - tone
  - rate
  - volume

- Have students open their booklets to Worksheet 9: Paraverbal Techniques. Have a student read the directions. Tell students that by paying attention to these three qualities of voice, we can help prevent conflicts or confrontations from escalating. Specifically, in attempting to prevent escalation from occurring, we should strive to maintain non-confrontational speech when involved in conflicts. Read the characteristics of non-confrontational speech using that speech pattern.

  [Pattern 1—Nonconfrontational speech]
  
  tone = even, smooth, clear
  rate = slow to moderate
  volume = soft, yet clearly audible
Tell students that by also paying attention to these same three qualities of voice in other people, information is provided about the degree to which they may be experiencing tension, aggression, stress, or agitation. Inform the class that more often than not, if the combination of voice qualities listed below are present in an individual, that person is likely to be experiencing tension, aggression, stress, or agitation, and precautions should be taken. Read the characteristics of confrontational speech using that speech pattern.

[Pattern 2—Confrontational Speech]

tone = uneven, tense, or high pitched
rate = fast, rapid
volume = loud, booming

3 Step Role-play

- Divide students into pairs, and have them take turns practicing both of these paraverbal styles of communication.
- Ask students to practice reciting the sentences in their booklets by inflicting the voice characteristics associated with tension, aggression, stress, and agitation (see pattern 2 above).
- Next, have the students recite the same sentences with voice mannerisms associated with calmness, coolness, and rationality (see pattern 1 above). Make sure all students are allowed several opportunities to practice both styles of communication. You may wish to call individual students up in front of the class and have them practice reciting the statements below in both a confrontational and nonconfrontational communication style.
  - “That’s my ball that I got for my birthday, and I was using it.”
  - “I don’t like the way you are talking to me.”
  - “I can handle this situation by myself, thanks.”
  - “That’s not the right way to do that.”
  - “Don’t stare at me—I don’t like it when people stare at me.”
  - “Why don’t you read the instructions—that’ll show you the right way to put it together.”
  - “Here, give me that and I’ll show you how to do it.”
  - “Why are you always making fun of other people?”

4 Step Discussion

- After all students have had ample time to practice and experiment with both paraverbal patterns of communication, have the students arrange their desks in a circular fashion around the perimeter of the room and
initiate a group discussion regarding this communication process and what it was like for them. During the group discussion, be sure to address the following questions to different members of the group:

- Although the sentences you were reciting were exactly the same, did you feel differently as you were expressing the sentences in different communication styles? How did the different communication styles make you feel?
- When your partner was reciting the sentences, what was it like to be on the receiving end of the statements made in the different communication styles? Did one style of communication make you feel better or worse than the other style?
- What did you learn from this exercise?

**Step Closure**

In concluding the group discussion, be sure to make the following points to the class:

- It is not what we say, but rather how we say it that determines how a message is perceived.
- If you are involved in an argument or conflict with someone who is getting excited, don’t feel you have to make the qualities of your voice (tone, rate, and volume) match those of the excited person. In fact, this will almost always result in a shouting match and will make matters worse.
- To promote peaceful resolutions to conflict, it is helpful to keep the tone of your voice even and clear, the rate of your speech at a moderate to slow pace, and the volume of your voice low.

**Variations, Alternatives, and Homework**

None.

**Bibliography/References/Resources**


Lesson 10: “I” Instead of “You”

“The situation cannot be one where responsibility is delegated to a single person who affects the student’s life. In order to be effective, schools, teachers, students, and parents must all play an active role in heightening awareness.”

Pragyna Periyapatna Skankar
Mountain Pointe High School

Description and Purpose

Communication breakdown is a primary factor that may promote the expression of anger and/or violence between students. In general, very few students possess knowledge regarding simple verbal communication skills that, when utilized, can significantly enhance their ability to peacefully resolve their conflicts. The purpose of this exercise is to provide students with knowledge regarding a specific verbal technique that can assist them in their ability to communicate, and to avoid potentially violent confrontations.

Instructional Objective

Students will convert more threatening “you” statements into less threatening “I” statements, which can facilitate negotiation and aid in the peaceful resolution of conflict.

Group Size and Room Arrangements

Normal classroom size and arrangement is acceptable, although a group of 5 to 10 students is ideal. Part of this session will require students to be divided into pairs.

Materials Needed

*Anger Reduction Student Booklet*
*Worksheet 10—“T” Instead of “You”* (p. 146)

Time

45 minutes–1 hour.

Process and Procedures

Step Review

» Review with students that how we say things (paraverbal techniques) can either increase or decrease tension with other people. Briefly demonstrate with a student at his/her desk by saying the following sentence, “Bring me your paper, please,” in both a confrontational and nonconfrontational speech pattern.
Next, ask the student to briefly describe how the different communication styles made him/her feel.

**Step Setting the Stage/Model**

Tell students that the words we choose when speaking can also affect tension between people.

Inform students that the basic goal of this lesson is to encourage them to make more “I” statements and fewer “You” statements during their communications. During arguments or heated discussions, “I” and “You” statements send very different messages to the listener and seem to convey very different meanings:

**“You”-Messages**

- tend to be confrontive, and may contain negative evaluations or connotations (i.e., “You are a jerk!”)
- tend to blame the listener, and put all the responsibility on the listener’s shoulders (i.e., “You are really ticking me off,” or “You have done it again!”)
- elicit negative evaluations from the listener

**“I”-Messages**

- indicate the feeling of the speaker (i.e., “I feel that...”)
- indicate the speaker is willing to equally share in solving the problem with the listener
- enable the listener to understand the speaker’s perspective
- indicate the speaker’s overall willingness to negotiate

Tell students that during arguments, confrontations, or heated discussions, most people fall into the habit of relying upon “You” statements and seldom utilize enough “I” statements. Communication between people can usually be enhanced by making more “I” statements during communication.

Present the formula below to students and inform them that their communication will be enhanced if they use this formula to construct their statements when involved in conflicts. Inform students that any type of “You” statement can easily be converted into an “I” statement, and with just a little practice this technique will become easier and may even seem like second nature to them.

**“I” Statement Formula**

I feel . . . (describe how you feel)
When you . . . (describe provoking situation)
Because . . . (explain why)
I want . . . (describe what you want)
Step Group/Independent Practice

- To help students become comfortable and familiar with the technique of using the “I” Statement Formula, have students practice transforming the “You” statements contained in Worksheet 10 in their booklets into “I” statements using the above formula. (Students can either work at this task individually or in small groups.)

- Read the directions, the “I” Statement Formula, and the example (see Worksheet 10) to help students begin this exercise. Complete number 1 as a class to make sure the class gets the concept.

- When complete, go over (as a class) how each sentence can be converted from a “You” to an “I” statement.

Step In the Spotlight

- Have students individually volunteer to be “put in the spotlight” whereby they will be confronted with a potentially hostile situation, but can only respond by making “I” statements. (No “You” statements.) The instructor will play the role of the aggressor by confronting students with the following hostile scripts. (Instructor must ad lib once the role play has been initiated.) Be sure to emphasize the exchange is only an exercise and is not to be taken personally by participants!

1. “You have to be the most stupid person I’ve met. Only an idiot would take my comb without asking. You are not only dumb, you’re inconsiderate too.”

2. “You make me so mad when all you do is talk about yourself.”

- Finally, point out to the class that although another person may be making only “You” statements during a discussion or argument, by limiting ourselves to making only “I” statements we can often prevent the conflict from escalating and/or resulting in violence.

Step Closure

- Review with students that using “I” statements instead of more confrontational “You” statements can help reduce tension between people.

Variations, Alternatives, and Homework

None.
Bibliography/References/Resources

Read the following for further background on this lesson.


Lesson 11: Reflections

"The most successful means of confronting violence is teaching students to prevent anger from escalating into a physical confrontation..."

Heather M. Lang
Deer Valley High School

Description and Purpose

Communication breakdown is a primary factor that may promote the expression of anger and/or violence between students. Very few students possess simple verbal communication skills that can enhance their ability to communicate peacefully under challenging conditions. The purpose of this exercise is to teach students how to construct and deliver a "reflection" as a communication technique. Reflections have been described by some communication experts as the most effective "talk tool" for demonstrating understanding and reducing misunderstanding (Goodman & Esterly, 1988).

Instructional Objective

During a role-play situation, students will use reflections to enhance communication.

Group Size and Room Arrangement

Normal classroom size and arrangement, although a group of 5 to 10 students is ideal. Part of this session will require students to be put in pairs.

Materials Needed

*Anger Reduction Student Booklet*
*Worksheet 11–Reflections (p. 147)*
*Chalkboard*

Time

45 minutes–1 hour.

Process and Procedures

**Step Review**

- Review with students that by changing confrontational "You" statements to "I" statements they can reduce tension between themselves and others.
- Role-play with a student the following "You" statement:
  - "You took my pencil. You are a thief!"
Now, role-play a more-positive “I” statement:

“...When my pencil is taken without permission I feel angry because I wasn’t asked first. I want to be asked before my property is taken.”

Ask students to identify which sentence would cause more tension.

Step Setting the Stage

Tell students that today they are going to learn about a communication skill that will help reduce tension even when the person they are talking with is using confrontational speech (i.e., “You” statements).

Tell students that the name of the technique is “Reflections.”

Step Model

Tell students that “Reflections” mirror the heart of a message back to the communicator. “Reflections” tell the communicator that he or she has been heard. Tell students that the goal of a “Reflection” is simply to repeat the underlying content of someone’s message back to him/her in a slightly different and somewhat shortened version. Also, inform students when they are giving a “Reflection” it is very important to try to acknowledge and repeat the feeling that is being expressed. Provide students with the following example: (write on the board)

Reflection Example 1

Student 1: “You’re always taking my basketball without asking, and it really ticks me off!”

Student 2: [reflection] “You’re feeling angry with me because I take your things without permission.”

Student 1: “Yes.”

Inform students that when people feel they are being heard, they feel understood and a “de-escalation” in the intensity of a situation is likely to take place, like the air being let out of a balloon. Furthermore, inform students that another benefit associated with giving reflections is that they can clear up any misunderstandings in communication that might exist. Provide students with the following example:

Reflection Example 2

Student 1: “You’re always taking my basketball without asking, and it really ticks me off!”

Student 2: [reflection] “You’re upset with me because I was playing basketball.”

Student 1: “No, I get upset when my things are taken without permission.”

Student 2: “Oh.”
Step Group/Independent Practice

- To help students become familiar and comfortable with the technique of giving reflections, have students practice reflecting the statements contained in Worksheet 11 in their booklets. (Students can either work at this task individually or in small groups.)
- Read the directions, the “Reflection” definition, and the example to help students begin the exercise. Complete number 1 with the class to make sure they understand the concept.
- When complete, have students provide examples of how a reflection can be made for each sentence.

Step In the Spotlight

- Have students volunteer to be “put in the spotlight” where they will respond to various statements by giving “Reflections” of those statements. The instructor will provide each statement below in a role-play format. Make sure that volunteer students are given several opportunities to practice giving “Reflections” during the course of this role-play, and be sure they end with a successful experience. Alternatively, have students make up their own somewhat confrontational statements and practice reflecting them back to each other.
- Inform students that the purpose of the role-play is to provide them with an opportunity to practice giving “Reflections” and to see how it feels when a “Reflection” is given to them.

“In the Spotlight” Role-Play Statements

1. “It really gets under my skin when you keep yapping all the time. How do you expect me to work when all I hear is ‘yap, yap yap’ in the background?”
2. “How many times do I have to remind you to take your shoes off before you come in the house?”
3. “Thanks a lot! I thought you said you had to babysit your little brother Friday night, but then I see you out at the movies? What kind of friend are you?”
- Upon completion of this exercise, have students discuss the role-play and ask them to describe what giving and receiving “Reflections” was like for them.

Step Closure

- Review with students that using “Reflections” can help reduce tension between people, and is a good skill to keep in their “mental toolbox.”
Variations, Alternatives, and Homework

Middle School

Assign students to watch a television talk show and observe how the host gives verbal reflections. Good talk show hosts are usually masters at juggling opposing, frequently impassioned messages from experts, victims, audience members, and telephone callers. Many are also able to summarize meaning and reflect verbal messages without much distortion or personal bias. Assign students to take notes as they observe a talk show host’s reflection technique. Ask them to come to class prepared to discuss any pointers or tips they may have learned.

Bibliography/References/Resources

Read the following for further background on this lesson.

Lesson 12: Proxemics (Personal Space)

[Some students] "inflate a trivial incident, such as being shoved in a lunch line, into a matter worth fighting over."

Luis Garrues
Metro Tech

Description and Purpose

All people have a certain distance at which they feel comfortable around others, and an encroachment of that distance may make some people feel anxious or uncomfortable. Feelings and reactions associated with a violation of personal space can range from flight, withdrawal, anger, or conflict (Baron & Needel, 1980; Pearson, 1985). An encroachment of one’s personal space can also be perceived as a threat. The purpose of this exercise is to create a general awareness among students regarding proxemics (personal space), and to provide students with information that will assist them in their ability to observe and interpret nonverbal messages involving proxemics.

Instructional Objective

Students will identify how personal space (proxemics) affects interpersonal communication.

Group Size and Room Arrangement

Normal classroom size is acceptable, although a group of 5 to 10 students is ideal. For room arrangement specifications, see Step 3 below.

Materials Needed

Anger Reduction Student Booklet
Worksheet 12–Proxemics (p. 148)

Time

45 minutes–1 hour.

Process and Procedures

Step Review

Review with students that a reflection is simply repeating the underlying content of someone else’s verbal message back to him/her in a slightly different and somewhat shortened version. Also, remind students that when they are giving reflections it is very important to try to acknowledge and repeat the “feeling” that is being expressed. Provide students with the following example:
Student 1: “You’re always taking my pencil without asking, and it really ticks me off!”
Student 2: [reflection] “You’re feeling angry with me because I take your things without permission.”

Step Setting the Stage/Model

- Tell students that the personal space we give people when talking with them is also important in reducing tension.

- (While invading a student’s personal space), tell students that standing too close when talking can increase tension, while leaving space (step back) can help reduce tension.

Step Activity

- To create an overall awareness regarding personal space, divide the class into two equal portions. Have one group of students (group A) stand with their backs against one wall of the classroom and the other group of students (group B) stand with their backs against the opposite wall. Both groups should be equal in number.

- Have students in the first group count off by numbers and repeat the procedure with the second group. (If there is an odd number of students in your classroom, pair yourself with a student partner.) Establish that all “1’s” constitute a pair, all “2’s” constitute another pair, and so forth until all students are paired together with a partner.

- Inform the class that the purpose of this exercise is to conduct an experiment regarding personal space. On the count of “three,” all students from group A are to begin walking toward their partners at the other side of the room in a slow yet deliberate manner. They are to stop only when further progression would make them feel uncomfortable with the distance that remains between them.

- Once all students have done this and stopped progressing, have all students make a mental note regarding how much distance remains between them.

- Next, have the group of students who have not yet moved (group B) advance forward approximately 1/2 of the distance that remains between them and their respective partners. Ask all students to hold their positions for several moments while paying attention to how the close distance makes them feel (i.e., are they uncomfortable, frightened, nervous, anxious, etc.?).

- Repeat the entire process with students swapping roles with their partners (i.e., the group A students who initially advanced across the room toward their partners should now be the students who remain stationary with their backs against the wall as their partners advance toward them).
4 Step Practice/Discussion

› After completing Step 1, have all students arrange their desks or chairs around the room in a circular fashion. Have students sit next to their partner in the exercise.

› Have students individually complete Lesson 12: Proxemics (Worksheet 12) in their booklets. Read the directions and opening paragraph prior to completing the exercise.

› Next, engage students in a group discussion regarding this experience and what it was like for them. During the course of this group discussion, address the following questions from their lesson booklets:
  › How much space remained between you and your partner when you started to feel uncomfortable during this exercise?
  › Did your partner being male or female affect your comfort zone? If so, explain.
  › What did it feel like after you moved a step closer toward your partner and encroached his/her comfort zone?
  › What did it feel like after your partner moved a step closer toward you and encroached your comfort zone?

NOTE: During the group discussion, be sure to integrate the following factual information into the conversation with students.

› In Western society the average comfort zone between people is approximately 2 to 3 feet.

› Different cultures may recognize different comfort zones between people.

› If someone is angry or upset, invading their personal space or comfort zone may be perceived as a threat.

› If someone who is angry or upset invades your personal space or comfort zone, take a step backwards.

5 Step Closure

› Review with students that providing adequate space, approximately 2 to 3 feet, while talking with someone can help reduce tension.

Variations, Alternatives, and Homework

Middle School Students

› Assign students to observe people in the community (both friends and strangers) and the various comfort zones that people tend to maintain between themselves.
- Ask students to record their observations, while paying attention to differences that may exist (i.e., Do people from different cultures maintain different comfort zones between themselves? Do friends and family members tend to maintain different comfort zones between themselves as compared to comfort zones maintained between strangers?).
- Have students come to class with their notes and prepared to discuss their observations.

**Bibliography/References/Resources**


Lesson 13: Kinesics (Body Language)

"Along with awareness, there must be prevention."

Natalie Bishop
Cortez High School

Description and Purpose

Kinesics, which refers to body movements and/or body language, is commonly regarded as the primary vehicle through which nonverbal communication is transferred. By learning to recognize and monitor kinesic behavior in ourselves and others, overall communication can be greatly enhanced. Furthermore, knowledge of certain kinesic principles can also facilitate the peaceful resolution of conflict in some situations. The purpose of this exercise is to create a general awareness among students regarding kinesics and to provide students with information that will help them observe, interpret, and send appropriate kinesic messages.

Instructional Objective

During a role-play situation, students will correctly use body language to de-escalate a conflict.

Group Size and Room Arrangement

Normal classroom size is acceptable, although a group of 5 to 10 students is ideal.

Materials Needed

Anger Reduction Student Booklet
Worksheet 13–Kinesics (Body Language) (p. 149)
Overhead projector
Overhead transparencies 2, 3, 4, 5, and 6 (p. 127-131)

Time

45 minutes–1 hour.

Process and Procedures

Step Review

Review with students that how we say things with paraverbal techniques, “I” statements, and the personal space we give people is sometimes as important as what we say when trying to reduce conflict.
**Step Setting the Stage/Model**

- Reacquaint the class with the previously noted statistic, which indicates that only 30 to 40% of what is communicated during a conversation is verbal (Sue & Sue, 1990). Tell students that today they will learn how body language affects the way we communicate with others.

- Using the *same* speech tone, demonstrate with the following sentence:
  
  "Hand in your papers, class."

  —First using *upset body language* (hands on hips, scowl on your face, sharp body movements, gestures to hurry-up, and staring disgustedly to the side).

  —Then using *cheerful body language* (smile, relaxed body posture and movement, thumbs-up to students doing a good job, and eye contact).

- Ask the class to brainstorm a list of the *nonverbal* ways in which you communicated with the class. Record the list of suggestions on the chalkboard and make sure the kinesic indicators below appear on the list.
  
  facial expression  
  body posture  
  body movement  
  gestures  
  eye contact

**Overhead 2: Body Language Associated with Stress, Agitation, and Aggression**

- Inform the class that by paying attention to body language, valuable information can be gained regarding what is being communicated by others. It should be stressed that while body language can communicate valuable information, body language cannot always be accurately interpreted in isolation, but should be interpreted as part of the "big picture." In other words, when trying to interpret someone's body language, one should always ask several questions to him or herself, including the following:

  - "Do all the body language indicators I am observing seem to indicate the same thing?"

  - "Is my interpretation of this person's body language consistent with the overall picture I am observing?"

- Remind the class that body language does not provide the whole story, but can provide some important clues regarding how another person might be feeling at a particular moment. Also, it is important to note that in some situations people from different cultures, or from different parts of the world, may exhibit body language that is not entirely consistent with the patterns described in this lesson. With this cautionary
statement in mind, present and discuss the general information contained in overhead transparency 2 to the class regarding “Body Language Associated With Stress, Agitation, and Aggression.”

3 Step Personal Body Language—Tips for Managing Situations Involving Conflict

- After the class has been presented with information regarding basic kinesic principles; inform the class that another important aspect of this topic involves paying attention to the kinesic messages we send to others through our own body language. Especially during situations involving conflict, the kinesic messages we send to others regarding our own body language can play a very important role in determining the outcome of situations. After students firmly grasp this concept, present the information contained in overhead transparencies 3, 4, 5, and 6 regarding “Personal Body Language—Tips For Managing Situations Involving Conflict.”

4 Step Role-Plays

- Pair students into dyads. Have students open their booklets to Lesson 13: Kinesics (Worksheet 13). Read the directions for the lesson.
- Have the class make up a hypothetical conflict for the exercise. Pick a student to help demonstrate the aggressor and peacemaker roles. Have volunteer students come up one at a time to demonstrate an “aggressor” or “peacemaker” stance.
- Have student pairs complete the exercise of practicing being the aggressor and peacemaker.
- After each student has had a chance to practice each role, discuss the effectiveness of the body language techniques using the following questions:
  - Do you think the peacemaker body language techniques helped reduce conflict?
  - What would have happened if you both had used aggressive body language techniques?
  - What other anger-reducing techniques could you have used that would make the body language techniques more effective?

5 Step Closure

- Review with students that body language can help them determine how someone else is feeling. Remind students that the body language cues we send can also be used to help reduce tension when talking with other people.
Variations, Alternatives, and Homework

None.

Bibliography/References/Resources


Lesson 14: Appreciating Diversity  
(The Hand Clasp Exercise)

"Violence in our schools can be reduced only if we develop respect, make school meaningful, offer nonviolent solutions to conflicts, enforce consequences, and work against violence outside school."

Regina Benton  
North High School

Description and Purpose
Psychological studies have shown that children who are viewed as deviant or different from others are more likely to be rejected by their peers (Juvonen, 1989). Furthermore, studies have also shown the greater extent to which children believe classmates are responsible for their deviant qualities and differences, the more likely they are to experience anger toward these peers (Juvonen, 1992). The purpose of this exercise is to encourage students to learn to accept diversity and embrace tolerance more, thereby reducing anger and/or violence. Through this exercise students will gain a first-hand "experiential" knowledge regarding tolerance and diversity. Students will also gain insight regarding tolerance and diversity through a classwide group discussion.

Instructional Objective
Students will identify how accepting and respecting diversity can reduce conflict.

Group Size and Room Arrangement
Normal classroom size is acceptable, although a group of approximately 10 students is ideal. Have students arrange their desks in a circular fashion around the perimeter of the room. This arrangement will encourage a "group discussion" atmosphere and will facilitate sharing individual points of view.

Materials Needed
Anger Reduction Student Booklet  
Worksheet 14–Accepting Diversity (p. 150)

Time
20 to 30 minutes.
Process and Procedures

Step Review

- Review with students that tension and conflict can be reduced through what we say, how we say it, the personal space we give people, and the body language we use when talking.

Step Setting the Stage

- Tell students that another key way to reduce tension and prevent conflict is to respect the diversity of the different people around us.
- Ask students to define what respecting diversity means to them.

Step Activity

- Tell students that they are going to play a game to demonstrate respecting diversity.
- Ask students to clasp their hands together by interlacing their fingers, and to rest them comfortably on their desks. When all students are sitting with their hands clasped together on their desks, ask the students to notice which thumb is on top of the other (i.e., is their right thumb on top of their left thumb, or is their left thumb on top of their right thumb?).
- Take a poll and record on the chalkboard the total number of “left thumbs on top” and the total number of “right thumbs on top.” Both groups should be approximately equally represented.
- After the polls have been taken, have students continue to sit at their desks with their hands clasped together in accordance with the way they originally clasped them together.

Step Discussion

- Ask the class as a whole:
  - “Which is the correct way of clasping our hands together—with our left thumbs on top, or our right thumbs on top?”
- Allow several moments for a classwide discussion among students regarding which is the “correct” method of clasping hands.

Step Activity/Discussion

- Ask students to separate their hands and immediately re-clasp them together so that their opposite thumb is now on top. At this point all former “right thumb on top” students should be “left thumb on top” students; while all former “left thumb on top” students should be “right thumb on top” students.
After all students have clasped their hands together in this new manner, direct the following question toward the class:

"Does holding your hands together in this manner feel different to you? If so, how does it now feel?"

**Step Discussion**

Explain to students the purpose of this exercise is to provide them with a "first-hand" experience that demonstrates several very important points regarding differences and diversity among people. These points are as follows:

- There is no correct way of clasping hands together—different people clasp their hands together in different ways. What is correct for one person may not necessarily be correct for the next person.

- There is not a universally comfortable way of clasping hands together. What is most comfortable for one person may not necessarily be the most comfortable for the next. Additionally, through this exercise one can see that most people are comfortable holding their hands with either their left thumb or their right thumb on top, but that it often feels "funny" or "strange" if they are asked to switch from their normal position.

- This hand clasping exercise clearly demonstrates the principle that people need to accept diversity and differences among themselves. This exercise shows that what is correct for one person may not necessarily be correct for the next, and trying to get someone to "switch" to another style or way of being may prove to be futile.

- The principle of accepting diversity and differences goes far beyond the way hands are clasped together and should be extended to cultural differences, ethnic differences, and stylistic differences between people as well. In other words, we should strive to accept others' cultural differences, ethnic differences, and stylistic differences even if they are foreign to our own way of being.

**Step Independent Practice**

- Have students open to Lesson 14: Accepting Diversity (Worksheet 14) of their booklets. Read the directions and have them complete the page independently.

- When the class has finished, ask students to discuss their thoughts and feelings regarding diversity and differences among people, and address some of the following questions to the class as a whole during this group discussion:
  - What are some ways that you are different from most people?
  - What are some ways that you are similar to most people?
Are there some people who are exactly alike, or do we all possess similarities and differences?

- Have you ever become angry with someone because you perceived them as being “different” or doing something “strange”?
- How can learning to be tolerant of diversity result in a reduction of incidents involving anger and/or violence?

**Step Closure**

- Review with students that accepting and respecting the diversity of people is an important part of reducing tension and preventing conflict.

**Variations, Alternatives, and Homework**

None.

**Bibliography/References/Resources**


Lesson 15: No-Violence Contracting

"... the most successful way to control violence is a combination of these prevention options."
Breeana Mausolf
Horizon High School

Description and Purpose
The purpose of this exercise is to engage students in a contracting process where they will make a formal commitment toward "no-violence." Specifically, students will first construct a "no-violence contract" and will then formally endorse the contract. By engaging students in such a process, it is hoped that they will internalize a commitment toward "no-violence." The contract will also provide students with a way out of violent confrontations without causing them to lose face (e.g., "I can't fight you because I signed a 'no-violence contract'.").

Instructional Objective
Students will sign a "no-violence contract" and commit to a "no-violence" lifestyle.

Group Size and Room Arrangement
Normal classroom size and arrangement is acceptable, although a group of 5 to 10 students is ideal. Part of this lesson requires one-on-one contact and individualized student attention.

Materials Needed
* Anger Reduction Student Booklet
* No Violence Contract (p. 151)

Time
20 to 30 minutes (plus 5 to 10 minute per student for individual consultation).

Process and Procedures

Step Review/Setting the Stage
- Review with students the information from Session 1 that there are many instances of anger and violence in our society. Inform students that while much information regarding anger and violence has been presented in
various sessions over the past several weeks, none of the material will make a difference in their lives unless they choose to make a personal commitment toward “no-violence,” and to utilize the various strategies presented in earlier sessions of this program. Also remind students that they can look upon the various skills and information presented as tools they should keep in a “mental toolbox”—tools that they can pick and choose from when confronted with potentially hostile situations.

**Step Individual Commitment**

- Assign students to individually fill out the “no-violence contract” (Worksheet 15) of their booklets and to indicate the degree of their personal commitment toward living a life without violence. Inform students that while they are to fill out their contracts fully and completely, they are to refrain from signing them until reviewed by the instructor.

**Step Consultations**

- Once students have completely filled out their “no-violence contracts,” take time to individually consult with students (approximately 5 to 10 minutes per consultation session) to review, discuss, witness, and sign their individual contracts. Each student should be encouraged to make a full commitment toward “no-violence” but should not be forced to do so. However, if a student refuses to make a commitment toward “no-violence” during the course of this exercise, that student should receive additional attention to uncover the cause of such resistance and to remedy the situation, if possible. Instructors are also encouraged to make counseling referrals if further student attention is warranted.

**Step Family Involvement**

- Once signed, make copies of the contracts for yourself and parents or guardians. Teachers should maintain a copy of the contracts for their own personal records and may elect to send a copy of a student’s “no-violence contract” home with the student. Students should be held accountable to their contracts and should be occasionally reminded of their “no-violence contracts” if situations warrant. With student consent, contracts may be displayed on a classroom wall.
- Praise students for participation in the program and tell them to keep and re-read their violence reduction booklets when they feel themselves being faced with a conflict situation.
Variations, Alternatives, and Homework

As an option, you may wish to provide students with graduation certificates (see Workbook Master Sheets). This graduation certificate master can be photocopied onto any standard certificate paper available from most office supply stores.

Bibliography/References/Resources

Anger Reduction for Middle School Students

Overhead Masters
Anger Journal

1. Briefly describe the situation that caused you to become angry:

2. How did your anger make you feel (physically and emotionally)?

3. How did you respond to your anger? (i.e., What did you do as a result of becoming angry?)

4. On the scale below, circle the number that represents how well you think you managed or controlled your anger in the situation you described above.

   poorly     average     extremely well
   1—2—3—4—5—6—7—8—9—10

5. Thinking back, could you have handled your anger in a better way? If so, what might you have done?
Body Language Associated with Stress, Agitation, and Aggression

- nail biting
- foot jiggling
- sweating
- clenched fists
- teeth grinding and jaw tightening
- facial expressions
Keep Hands Low and at Your Sides

In conflict situations, always keep your hands low and at your sides. Raising your hands can be perceived as a threat. It is a natural response for someone to try to slap your hand away if you raise it under or near their face. Once physical contact has been made (slapping hand away), it becomes almost impossible to avoid a full-scale physical confrontation.
Avoid Standing Face to Face /Shoulder to Shoulder

- Standing face to face/shoulder to shoulder may be perceived as intimidating, threatening, or challenging. Standing at an angle with an open stance at least one leg’s length apart provides for greater personal safety and doesn’t challenge another’s personal boundaries.
“Mad-Dogging”

Avoid staring directly into another’s eyes for a long period of time. Mad-dogging can be perceived as a threat. If someone is mad-dogging you, try looking away. Looking away may provide the aggressor with a feeling of having won and can help de-escalate the situation.
Personal Body Language—Tips for Managing Situations Involving Conflict.

wrong

right

Clenched Fists

- Keep your fists unclenched during conflict. Keeping fists clenched signals that you are ready and willing to fight.
Anger Reduction for Middle School Students

Workbook Master Sheets
Anger Journal

1. Briefly describe the situation that caused you to become angry.

2. How did your anger make you feel (physically and emotionally)?

3. How did you respond to your anger? (i.e., What did you do as a result of becoming angry?)

4. On the scale below, circle the number that represents how well you think you managed or controlled your anger in the situation you described above.

   poorly          average          extremely well
   1—2—3—4—5—6—7—8—9—10

5. Thinking back, could you have handled your anger in a better way? If so, what might you have done?

Worksheet AJ

Anger Reduction for Middle School Students
Lesson 1: Recognizing Anger and Violence

Directions: Use your newspapers and magazines to complete the following questions.

1. Briefly read through various newspaper or magazine articles. Cut and paste one article dealing with anger or violence in the space below (use the back of the page if more space is needed).

A. Describe the angry or violent event in the article.

B. Was there a negative consequence to the event? If so, what was it?

C. Did most articles seem to come from the same newspaper section (i.e., the front page) or were they spread out throughout the newspaper (i.e., sports section, life section, etc.)? What does this say about the prevalence of anger and violence in our society?
Anger and Violence on TV

Selected program________________________ Time_______ Channel______

Parent signature for permission to view (must be obtained before viewing program)__________________________________________

Briefly describe what the episode was about:

Critique the program in terms of “Anger” by responding to the following:

What were some examples of anger in the program you watched?

What were some of the various ways people expressed their anger?

Were there both appropriate and inappropriate expressions of anger? If so, what was the difference between the two?

How did people look when they became angry?

Did anything happen as a result of becoming angry?

Critique the program in terms of “Violence” by responding to the following:

What were some examples of violence in the program you watched?

Did people become angry AND violent in the program you watched? If so, which one came first (anger or violence)?

Where there any consequences associated with becoming violent? If so, what were they (i.e., injury, death, jail)?

Worksheet 1B
Anger Reduction for Middle School Students
**Anger and Violence Tally Sheet**

**Directions:** Put a check in the box marked "Anger" every time someone becomes angry in the program you are watching. Put a check in the box marked "Violence" every time an act of violence occurs in the program you are watching. At the conclusion of the program total up the number of check marks in each box.

<table>
<thead>
<tr>
<th>Anger</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Violence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2: Family/Friend Tree

Directions: Complete the following questions below.

Internal Responses to Mild Anger

1. Describe an imaginary or real dilemma you have faced.

2. Describe possible responses to the conflict situation.

3. Draw a family/friend tree of everyone who would be affected by your conflict.
Lesson 3: Internal Responses to Anger

**Directions:** Give an example for each level of anger and then complete the charts below.

**Internal Responses to Mild Anger**

1. Describe an event that would cause you mild anger.

**Internal Responses to Moderate Anger**

2. Describe an event that would cause you moderate anger.

**Internal Responses to Extreme Anger**

3. Describe an event that would cause you extreme anger.

4. How were your temperature, breathing, internal sensations, and imagery different for your different levels of anger? (answer below)
Anger Domain Worksheet

Record your temperature, breathing rate, internal sensation, and mental imagery below.

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Breathing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Temperature Scale" /></td>
<td><img src="image2" alt="Breathing Rate Scale" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Sensations</th>
<th>Mental Imagery</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did your body feel like?</td>
<td>What images were playing in your head?</td>
</tr>
</tbody>
</table>
Lesson 4: Reducing Arousal through Positive Self-Statements

Directions: Write some of your own positive self-statements below.

Preparing for a Conflict Situation

1. Write down some positive self-statements you would use when you feel a conflict situation might begin.

Confronting the Conflict Situation

2. Write down some positive self-statements you would use when a conflict situation has already begun.

Coping with Arousal and Agitation after a Conflict

3. Write down some positive self-statements you would use if you found yourself becoming angry and agitated after a conflict situation.
Lesson 5: Systematic Deep Breathing

Directions: Follow the steps below for systematic breathing.

1. Rank how angry, stressed, or agitated you are now on a scale from 1 to 10 (1 = low, 10 = high). (Circle where you’re at now.)

   ![Scale](image)

2. Follow these systematic deep breathing steps to reduce your stress or anger.
   - Close your eyes, place one hand on your diaphragm, and slowly draw in one full, deep, cleansing breath through your nostrils. As you inhale through your nose, you should be able to feel your abdomen rise as your diaphragm contracts.
   - Once your lungs are full, hold your breath for 5 seconds. (The instructor counts aloud “one and two and three and four and five.”)
   - Upon reaching “five,” slowly begin to exhale through your mouth. The total exhalation process should last approximately twice as long as the inhalation process.
   - Repeat for 5 to 7 minutes.

3. Rank how angry, stressed, or agitated you are now on a scale from 1 to 10 (1 = low, 10 = high). (Circle where you’re at after deep breathing.)

   ![Scale](image)
Lesson 6: Progressive Relaxation

Directions: Follow the steps below for progressive relaxation.

1. Rank how angry, stressed, or agitated you are now on a scale from 1 to 10 (1 = low, 10 = high). (Circle where you’re at now.)

   <--- 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 --- 8 --- 9 --- 10 --->

   low          medium          high

2. “Progressive relaxation” is the procedure of tensing and relaxing several muscle groups from different parts of the body until an overall state of relaxation is achieved throughout the body. This exercise incorporates elements of the previously learned deep breathing technique into the present exercise by inhaling deeply and holding your breath when you are “tensing” your muscles, and by slowly exhaling your breath when you “let go” and relax your muscles. The teacher will talk you through the progressive relaxation exercise.

3. Rank how angry, stressed, or agitated you are now on a scale from 1 to 10 (1 = low, 10 = high). (Circle where you’re at after progressive relaxation.)

   <--- 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 --- 8 --- 9 --- 10 --->

   low          medium          high
Lesson 7: Exercise

Directions: Follow the steps below for this exercise.

1. Brainstorm a list of words below to tell how you feel at this moment.

2. Rank how angry, stressed, or agitated you are now on a scale from 1 to 10 (1 = low, 10 = high). (Circle where you’re at now.)

   - 1 2 3 4 5 6 7 8 9 10
   - low medium high

3. Write down the physical education exercises you used to reduce your stress or anger.

4. Brainstorm a list of words below to tell how you feel after exercising.

5. Rank how angry, stressed, or agitated you are now on a scale from 1 to 10 (1 = low, 10 = high). (Circle where you’re at after exercise.)

   - 1 2 3 4 5 6 7 8 9 10
   - low medium high
Lesson 8: Creative Alternatives to Violence

Directions: Complete the game and conflict puzzles below.

**Game Puzzle:** Connect all the dots in the puzzle below using only four straight lines. Your pencil cannot leave the paper as you are drawing these lines. Be creative.

```
*   *   *
  *   *
  *   *
*   *   *
```

**Conflict Puzzle:** Describe a real or imaginary conflict. Then write down all possible solutions to the conflict or peaceful alternatives to reacting violently to the conflict. Write as many as you can. Be creative.

*The Conflict:*

*Solutions or Peaceful Alternatives:*

Worksheet 8

Anger Reduction for Middle School Students

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Lesson 9: Paraverbal Techniques

**Directions:** Practice paraverbal techniques below to reduce violent confrontations.

The way we say something is sometimes more important than what we say. The way we say something is called **paraverbal communication**. Paraverbal communication is the **tone**, **rate**, and **volume** at which we say things.

We can help reduce confrontations by using these paraverbal techniques when we speak:

**Nonconfrontational Speech**

- **tone** = even, smooth, clear
- **rate** = slow to moderate
- **volume** = soft, yet clearly audible

Confrontational communication is noted by these tone, rate, and volume voice characteristics:

**Confrontational Speech**

- **tone** = uneven, tense, or high pitched
- **rate** = fast, rapid
- **volume** = loud, booming

With a partner, take turns reading the sentences below using each type of paraverbal speech. Notice the different feelings aroused when using confrontational instead of nonconfrontational speech.

"That's my ball that I got for my birthday, and I was using it."

"I don’t like the way you are talking to me."

"I can handle this situation by myself, thank you very much."

"That's not the right way to do that!"

"Here, let me show you how to do that."

"Why are you always making fun of other people?"

**Worksheet 9**

Anger Reduction for Middle School Students
Lesson 10: “I” Instead of “You”

Directions: Using the formula below, rewrite each of the following “You” statements as “I” statements.

“I” Statement Formula

I feel... (describe how you feel)
When you... (describe provoking situation)
because... (explain why)
I want... (describe what you want)

Example: “You’re a jerk. I can’t believe you took my basketball without asking me. Don’t ever touch it again, or you’ll be sorry.”

“I feel violated when you take my basketball without asking because I bought it with my own money and it’s really important to me. I want you to ask permission before taking my things.”

1. “You are always bugging me. Nag, nag, nag. Why don’t you just leave me alone!”

2. “Why don’t you just admit you’re lying? Everybody can see that you’re just a liar.”

3. “You think you are so great just because you’re taller than me. You’re not so special!”

4. “Why don’t you just shut up! You should watch your mouth before it gets you into trouble!”

5. “You did it again! When are you ever going to learn that I don’t want you wearing my clothes? You better not ever touch my stuff again!”

Worksheet 10
Anger Reduction for Middle School Students
Lesson 11: Reflections

Directions: Respond to each of the statements below by giving a “reflection” for each.

Reflection = The goal in giving a reflection is to repeat the underlying content of what someone is saying in a slightly different and somewhat shortened version. In giving a reflection, try to capture and repeat the “feeling” that is being expressed. A reflection should tell the listener that he or she has been heard and is understood.

Example:
Student 1: “You’re always taking my basketball without asking, and it really ticks me off!”

Student 2: [reflection] “You’re feeling angry with me because I take your things without permission.”

1. “Just great! You’re wearing the exact same thing as me again. Why do you always try to dress like me?”

2. “Quit calling me ‘Slim,’ I’ve told you that’s not my name!”

3. “Don’t even think about taking that CD. I haven’t even gotten back the last one you borrowed!”

4. “Why do we always do what you want to do? When are we going to do something that I want to do?”

5. “I can’t believe you were talking behind my back again. I thought we were friends!”

6. “If I catch you talking to my boyfriend/girlfriend again, I’ll really put the hurt on you!”

Worksheet 11

Anger Reduction for Middle School Students
Lesson 12: Proxemics (Personal Space)

Directions: Complete Lesson 12 proxemics exercise, then complete the questions.

In Western society the average comfort zone between people is approximately 2 to 3 feet. Different cultures may recognize different comfort zones between people. If someone is angry or upset, invading their personal space or comfort zone may be perceived as a threat. If someone who is angry or upset invades your personal space or comfort zone, take a step backwards.

1. How much space remained between you and your partner when you started to feel uncomfortable during this exercise?

2. Did your partner being male or female affect your comfort zone? If so, explain.

3. What did it feel like after you moved a step closer toward your partner and encroached his/her comfort zone?

4. What did it feel like after your partner moved a step closer toward you and encroached your comfort zone?

Worksheet 12
Anger Reduction for Middle School Students
Lesson 13: Kinesics (Body Language)

Directions: With a partner, practice using body language to become familiar with the different messages we can send without using any words. Use the tips below to play your parts. Take turns being the aggressor and peacemaker.

THE AGGRESSOR—BODY LANGUAGE TIPS ASSOCIATED WITH ANGER AND AGGRESSION.

- standing face-to-face
- "mad-dogging"
- hands raised
- jaw tightening
- clenched fists
- teeth grinding

THE PEACEMAKER—BODY LANGUAGE TIPS FOR MANAGING SITUATIONS INVOLVING CONFLICT.

Keep Hands Low and at Your Sides

In conflict situations, always keep your hands low and at your sides. Raising your hands can be perceived as a threat. It is a natural response for someone to try and slap your hand away if you raise it under or near their face. Once physical contact has been made (slapping hand away), it becomes almost impossible to avoid a full-scale physical confrontation.

Avoid Standing Face to Face/Shoulder to Shoulder

Standing face to face/shoulder to shoulder may be perceived as intimidating, threatening, or challenging. Standing at an angle with an open stance at least one leg’s length apart provides for greater personal safety and doesn’t challenge another’s personal boundaries.

"Mad-Dogging"

Avoid staring directly into another’s eyes for a long period of time. Mad-dogging can be perceived as a threat. If someone is "mad-dogging" you, try looking away. Looking away may provide the aggressor with a feeling of "having won" and can help de-escalate the situation.

Clenched Fists

Keep your fists unclenched during conflict. Keeping fists clenched signals that you are ready and willing to fight.
Lesson 14: Accepting Diversity

Directions: Follow the steps below for diversity.

1. What are some ways that you are different from most people?

2. What are some ways that you are similar to most people?

3. Are there some people who are exactly alike, or do we all possess similarities and differences?

4. Have you ever become angry with someone because you perceived them as being “different” or doing something “strange”?

5. How can learning to be tolerant of diversity result in a reduction of incidents involving anger and/or violence?
No-Violence Contract

On this day of __________________, 20____, 
I ______________________________ do hereby agree to the following terms and conditions:

1. If I find myself becoming angry, I will...

2. If I recognize someone else becoming angry with me, I will...

3. If I feel threatened, I will...

I agree not to engage in acts of violence as a way of handling my anger and/or conflicts from this day forward.

Signed

______________________________

Date

______________________________

Witness

______________________________

Date

______________________________
Graduation Certificate

This certifies that

[Blank]

Name

School

has successfully completed the
Student Created Aggression Replacement
Education Program

Congratulations!

[Blank]

Instructor Signature

Date

[Blank]

Principal Signature

Date
Appendix

Conflict Resolution and Peer Mediation Resources
Conflict Resolution and Peer Mediation Resources

This bibliography on conflict resolution and peer mediation is provided as a supplement to the program in aggression replacement and anger management. Many of the references contained in this bibliography can be obtained from the following state and national organizations:

**Arizona Center for Law Related Education**
111 W. Monroe, Suite 1800
Phoenix, Arizona 85003
Phone: 602–340–7361
Fax: 602–271–4930

The Center provides training and technical assistance in peace-making techniques and an extensive resource library on law-related education including: mediation, conflict resolution, and citizenship education.

**Arizona Prevention Resource Center**
641 East Van Buren, Suite B2
Phoenix, AZ 85004–2337
Toll Free Phone: 800–432–APRC
Phone: 602–727–APRC
Fax: 602–727–5400.
http://www.asu.edu/aprc/

The Arizona Prevention Resource Center serves as a centralized source of technical assistance (training, information, evaluation, and planning services) for communities, schools, and other prevention programs in Arizona. The collaborative partners supporting the core services of the Center are the Governor’s Office, Arizona Department of Education, Arizona Department of Health Services, and Arizona State University.

**San Francisco Community Board Conflict Resolution Resources for Schools & Youth Peer Mediation Training**
Community Board
149 Ninth Street
San Francisco, CA 94103

**Conflict Resolution Education Network CRENET**
1527 New Hampshire Avenue, Northwest
Washington, DC 20036
Phone: 202–667–9700
http://www.crenet.org
Annotated Bibliography

Universal


Discussion of history of mediation in school; reasons why mediation training can help students improve communication and thinking skills, learn citizenship, take more responsibility for discipline; start-up, program design, selection of students, training and evaluation. 11 pages. Grades K–12.


Written by the father of cooperative education for conflict resolution training in schools; includes his views on cooperation/competition, the inevitability of conflict, on distributive justice, and his proposals for school-based programs. 18 pages. Grades K–12.


This book examines the question of how we create peace in the world by how we educate children. It explores the nature and causes of conflict, and describes and critiques specific conflict resolution methods and techniques, including mediation. 187 pages. Grades K–12.

Kindergarten through Grade 8


Thirteen original activities organized into three areas: understanding conflict, understanding feelings, and problem solving. 23 pages. Grades K–3.


Workbook with exercises that help identify reasons for disputes, focus on problem-solving skills and on motivating children to resolve their own conflicts. Grades K–8.


A manual for elementary school teachers who want to implement Fuss Busters Peer Mediator projects. The first part explores conflict, feelings, communication, and anger. Part II gets down to the ABC's of solving conflicts—setting the stage, asking questions, brainstorming, choosing solutions that work for all. Exercises are scattered throughout as are role-play suggestions. 64 pages. Grades 1–6.

Creative activity guide with 56 lessons including focus on self-awareness, acceptance of differences and on mediation. **Grades K–8.**


This book includes many practical strategies as well as specified suggestions on how to teach conflict procedures and skills to students. 385 pages. **Grades K–6.**


School can be a place where children cooperate, tolerate differences, express feelings honestly, and respond to conflict creatively. Each exercise includes suggested grade levels, a list of materials needed, step-by-step procedures and discussion starters. 216 pages. **Grades K–6.**


This is a well-organized curriculum that is based on kids—what they need to know about peace and conflict resolution. **Grades K–6.**


This facilitator’s guide can be helpful to the teacher or school counselor in structuring beginning conflict resolution skills training for multi-age groups. Peer teaching and experiential learning are encouraged through cooperative tasks that conceptually develop cooperative vs. competitive ways of solving problems, clear communication, choosing conflict resolution strategies, and mediating disputes. Reproducible materials included. **Grades K–6.**


Designed for school program coordinators to use with students after the initial students mediation training, this manual provides a framework for use in regular meetings with student mediators. Designed for elementary and middle school students, but nearly all activities can be used or adapted to use with high school students. 64 pages. **Grades K–8.**


Focuses on teaching the skills of affirmation, cooperation, communication, valuing differences, bias awareness, and conflict resolution. 105 pages. **Grades 4–6.**


Teacher and student workbook with dozens of activities focusing on relationships, anger management, cooperation, and conflict resolution. **Grades 4–9.**


Sample lesson plans and practical advise to help teachers “build cooperation and conflict resolution skills in the K–8 classrooms.” 65 pages. **Grades K–8.**


This handbook presents the major themes of Children’s Creative Response to Conflict: cooperation, communication, affirmation, and conflict resolution. 131 pages. **Grades K–8.**

This is a very substantial curriculum aimed at teachers of students K–6. The book is divided into Part I, “A Conflict Resolution Curriculum” containing a series of activities designed to stimulate student awareness and develop skills in communication and conflict resolution, and Part II, “The Peaceful Classroom,” which describes how the skills learned can be applied. 322 pages. Grades K–6.


This collection of materials, lessons, activities for beginning a school student media program contains role-play cases, fighting fair posters, and mediator certificates. It covers program goals, selection of students, the role of the school mediation coordinator, and implementation models. Grades 4–12.


This program challenges youngsters to deal creatively and constructively with conflict. Activities can easily be incorporated into curriculum. These materials offer 40 student pages and an extensive teacher’s guide with reproducible worksheets included. Grades 5–9.


These materials teach through puppetry, role-playing, singing, body movement, story telling, discussion art, and circle activities. Complete with teacher’s guide, bibliography, cassette of songs, puppets, and posters. Preschool–Grade 2.


This is a practical handbook for parents, daycare providers, kindergarten teachers, and playgroup leaders striving to create harmonious groups, bolster children’s self-esteem, and foster cooperative, creative interactions among children. 160 pages. Preschool–Grade 1.

Grades 7-12


The goals of this curriculum are to help participants understand the sources and forms of violence, to increase awareness of creative, nonviolent alternatives to violence, and to give participants enough background, confidence and skills to use nonviolent methods to resolve their own conflicts. Twenty 45-minute workshop sessions are described in detail in the manual for adults and teenagers. 126 pages. Grades 8–College.


This manual includes agendas for training, hints for building program longevity, and helpful checklists and illustrations. 50 pages. Grades 7–12.


For youth residential or corrections settings, this 3-week curriculum can also be used in school settings for students in grades 7–12. 70 pages. Grades 7–12.

Provides concepts and activities to teach conflict resolution skills as a separate curriculum or to augment other courses in grades 7–12. 300 pages. **Grades 7–12.**


This workbook builds on *Alternatives to Violence, A Manual* by expanding on the twenty lessons presented in the first book. Cases are based on real-life situations in which individuals solve problems nonviolently. 205 pages. **Grades 8–College.**


This book combines background info, classroom activities with a wide variety of reproducible student readings and handouts. The units include conflict resolution and dealing with violence, amongst others. 144 pages. **Grades 7–12.**


Materials address gangs, peer pressure, sexual harassment, ethnic conflict, and societal violence. Magazine format with emphasis on encouraging discussion of role-playing. Comes with video. High interest/Interactive package. **Grades 7–12.**


Contains the information necessary for developing and implementing a peer mediation program. The accompanying Student Manual is for Trainers to provide Peer Mediators with corresponding training activities and materials. 149 pages. **Grades 7–12.**


A manual for trainers working with junior and senior high school students that bridges mediation and prejudice reduction skills. Spanish as well as English. 55 pages. **Grades 7–12.**

**Video-Tape**


This training film features two schools with comprehensive programs in conflict resolution. Handouts and leader's guide are included with the video. 26 min. **Grades K–6.**


This training film features a middle school and a high school in which peer mediation programs are implemented. Leader's guide and handouts included. 24 min. **Grades 5–12.**


Students, teachers, and parents discuss learning to communicate better, listen more sensitively, and be more aware of themselves and others. Illustrates different conflict styles and helps viewers identify their own personal styles. 26 minutes. **Grades 7–12.**

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This training video gives students the opportunity to observe and model professionally trained and coached young actors who portray conflict managers. Students observe a series of conflict management skills. Accompanied by a Leader’s Guide in 3-ring Binder. 9 minutes. 175 pages. Grades K–6.

In English and in Spanish. Conflict resolution techniques are demonstrated in the context of dramatic situations. Teacher’s guide included. 16 min. Grades 2–4.


This program focuses on appropriate strategies that primary-age children can use to deal with typical disputes, featuring target-age children in a series of conflicts. 14:33 minutes. Grades 1–3.

Provides an introduction to the process of mediation and explores its application to an educational environment. 10 minutes. Grades 8–12.


Demonstrates how a school conflict managers program works. Student conflicts are resolved through the use of peer mediation skills. 8 minutes. Grades 1–6.

This video presents hands-on workshops in conflict resolution skills. Mini dramas addressing conflict in school and in home relationships are depicted. Divided into skills segments, the film is accompanied by worksheets and teacher’s guide. 26 min. Grades 2–4.

Emphasizes the following skills: getting the facts, active listening, body language, tone of voice, “I” messages, and brainstorming. Practice in each skill provided. Facilitator handouts and teacher’s guide included. 35 min. Middle/High School.

Explains and demonstrates peer mediation at the elementary level. 15 minutes. Grades K–6.

Describes peer mediation from a student perspective at the middle school level. It includes an explanation of peer mediation, how it is taught, what students think about the process, and a role-play simulation. 10 minutes. Grades 6–9.

Introduces pre-teens and young teens to conflict resolution skills with a communication focus. Teacher’s guide included. 28 min. Grades 5–8.
The SCARE Program is an anger and aggression management program for children and adolescents. Its primary goals are to teach young people about emotions, including anger and aggression, and to help them recognize alternatives to violent behavior and aggressive responses. SCARE stresses reattribution of perceived offenses and anger control management.

The program involves a total of 15 different sessions clustered into three distinct, yet related sections:

- Recognizing anger and violence in the community
- Managing and reducing self-expressions of anger
- Defusing anger and violence in others

The United States Department of Education designated SCARE as a "Promising Program." In 2001, the USDE Expert Panel on Safe, Disciplined and Drug-Free Schools recognized the SCARE Program for its quality, effectiveness, and educational significance.