

# BEYOND ANGER AND VIOLENCE: A PROGRAM FOR WOMEN

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Curriculum By:  
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La Jolla, California

Covington Curriculum Conference  
2023

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## TODAY'S TRAINING

- Training is focused on *Beyond Violence (BV)* and *Beyond Anger and Violence (BAV)* for the Covington Curriculum Conference.
- BV and BAV are manualized curriculums with facilitator guides (includes DVD) and workbooks.
- Purchasing materials is not required for the training
- As a result of this training you will have some exercises and tools you can use with clients.

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## SELF-CARE

- Trauma-informed training
- Experiential
- Balance vulnerability with safety

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## SAFETY PLAN

Six things you can do

- Breathing
- Safe place in your imagination
- Placing a call
- Counting backwards
- Massaging one's hands
- Prayer, meditation

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## INTRODUCTIONS

- Name
- Work position
- What facility and population do you work with?
- What motivates you in this work?
- What questions do you have about women and violence?

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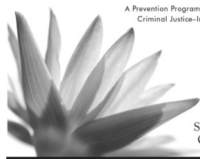
## BEYOND VIOLENCE: A PROGRAM FOR CRIMINAL JUSTICE- INVOLVED WOMEN

FACILITATOR GUIDE

PARTICIPANT WORKBOOK

Beyond Violence

A Prevention Program for  
Criminal Justice-Involved Women



Stephanie S.  
Covington

WILEY

Beyond  
Violence

A Prevention Program for  
Criminal Justice-Involved Women



Stephanie S.  
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WILEY

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BEYOND VIOLENCE

- Facilitator guide
- Participant workbook
- Video (DVD): *What I Want My Words To Do To You*

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BEYOND VIOLENCE

- Four parts (modules)
  - Self, Relationships, Community, Society
- Twenty sessions
- Two hours in length each
- Eight to twelve participants
- Closed group format

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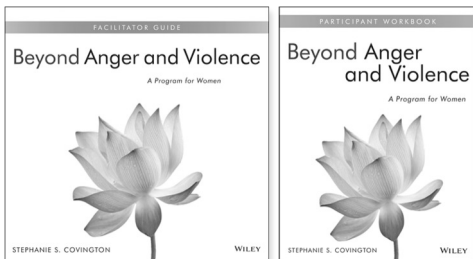
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A PROGRAM FOR WOMEN



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*BEYOND ANGER AND VIOLENCE*

- Facilitator's guide
- Participant's workbook
- DVD *What I Want My Words To Do To You*

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*BEYOND ANGER AND VIOLENCE  
FACILITATOR GUIDE (CONTENTS)*

- Twenty-one sessions total
  - Orientation session
  - Twenty sessions – lesson plans
- Appendices
  - *Yoga poses*
  - *Extra handouts*
  - *Guide to gender-responsive materials*

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*BEYOND VIOLENCE/  
BEYOND ANGER AND VIOLENCE*

- The role of anger expression of anger with acts of aggression
- Participants' experiences of anger and aggression from others

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WOMEN AND ANGER (CONT.)

- Aggression is a behavior.
- Hostility is an attitude.
- Anger is an emotion.

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SOCIALIZED GENDER DIFFERENCES FOR ANGER

Who can express anger safely?

Consequences?

Reactions and responses?

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WOMEN AND ANGER (CONT.)

Anger In	Suppressed, Contained
Anger Out	Physical / Verbal Expression

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## WOMEN AND ANGER (CONT.)

- Feelings of powerlessness
- Mental health
- History of trauma
- Substance misuse
- Disordered eating
- Aggressive behavior
- Relationship pain

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## WOMEN AND ANGER

Anger	Risk
Inward	Depression
Towards Self	Self Harm, Suicide
Outward	Escalate to Aggression and/or Violence

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## THEORETICAL FOUNDATION

- The Social-Ecological Model
- Relational-Cultural Theory
- Empowerment Theory
- Trauma Theory
- Addiction Theory
  - The Holistic Health Model of Addiction
- Best Practices for Prevention Programs

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### CRITICAL AND INTERRELATED ISSUES

- Addiction
- Mental Health
- Trauma
- Physical Health
- Violence

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### PREVALENCE OF TRAUMA AND PTSD WITH SUBSTANCE MISUSE

- 75% to 90% of a treatment-seeking sample of people with substance misuse concerns also have a history of victimization
- More than 60% of women seeking treatment for substance misuse report experiencing physical/sexual abuse during their lifetime

(Hughes, McCabe, Wilsnack, West, & Boyd, 2010)

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### HISTORIES OF TRAUMA / VIOLENCE AMONG CLIENTS TREATED FOR METHAMPHETAMINE

Persons in treatment for methamphetamine report high rates of trauma

- 85% women
- 69% men

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## HISTORIES OF TRAUMA / VIOLENCE AMONG CLIENTS TREATED FOR METHAMPHETAMINE

Most common source of trauma/violence:

- For women, was a partner (80%)
- For men, was a stranger (43%)

History of sexual abuse

- 57% women
- 16% men

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## SEXUAL ABUSE AND MENTAL HEALTH

Women who have histories of sexual assault  
commonly experience multiple factors:

- 65% experience PTSD
- 51% experience depression
- 82% develop anxiety
- 49% become dependent on alcohol
- 61% use illicit substances
- 44% experience thoughts of suicide
- 19% attempt suicide

(Campbell, Dworkin, and Cabral 2009)

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## DIFFERENCES IN RISK

- 1 in 4 women and 1 in 8 men experience psychological abuse from a partner
- 38% of female homicides are committed by male partner; 6% of male homicides are female partner
- 1 in 5 women will be raped in their lifetime compared to 1 in 71 men

(Bridging, Chen & Black, 2014; World Health Organization, United Nations Development Programme, and United Nations Office on Drugs and Crime, 2014; Black, Basile, Breiding, Smith, Walters, Merrick, Chen & Stevens, 2011)

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### PATHWAYS THEORY

- A focus on women's voices & women's lives
- Examines the specific life course events that place women at risk of use of violence
- Combines concepts of social context & personal choice/agency
- Investigating the links between use of violence and
  - Childhood & adult events
  - Trauma & substance abuse

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### PATHWAYS PERSPECTIVE

- Women's use of violence embedded in the conditions of their lives
- Examines the specific life course events that place women at risk for use of violence
- Triple jeopardy: The impact of race, class & gender (Bloom)
- Multiple marginality: From families, school, work (Owen et al., 2017)
- Trauma & addiction (Covington)

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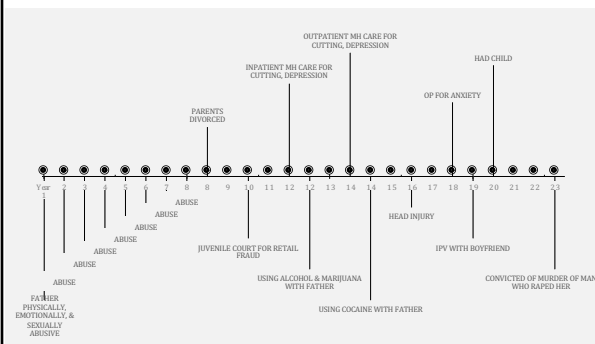
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### EXAMPLE: LIFE BEFORE PRISON



"Halley", Fedock, G. (2018). Life Before 'I Killed the Man That Raped Me': Pre-Prison Life Experiences of Incarcerated Women With Life Sentences and Subsequent Treatment Needs. *Women & Criminal Justice*, 28(1), 65-80.

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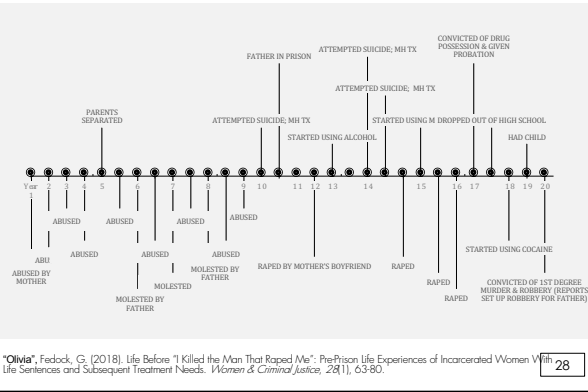
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EXAMPLE: LIFE BEFORE PRISON



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WOMEN, INCARCERATION, AND VIOLENCE

- Women comprise 7% of the state prison population in the US
- 45% of incarcerated women serving time for a violent offense
- Violence occurred in relationship (e.g., against intimate partner, with a romantic partner)

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WOMEN, INCARCERATION, AND VIOLENCE

- 58% parents of minor-age children
- 26% homeless in year prior to incarceration
- 53% jobless in the month prior
- 76% mental health concern; 58% substance use concern

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WOMEN WITH  
VIOLENT VS. NON-VIOLENT OFFENSES

- Higher rates of childhood abuse
- More likely had parents with mental health issues
- More substance abuse (e.g., start early, polysubstance use)
- Introduced to crime by male partners
- Primarily one-time violent convictions

Kubiak, S. P., Kim, W. J., Fedock, G., & Bybee, D. (2013). Differences among incarcerated women with assaultive offenses: Isolated versus patterned use of violence. *Journal of Interpersonal Violence, 28*(12), 2462-2490.

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BEYOND ANGER AND VIOLENCE  
GOALS:

- To provide an opportunity to reflect and learn more about themselves.
- To provide information to help better understand the relationships between thoughts, feelings, and behaviors.
- To help understand the effects of families, relationships, and community and the larger society on their lives

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BEYOND ANGER AND VIOLENCE  
GOALS (CONT.):

- To help understand more about the roles of anger and violence in their lives.
- To provide an opportunity to learn new skills, including communication, conflict resolution, decision making, and calming or self-soothing techniques.
- To become a group of women working to create a less violent world.

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**RESEARCH ON BEYOND VIOLENCE  
(MICHIGAN DEPARTMENT OF CORRECTIONS)**

- Phase 1: Pilot groups of *Beyond Violence* on a Residential Therapeutic Unit
- Phase 2: Randomized Control Trial in general population comparing *Beyond Violence* and treatment-as-usual (Assaultive Offender Programming)
- Phase 3: *Beyond Violence* with women with life sentences
- Phase 4: Examined long-term outcomes after release from prison

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**RESEARCH ON BEYOND VIOLENCE  
(MICHIGAN DEPARTMENT OF CORRECTIONS)**

- Women who participated in *Beyond Violence* showed:
  - Reduction of depression, anxiety, PTSD, and serious mental illness symptoms
  - Reduction of unhealthy anger styles
  - Increase in healthy anger management
- *Beyond Violence* can be implemented
  - In a therapeutic unit and general population
  - With women preparing to re-enter the community and women with long-term sentences

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**BEYOND VIOLENCE  
ONE YEAR POST RESEARCH**

- Less recidivism
- Less relapse

	Arrest within the First Year	Positive Drug Screen
<i>Beyond Violence</i> Program	15%	25%
TAU (Assaultive Offender Program)	47%	47%

(Dr. Sheryl Kubla, MDOC Research Results 2015)

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Pilot Project on *Beyond Violence*  
 (California Department of Corrections  
 and Rehabilitation – CDCR)

Phase 1: Training staff and peer educators

Phase 2: Peer educators participate in  
*Beyond Violence*

Phase 3: Peer educators co-facilitate  
*Beyond Violence* with four specific  
 groups

(Dr. Nena Messina, UCLA)

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2014 CDCR PILOT STUDY

Post Traumatic Stress Disorder

PTSD Change over time	Positive at Admission to BV	Positive at Graduation from BV	McNemar's Chi Square
Peer Educators	55.2%	18.5%	8.33**
Other Participants	72.1%	42.3%	7.35*

(Nena Messina (2014). *Beyond violence, final report, CDCR cooperative agreement no. 5600004087.*)

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2014 CDCR PILOT STUDY (CONT.)

**Summary of Findings**

- Implementing *Beyond Violence* showed significantly positive outcomes:
  - Reductions in PTSD
  - Reductions in anxiety
  - Reductions in anger and aggression
  - Reductions in symptoms of serious mental illness
- *Beyond Violence* was successfully implemented in a prison setting and was successfully facilitated by the Peer Educators (reducing costs).
- Although the sample size is small, positive results were found for previously identified difficult populations to treat.

(Nena Messina (2014). *Beyond violence, final report, CDCR cooperative agreement no. 5600004087.*)

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## RESEARCH: PEER FACILITATORS

20-25 peer facilitators for 240 women per year

Randomized control trial

Significant findings: Women in BV had

- Lower levels of depression, anxiety, and PTSD
- Lower levels of anger and aggression (including physical aggression)
- Lower levels of emotional dysregulation

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## BACKGROUND INFORMATION

- The Therapeutic Environment
- Prior to the Session
  - Grounding and Self-soothing
  - Interruptions
  - Participant Workbooks
  - Art Supplies
  - Use of the DVD
  - Knowing the Women in the Group
  - Co-Facilitating
- Tips on Conducting a Group Session
  - Adjusting Timing
  - Yoga Poses and the Mind-Body Connection

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## FORMAT OF SESSIONS

- Quiet Time
- Relaxation/Self-soothing
- Review of Assignment
- Short Lecture on Topic Areas
- Exercises, Focus Questions
- Between Sessions Activities
- Relaxation/Self-soothing

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ANGER

...the backbone of healing.

~ Bass & Davis  
*The Courage to Heal*

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Orientation Session

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Orientation Session

5 ACTIVITIES

- Triggers and Coping Tools
- Creating a Container
- Anger Survey
- Self-Soothing

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## INTRODUCTIONS

- Name
- When and Where You Were Born
- How I Identify Myself
- People in My Family
- One Thing I Like About Myself

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## CONTENT AREAS

- How our thoughts and feelings affect our behavior
- How to better manage feelings, especially the powerful and painful ones
- The impacts of families & relationships on our lives
- Abusive and healthy relationships

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## CONTENT AREAS (CONT.)

- The role of anger in women's lives
- The effects of our communities on our lives, including support for violence in communities
- Making amends and restitution
- Envisioning a more peaceful world

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## GROUP AGREEMENTS

- Attendance
- Confidentiality
- Safety
- Feelings
- Participation
- Using "I" Statements
- Showing Respect

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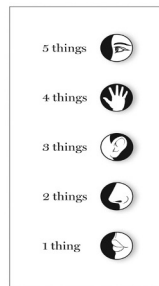
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## TRIGGERS 5 SENSES ACTIVITY



(S. Covington, Healing Trauma, 2011, rev 2016)

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## WE LIVE IN A VIOLENT WORLD

- Children from violent homes have a higher tendency to commit suicide, abuse drugs and/or alcohol, and commit violence against their own partners or children
- Three-to-ten million children are exposed to or witness domestic violence each year
- A woman is battered every fifteen-to-eighteen seconds

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## BREATHING AND EXHALING

- Breath in – nose
- Breath out – mouth

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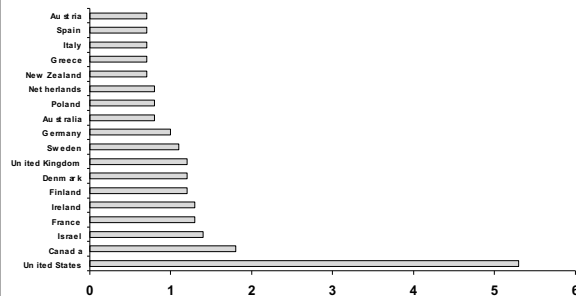
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## INTERNATIONAL HOMICIDE RATES (RATE PER 100,000)



(United Nations Office on Drugs and Crime, 2015-2019)

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## DEFINITION OF VIOLENCE

One definition of violence is "the intentional use of physical force or power – threatened or actual – against oneself, another person, or a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, inhibited development, or deprivation."

(World Health Organization, 2004)

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## VIOLENCE INFLICTED IN FOUR WAYS

- Physical
- Sexual
- Psychological attack
- Deprivation

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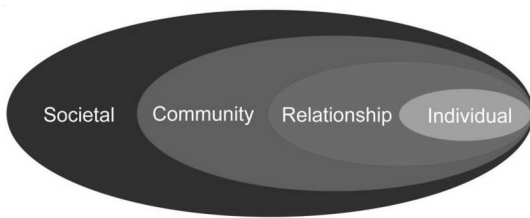
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## DEFINITION OF ECOLOGICAL MODEL



[Dahlberg LL, Krug EG. Violence-a global public health problem. In: Krug E, Dahlberg LL, Mercy JA, Zwi AB, Lozano R, eds. World Report on Violence and Health. Geneva, Switzerland: World Health Organization; 2002:1-56.]

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## RISK FACTORS

- Individual:** Age, education, income, substance misuse, and history of abuse
- Relationship:** Whoever someone is closest to
- Community:** Where & who we spend our time with
- Larger Society:** Racist, sexist, classist, and homophobic ideas & practices

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Although the world is full of suffering,  
it is also full of the overcoming of it.

~ Helen Keller

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ACTIVITY:

Creating a Container

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ANGER STYLES

**1. Anger Reactive:** "If I hit someone else, she  
was asking for it first."

Statements 1-8

**2. Anger Avoidant:** "When I'm stressed, I flip  
out over little things."

Statements 9-16

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## Part A: Self

31 ACTIVITIES

- Session 1** *Thinking Our Thoughts*
- Session 2** *Feeling Our Feelings*
- Session 3** *Violence and Trauma in Our Lives*
- Session 4** *The Effects of Trauma*
- Session 5** *Women and Anger*
- Session 6** *Tools for Managing Anger*
- Session 7** *Understanding Ourselves*

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### SESSION ONE

## Thinking Our Thoughts

Goals:

- To examine typical habits in thinking
- To understand how our thoughts influence our feelings and behaviors

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### EACH SESSIONS OPENS:

- Self-Soothing Activity
- Thinking About the Last Session
- Review of Assignment
- Session Goals

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# Session One

5 ACTIVITIES

- Thinking, Feeling, and Substance Use
- My Typical Distorted Thinking
- Feelings Inside and Outside
- DVD of *What I Want My Words To Do To You*
- Understanding Keila and Understanding Me

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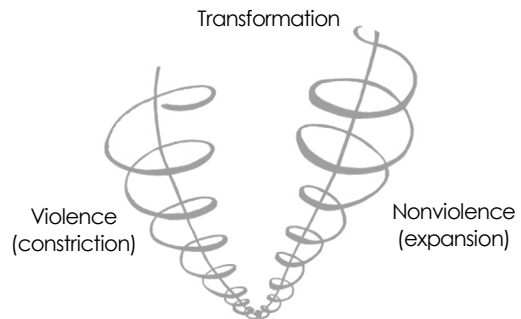
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## SPIRAL OF VIOLENCE AND NONVIOLENCE



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### ACTIVITY:

My Typical Distorted Thinking

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**AUTOMATIC THOUGHTS  
COGNITIVE DISTORTIONS**

- Over-generalizing
- All-or-Nothing Thinking
- Mental Filtering
- Disqualifying the Positive
- Personalizing
- Mind Reading

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**AUTOMATIC THOUGHTS  
COGNITIVE DISTORTIONS**

- Magnifying or Minimizing
- Jumping to Conclusions
- Fortune Telling
- Emotional Reasoning
- Using "Should" and "Must" Statements
- Labeling and Mislabeled

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**DISTORTED THINKING  
(EXAMPLE)**

<b>Situation</b>	<b>Thoughts</b>	<b>Feelings</b>	<b>Behavior</b>
<i>What was the event?</i>	<i>What were your thoughts?</i>	<i>How did you feel?</i>	<i>What did you do?</i>
A relationship ended.	No one will ever love me again. <i>(All-or-nothing thinking)</i>	Sad, lonely.	Isolated myself so I didn't meet anyone new.

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FEELINGS INSIDE AND OUTSIDE



Feelings Outside

Feelings Inside

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DVD:

*What I Want My Words To Do To You*

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KEILA

- Events
- Thinking
- Feeling
- Behavior
- Have a "container"?

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SELF-SOOTHING ACTIVITY:

Palms Up, Palms Down

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EACH SESSION CLOSES WITH:

- Thinking About the Session
- Assignment
- Self-soothing
- Closing

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SESSION TWO

Feeling Our Feelings

Goals:

- To learn more about our own feelings, including their intensity
- To learn the five steps to emotional wellness
- To understand how our feelings influence our behaviors

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## Session Two

5 ACTIVITIES

- Identifying Feelings
- Beliefs About Feelings
- Intensity of Feelings
- Feelings and the Body
- Observer Self

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### FEELING CHART

Child	Teenager	Now	Feelings
			Love
			Fear
			Warmth
			Worry
			Sadness
			Caring

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### FEELING CHART (CONT.)

Child	Teenager	Now	Feelings
			Grief
			Confusion
			Anger
			Rage
			Hurt
			Embarrassment

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FEELING CHART (CONT.)

Child	Teenager	Now	Feelings
			Jealousy
			Hatred
			Shame
			Happiness
			Shyness
			Excitement

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FEELING CHART (CONT.)

Child	Teenager	Now	Feelings
			Hope
			Sympathy
			Guilt
			Distrust
			Relief
			Patience

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FEELING CHART (CONT.)

Child	Teenager	Now	Feelings
			Caution
			Discouragement
			Frustration
			Safety
			Freeness
			Courage

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### FEELING CHART (CONT.)

Child	Teenager	Now	Feelings
			Surprise
			Disgust
			Joy
			Prize

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### BELIEFS ABOUT FEELINGS

There is a right way to feel in every situation.	
If I deny or bury this feeling, it will go away.	
Letting others know that I am feeling bad is weakness.	
Negative feelings are bad and destructive.	
Letting others know what I feel is useless.	
If other people know how I feel, they won't like me.	
Being emotional means being out of control.	
Emotions can just happen for no reason.	
Some emotions are really stupid.	

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### BELIEFS ABOUT FEELINGS (CONT.)

All painful emotions are the results of a bad attitude.	
If others don't approve of my feelings, I obviously shouldn't feel the way I do.	
Other people are the best judges of how I am feeling.	
Painful emotions are not really important and should be ignored.	
Letting others know how I feel is risky.	
If I feel too good, something bad will happen.	

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### INTENSITY OF FEELINGS CHART

Intensity of Feelings	HIGH	MEDIUM	MILD
<b>ANGRY</b>	Irate Furious Enraged Seething	Mad Upset Agitated Disgusted	Uptight Irritated Annoyed Frustrated
<b>AFRAID</b>	Panicky Petrified Terrified Horried	Scared Fearful Frightened Threatened	Unsure Uneasy Worried Apprehensive
<b>GUILTY</b>	Mortified Sorrowful Worthless Repentant	Regretful Ashamed Remorseful Apologetic	Awkward Unworthy Embarrassed Sorry

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### INTENSITY OF FEELINGS EXERCISE

Sample

<p>Gladness</p>  <p>ok, good thankful Content</p>	 <p>Thrilled joyful ecstatic!!!</p>
---------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------

<p>Gladness</p>
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### INTENSITY OF FEELINGS EXERCISE (CONT.)

<p>Anger</p>
<p>Fear</p>
<p>Sadness</p>

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### FIVE STEPS TO EMOTIONAL WELLNESS

1. Become aware of how you are feeling. Tune in to yourself.
2. Try to locate the feeling in your body. Where are you experiencing the sensations?
3. Name the feeling, label it.
4. Express the feeling (to yourself or to someone else).
5. Learn to contain the feeling.

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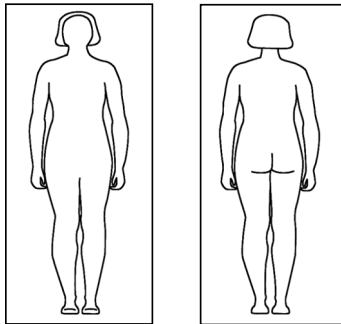
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### FEELINGS AND BODY



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### WHEN FEELINGS THREATEN TO OVERWHELM YOU

1. Slow down or even stop what you are doing.
2. Ask yourself, "What am I feeling?". Try to name the feeling.
3. Ask yourself, "Does the strength or intensity of the feeling match the situation?"
4. Then ask yourself, "How old do I feel I am as I have this feeling? Is my inner child having this feeling?"

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ACTIVITY:

The Observer Self

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SESSION THREE

Violence and Trauma in Our Lives

Goals:

- To review the definition of violence
- To understand the process of trauma
- To understand the value of self-calming techniques

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Session Three

6 ACTIVITIES

- Types of Abuse
- Calming Strategies
- Two Calming Activities
- Calming Collage
- Five Senses
- Daily Anger Log

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## TYPES OF ABUSE

- Emotional
- Physical
- Sexual

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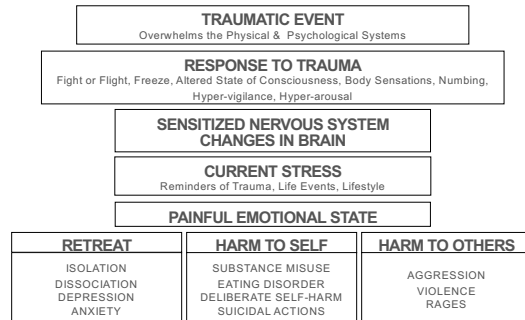
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## PROCESS OF TRAUMA



(Covington, S., *Beyond Trauma: A Healing Journey for Women*® and *Healing Trauma: Strategies for Abused Women* CD-Rom®)

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## DEFINITION OF TRIGGER

A "trigger" is something that sets off an action, process, or series of events.

"Activator"

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## CALMING STRATEGIES

- Reading a book
- Listening to music
- Dancing
- Pacing
- Hugging a stuffed animal or toy
- Taking a shower
- Taking a bubble bath
- Deep breathing
- Coloring
- Doing a craft or creative activity
- Calling friends or relatives
- Talking to friends
- Going for a walk in a garden or park
- Exercising
- Doing yoga
- Watching television
- Eating
- Writing in a journal

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## ACTIVITY:

### Two Calming Activities

- Mindful breathing
- Body scan

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## ACTIVITY:

### Calming Collage

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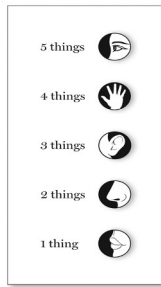
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**ACTIVITY:  
5 SENSES**



(S. Covington, *Healing Trauma*, 2011, rev 2016)

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**DISCUSSION:  
Keila's Options**

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**DAILY ANGER LOG**

Day of week	What happened	Intensity of my anger 1 = Irritated 2 = Mildly angry 3 = Very angry 4 = Furious/Enraged	Amount of time I felt angry
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

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SESSION FOUR

## The Effects of Trauma

Goals:

- To increase our understanding of the effects of trauma on physical health
- To increase our understanding of the effects of trauma on mental health

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## Session Four

2 ACTIVITIES

- Adverse Childhood Experiences Survey
- Triggers and the Body
- Optional: Yoga

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### ACE STUDY (ADVERSE CHILDHOOD EXPERIENCES)

**Before age 18:**

1. Recurrent and severe emotional abuse
2. Recurrent and severe physical abuse
3. Contact sexual abuse
4. Physical neglect
5. Emotional neglect

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ACE STUDY  
(ADVERSE CHILDHOOD EXPERIENCES)

**Growing up in a household with:**

6. Both biological parents *not* being present
7. The mother being treated violently
8. An alcoholic or drug-user
9. A mentally ill, chronically depressed, or attempted suicide member
10. A member being imprisoned

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ACE STUDY  
(ADVERSE CHILDHOOD EXPERIENCES)

**Results**

ACEs still have a profound effect 50 years later, although now transformed from psychosocial experience into organic disease, social malfunction, and mental illness.

- Smoking
- Alcoholism
- Injection of illegal drugs
- Obesity

[Felitti, V.J.; Origins of Addictive Behavior; Evidence from the ACE Study, 2003, Oct:52(8): 547-59. German. PMID: 14619682 [PubMed-indexed for MEDLINE].

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HIGHER ACE SCORE  
CHRONIC HEALTH CONDITIONS

- Heart disease
- Autoimmune diseases
- Lung cancer
- Pulmonary disease
- Liver disease
- Skeletal fractures
- Sexually transmitted infections
- HIV/AIDS

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### ACE STUDY (CONT.)

Women 50% more likely than men to have a score of 5 or more.

(Felitti & Anda, 2010)

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### IMPACT OF TRAUMA

- Brain chemistry
- Brain function
- Organize information differently
- Emotional changes

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### IMPACT OF SUBSTANCE USE

- Basic functions
- Reward system
- Thinking
- Feelings

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### RISK FACTORS FOR ADDICTION

- Traumatic or highly stressful childhood experiences
- Experiencing abuse and violence
- Early substance use, meaning that the younger you are when you start using alcohol or drugs, the greater the risk of addiction
- Spending a lot of time around people who use alcohol or other drugs
- Poor coping mechanisms

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### RISK FACTORS FOR ADDICTION (CONT.)

- High levels of stress
- Poor nutrition
- Chronic illness (this includes mental illness, such as depression, bipolar disorder, ADD or ADHD, PTSD, and eating disorders)
- Grief and loss
- Inability to deal with difficult or painful feelings

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### TRIGGER EXAMPLES

- Not being listened to
- Lack of privacy
- Feeling lonely
- Darkness
- Being teased or picked on
- Feeling pressured
- People yelling
- Arguments
- Being isolated
- Being touched
- Loud noises
- Not having control
- Being stared at
- Room checks
- Contact with family members

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### WARNING SIGNS OF TRIGGERS

- Restlessness
- Agitation
- Pacing
- Shortness of breath
- Increase in body temperature
- Hard breathing
- Tight muscles
- Feeling of being "on edge"
- Sensation of tightness in chest
- Sensation of "knot" in stomach
- Heart pounding
- Sweating
- Handwringing
- Shaking
- Crying
- Giggling
- Rocking
- Bouncing legs
- Swearing
- Singing inappropriately
- Eating more
- Smoking
- Drinking or using drugs

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### DAILY ANGER LOG

Day of week	What happened <small>(Add any smoking, overeating, and use of alcohol or other drugs)</small>	Intensity of my anger <small>1 = Irritated 2 = Mildly angry 3 = Very angry 4 = Furious/enraged</small>	Amount of time I felt angry
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

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### SELF-SOOTHING ACTIVITY: BREATHE OF JOY (YOGA POSE)



Inhale forward    Inhale sideways    Inhale overhead    Exhale while swinging arms

(Machelle Lee, www.machellelee.com)

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SESSION FIVE

## Women and Anger

Goals:

- To better understand the feeling of anger
- To discuss self-inflicted violence

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## Session Five

7 ACTIVITIES

- Words for Anger
- Meeting a Feeling
- The Anger Funnel
- Anger Osmosis
- Anger Triggers
- Self-Inflicted Violence
- Personal Anger Inventory

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ACTIVITY:

Words for Anger

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ACTIVITY:

Meeting a Feeling

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ANGER FUNNEL

Hurt

Sadness

Fear

Insecurity



Anger  
Rage  
Violence

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ACTIVITY:

Anger Osmosis

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ACTIVITY:  
Anger Triggers

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### ANGER TRIGGERS

- Interpersonal
- General

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DISCUSSION:  
Hidden Anger

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DISCUSSION:  
SELF-INFLICTED VIOLENCE

- To distract themselves from emotional pain
- To mark or scar the body
- To let something bad out
- To keep from hurting someone else
- To relieve anger
- To gain or reclaim control of the body
- To relieve tension and anxiety
- To feel real by feeling pain or seeing the injury
- To punish themselves

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SELF-INFLICTED VIOLENCE (CONT.)

- To feel calm or numb by giving some release
- To experience an increase in endorphins and the euphoria, or high, that goes with it
- To express feelings of isolation and alienation
- As a response to self-hatred or guilt
- To communicate their pain and anger to others
- To nurture themselves or seek nurturing for their injuries

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PERSONAL ANGER INVENTORY

1. How often do I feel angry?
2. When I am angry, I usually feel...
3. When I am angry, I usually do this...
4. I often express anger through...
5. After I feel angry, then I feel...
6. I have used anger to...

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PERSONAL ANGER INVENTORY (CONT.)

7. Based on what I now know about my anger, I would describe my anger style as...
8. How is my way of handling anger effective?
9. How is my way of handling anger ineffective?
10. If you are Anger Avoidant: Turning my anger on myself has hurt me by...

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PERSONAL ANGER INVENTORY (CONT.)

11. If you are Anger Reactive: I have directed my anger towards others and hurt them by...
12. If I use alcohol or other drugs, it affects my anger by...
13. If I were less angry, what would replace my anger?

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SESSION SIX

Tools for Managing Anger

Goals:

- To learn tools for anger management
- To practice self-reflection in order to monitor how we are feeling and functioning

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## Session Six

4 ACTIVITIES

- Anger-Management Strategies
- Anger Dos and Don'ts
- Self-Reflection Tool
- Visualization and Collage of My Personal Best

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### ACTIVITY: ANGER MANAGEMENT STRATEGIES

1. Accept anger as a normal emotion. Try not to feel guilty for feeling angry.
2. Learn to identify your triggers.
3. Learn to recognize old anger as opposed to current anger.
4. Try to identify the feelings underneath the anger.
5. Stop and think before reacting to your anger.

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### ACTIVITY: ANGER MANAGEMENT STRATEGIES (CONT.)

6. Give yourself a "cool down" period when you are feeling intense anger.
7. Use the "Creating a Container" technique or another form of "time out."
8. Instead of "stuffing" angry feelings, talk to someone.
9. Take responsibility for your actions and choices. Do not blame others.

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ACTIVITY:  
**ANGER MANAGEMENT STRATEGIES** (CONT.)

10. Share feelings in a direct, respectful way.
11. Accept that there are things you can't change or control.
12. Make a decision to manage your anger, rather than letting it manage you.

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ACTIVITY:  
**Anger Dos and Don'ts**

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**SELF REFLECTION TOOL**

Date							
AM							
PM							
Date							
AM							
PM							

If I am below 5, I will share with \_\_\_\_\_ or \_\_\_\_\_ or \_\_\_\_\_

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ACTIVITY:

Visualization and Collage

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SESSION SEVEN

## Understanding Ourselves

Goals:

- To better understand the behaviors that cause violence
- To integrate some of the materials from earlier sessions in order to understand what it means to become a whole person

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## Session Seven

3 ACTIVITIES

- DVD of *What I Want My Words To Do To You*
- Understanding My Anger
- Understanding My Behavior

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DISCUSSION:

DVD: *What I Want My Words To Do To You*

Keila's Story

- Thinking
- Feeling
- Anger
- Triggers
- Substance use
- Other Behavioral Options

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DISCUSSION:

Understanding Keila

Situation or Event	Feelings	Her Thoughts	Distorted Thinking	Her Behavior	Alternative Behavior
Keila's rape	Sadness, fear, betrayal, anger, confusion	Wanting answers	It is safe if I have a gun	Shooting him	Trusting her instincts that he was not safe and trying to find someone safe to talk to

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DISCUSSION:

Understanding Me

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## BECOMING WHOLE

- Upward Spiral
- What do I believe in?
- What kind of person do I want to become?



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*The psyche has a great desire to become whole, and to collect back its scattered parts.*

~ Carl Jung

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## Part B: Relationships

17 ACTIVITIES

- Session 8** *Our Families*
- Session 9** *Communication*
- Session 10** *Power and Control*
- Session 11** *Conflict Resolution*
- Session 12** *Creating Our Relationships*

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SESSION EIGHT

## Our Families

Goals:

- To understand various family dynamics
- To understand the influences of our families on our lives, especially when anger, aggression, and violence are present

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## Session Eight

4 ACTIVITIES

- Family Sculpture
- Feelings and the Family
- Wheel of the Nurturing Family
- Family Anger Questionnaire

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### SELF SOOTHING ACTIVITY:

Deep Breathing

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ACTIVITY:

Family Sculpture

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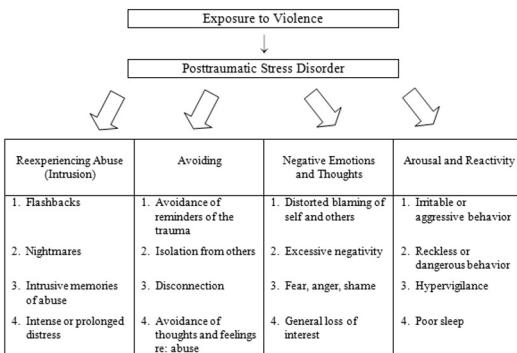
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**The Cost of Violence**



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ACTIVITY:

Unspoken Rules (Feelings and the Family)

<b>Describe the feelings that you were free to express and the behaviors and/or experiences that you could share.</b>	<b>Describe the feelings and behaviors that you learned to keep hidden.</b>
<i>Example: Happiness</i>	<i>Example: Loneliness</i>

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ACTIVITY:

Anger Questionnaire

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SESSION NINE

Communication

Goals:

- To convey the importance of clear communication
- To develop basic communication skills
- To practice communicating emotions

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## Session Nine

5 ACTIVITIES

- Communication Styles
- Nonverbal Communication
- Communicating Emotions
- Strategies for Creating Connection
- Responses to Stress
- Optional: Yoga

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### ACTIVITY:

Communication Styles

- Passive
- Aggressive
- Passive-aggressive
- Assertive

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### ACTIVITIES:

- Nonverbal Communication
- Communicating Emotions

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ACTIVITY:  
STRATEGIES FOR COMMUNICATION

- Maintaining eye contact
- Giving the speaker your full attention
- Listening to what the other is saying (instead of focusing on your response)
- Allowing others to complete their statements (not interrupting)
- Staying present
- Using "I" statements
- Being honest

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ACTIVITY:  
STRATEGIES FOR COMMUNICATION (CONT.)

- Not screaming or yelling
- Asking questions for clarification
- Restating to the other person what you have heard, to demonstrate that you understand her
- Not prejudging
- Being assertive without being aggressive
- Avoiding passive-aggressive communication

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ACTIVITY:  
RESPONSES TO STRESS

	<b>Under stress, I usually</b> (rank each 1 – 5):
	Stop thinking
	Think negative thoughts about myself
	Think negative thoughts about others
	Feel angry at others and express it instantly without thinking
	Shut down and feel nothing

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## ASSIGNMENT

**When I'm under stress and have difficulty communicating, these are some of my common thoughts:**

Three of my negative thoughts about myself or others	Three positive statements about myself or others that I can use to sooth myself
1.	1.
2.	2.
3.	3.

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## SELF-SOOTHING ACTIVITY: SEATED PIGEON (YOGA POSE)



Begin while seated in a chair with both feet on the ground. Place the left foot on the right knee, so that the legs resemble a number "4" when looking down at the shape. Then lean forward, as shown.

(Machelle Lee, [www.machellelee.com](http://www.machellelee.com))

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## SESSION TEN

### Power and Control

#### Goals:

- To understand the uses of power and control in relationships
- To explore what power and control issues we have experienced

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# Session Ten

2 ACTIVITIES

- The Power and Control Wheel
- De-escalation

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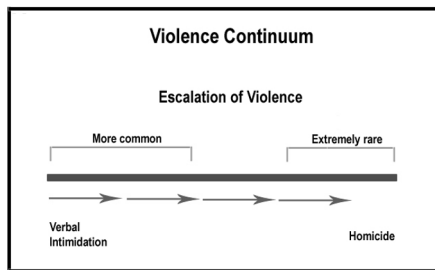
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## LECTURE:

### Violence Continuum and Escalation



(Art designed by Mara Dodson, Moss Group)

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Dad comes home drunk--again.

Yells at wife, "Where's my dinner?"

Wife says dinner was ready 3 hours ago, but he continues to yell.

Teenage son begs, "Don't yell at Mom."

**Dad comes home drunk or high**

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Mom catches girl coming home. Mom yells at girl.

Girl walks off.

Mom continues to yell at girl.

Girl continues to walk away.

**Teenage girl sneaks out to meet a friend**

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**SELF-CALMING/DE-ESCALATING STATEMENTS**

- I don't need to prove myself in this situation. I can stay calm.
- This is no big deal
- I'm going to take time to relax and slow things down.
- As long as I keep cool, I'm in control of myself.
- I don't need to doubt myself, because what other people say doesn't matter. I'm the only person who can make me mad or keep me calm.
- I can take a time out if I get upset or start to notice my feeling clues.

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SELF-CALMING/DE-ESCALATING STATEMENTS (CONT.)

- My anger is a signal. It's time to talk to myself and to relax.
- I feel angry, and that must mean I have been hurt, scared, or have some other primary feeling.
- I can recognize that my anger comes from having my old feelings re-stimulated. It's okay to walk away from this fight.
- When I get into an argument, I can take a time out.
- It's impossible to control other people and situations. The only thing I can control is myself and how I express my feelings

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SELF-CALMING/DE-ESCALATING STATEMENTS (CONT.)

- It's okay to be uncertain or insecure sometimes. I don't need to be in control of everything and everybody.
- Nothing says I have to be competent and in charge all the time. It's okay to feel unsure or confused.
- People put erasers on the ends of pencils for a reason; it's okay to make mistakes.
- I don't need to feel threatened here. I can relax and stay cool.
- If people criticize me, I can survive that. Nothing says that I have to be perfect.

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SELF-CALMING/DE-ESCALATING STATEMENTS (CONT.)

- It's nice to have other people's love and approval, but even without it, I can still accept and like myself.
- People are going to act the way they want to, not the way I want.
- If this person wants to go off the wall, that's her/his thing. I don't need to respond to her/his anger or feel threatened.
- Most things we argue about are stupid and insignificant.
- Is this really important to me or do I just want to be in control or be right?

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SESSION ELEVEN

## Conflict Resolution

Goals:

- To describe and practice skills for conflict resolution
- To discuss impulsivity and the need to think before doing
- To examine the qualities of nonviolent relationships

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## Session Eleven

3 ACTIVITIES

- Words, Words, Words
- The Equality Wheel
- DVD of *What I Want My Words To Do To You*

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LECTURE:

### Fair Fighting

- Fight by mutual consent
- Stick to the present
- Start with "I" statements
- Stick to the subject
- Keep it simple
- Speak in a normal voice
- Don't hit below the belt

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FAIR FIGHTING (CONT.)

- Don't quit; work it out
- Don't try to win, EVER
- Respect crying
- Don't look away, cross your arms, or clench your fists
- Don't resort to violence

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ACTIVITY:

Words, Words, Words

Words that Escalate	Words that Help

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ACTIVITY:

Impulse Control

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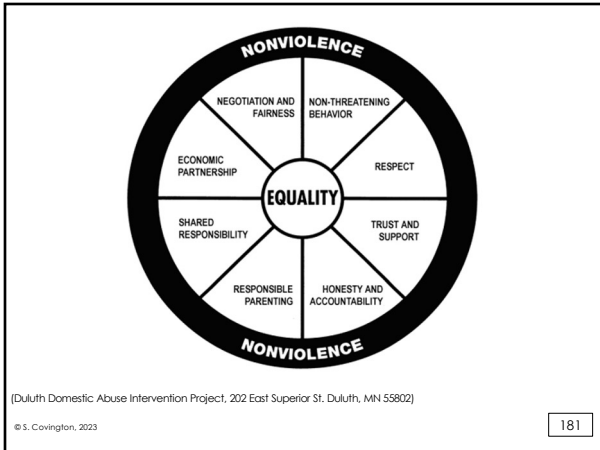
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SESSION TWELVE  
**Creating Our Relationships**  
 Goals:

- To describe the process of falling in love
- To compare and contrast addictive and intimate relationships
- To reflect on what is desired in relationships

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Session Twelve  
 3 ACTIVITIES

- Falling in Love
- Contrasting Intimate vs Addictive Relationships
- Relationship Collage

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ACTIVITY

Falling in love

Falling out of love

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INTIMATE VS. ADDICTIVE RELATIONSHIPS

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INTIMATE VS. ADDICTIVE RELATIONSHIPS

Intimate Relationship	Addictive Relationship
• Equality, peers	• Power unequal (one person has more)
• Mutuality (shared, balanced)	• Imbalance
• Choice	• Loss of choice
• Freedom	• Compulsion
• Desire to share needs and feelings	• No-talk rule, especially if things are not working out
• Relationship is able to include growth and change	• Relationship is always the same
• I want to be there	• I have to be there
• I begin with me (self)	• I begin with you
• Can say, "I want" and "I feel"	• You make me feel.....
• Active, not passive	• Reactor/responser

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## INTIMATE VS. ADDICTIVE RELATIONSHIPS

(CONT.)

Intimate Relationship	Addictive Relationship
<ul style="list-style-type: none"><li>• I take care of me. I am solely responsible for figuring out what I need and for communicating it to you.</li></ul>	<ul style="list-style-type: none"><li>• You will know what's right for me and you will fix it.</li></ul>
<ul style="list-style-type: none"><li>• Relationship deals with reality.</li></ul>	<ul style="list-style-type: none"><li>• Relationship is based on delusion/fantasy</li></ul>
<ul style="list-style-type: none"><li>• Relationship deals with things as they are, whatever comes along.</li></ul>	<ul style="list-style-type: none"><li>• Relationship uses denial and avoidance to deal with things.</li></ul>
<ul style="list-style-type: none"><li>• I have a true interest in your personal/spiritual growth, even if it takes you away from me.</li></ul>	<ul style="list-style-type: none"><li>• Your spiritual growth doesn't count.</li></ul>
<ul style="list-style-type: none"><li>• Love is always an act of self-love.</li></ul>	<ul style="list-style-type: none"><li>• Love is wanting someone with me at all costs.</li></ul>

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## DISCUSSION:

### How to End a Relationship

- Be direct and honest.
- Be kind and sensitive.
- Avoid comments that stem from anger.
- Speak using "I" statements rather than "you" statements.
- Express feelings that you are experiencing in the present.
- Assume personal responsibility for the change.

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## HOW TO END A RELATIONSHIP (CONT.)

- Decide on the level of physical and emotional intimacy you want with the person, if any.
- Act in a timely fashion; establish and adhere to agreed-on timelines within which changes (end of relationship) should occur.
- Tell the person what you appreciated about the relationship and appreciated about them.

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## Part C: Community

12 ACTIVITIES

- Session 13** *Our Communities*
- Session 14** *The Importance of Safety*
- Session 15** *Creating Community*
- Session 16** *The Power of Community*

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### SESSION THIRTEEN

## Our Communities

Goals:

- To reflect on the communities we grew up in
- To consider the effects of our communities on our lives

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### SELF-SOOTHING ACTIVITY:

Progressive Muscle Relaxation

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## Session Thirteen

4 ACTIVITIES

- Our Communities
- Visualization
- Collage of My Community
- Friendship

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### ACTIVITY:

Visualization of Community

Community Collage

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## SESSION FOURTEEN

### The Importance of Safety

Goals:

- To discuss safety in our communities
- To understand the effects of our environment on our behaviors

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## Session Fourteen

4 ACTIVITIES

- The Four Kinds of Safety
- DVD of *What I Want My Words To Do To You*
- Safety and the Body
- Community Maps – Past, Present, and Future
- Optional: Yoga

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### ACTIVITY: FOUR KINDS OF SAFETY

<b>Physical</b>	To be physically safe from harm
<b>Psychological</b>	Ability to keep one's self-discipline, self-esteem, self-control, self-awareness, and self-respect
<b>Social</b>	Ability to be safe with other people in relationships and in social settings
<b>Moral/Ethical</b>	Ability to maintain a set of standards, beliefs, and operating principles that are consistent, that guide behavior, and that are grounded in a respect for life

(S. Bloom, "The Sanctuary Model")

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### DISCUSSION:

Assessing the Community for Safety

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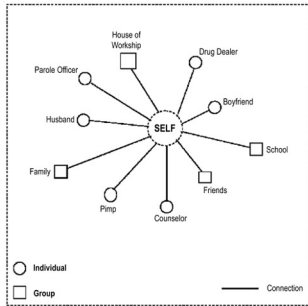
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## COMMUNITY MAPS PAST, PRESENT, FUTURE



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## SELF-SOOTHING ACTIVITY: MODIFIED TRIANGLE (YOGA POSE)



Stand in front of the seat of a chair. Hold the arms out to the sides in a "T" position and then open the legs wide until the ankles are under the wrists. Place both hands on the seat of the chair, keeping the arms straight. Bend forward from the hips.

(Machelle Lee, [www.machellelee.com](http://www.machellelee.com))

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## SELF-SOOTHING ACTIVITY: (CONT.) MODIFIED TRIANGLE (YOGA POSE)



With the legs straight, keep the left foot facing forward but pivot the right foot out so its toes point to the left. Next, reach towards the ceiling or sky with the left arm and hand. Hold the pose for five to ten breaths.

(Machelle Lee, [www.machellelee.com](http://www.machellelee.com))

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SESSION FIFTEEN

# Creating Community

Goals:

- To view an example of a safe community
- To understand the short- and long-term consequences of decision making

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# Session Fifteen

2 ACTIVITIES

- DVD of *What I Want My Words To Do To You*
- Crossroads

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## ACTIVITY: CROSSROADS



How might choosing this path affect you in the short-term?

How might choosing this path affect you in the long-term?

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ACTIVITY:  
CROSSROADS

How might choosing this path affect you in the short-term?

How might choosing this path affect you in the long-term?



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MAKING GOOD DECISIONS

1. Plan ahead if you can
2. Explore your options
3. Use common sense, not just emotions
4. Ask for advice from people you trust
5. Consider what they might do in similar situations
6. Evaluate the results
7. Stick by a good decision

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SESSION SIXTEEN

The Power of Community

Goals:

- To understand the power of community
- To understand the power of connection within the community

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## Session Fifteen

2 ACTIVITIES

- DVD of *What I Want My Words To Do To You*
  - Exercise 4 (Part 2); 5, 6, Final
- Writing about a kind act



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## Part D: Society

11 ACTIVITIES

- Session 17** *Society and Violence*
- Session 18** *Creating Change*
- Session 19** *Transforming Our Lives*
- Session 20** *Honoring Ourselves and Our Community*

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## SESSION SEVENTEEN

### Society and Violence

Goals:

- To examine the supports in society for violence
- To learn about groups that are working to stop violence

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# Session Seventeen

2 ACTIVITIES

- The Culture Wheel
- Supports for Domestic Violence

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## SELF-SOOTHING ACTIVITY:

### Breathing in the Positive

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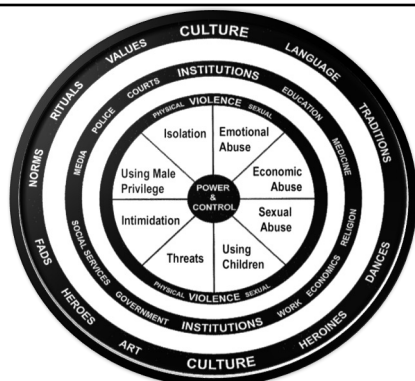
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**ACTIVITY:**  
**INSTITUTIONAL AND CULTURAL SUPPORTS**  
**FOR DOMESTIC VIOLENCE**

Tactics of power and control	Institutional decisions that support batterer's ability to use abusive tactics	Cultural values and beliefs that support batterers
Physical abuse		
Sexual abuse		
Isolation		
Emotional abuse		
Economic abuse		

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**INSTITUTIONAL AND CULTURAL SUPPORTS**  
**FOR DOMESTIC VIOLENCE (CONT.)**

Tactics of power and control	Institutional decisions that support batterer's ability to use abusive tactics	Cultural values and beliefs that support batterers
Minimizing and denying		
Using children		
Threats		
Using male privilege		
Intimidation		

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**INSTITUTIONAL AND CULTURAL SUPPORTS**  
**FOR DOMESTIC VIOLENCE (CONT.)**

Tactics of power and control	Institutional decisions that support batterer's ability to use abusive tactics	Cultural values and beliefs that support batterers
Physical abuse	Police say it's a personal issue; hospitals ignore it	"It's not that bad."
Sexual abuse	Teachers are not trained to recognize it.	
Isolation		
Emotional abuse	Police and courts: "It's not illegal."	
Economic abuse	Religion: "The man is the master."	"Men should be in charge of the money."

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**INSTITUTIONAL AND CULTURAL SUPPORTS  
FOR DOMESTIC VIOLENCE (CONT.)**

Tactics of power and control	Institutional decisions that support batterer's ability to use abusive tactics	Cultural values and beliefs that support batterers
Minimizing and denying		"Why didn't she leave?"
Using children	Courts give equal visitation.	"Children need a father"
Threats		
Using male privilege		
Intimidation		

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**DISCUSSION:**

Working to End Violence

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**DISCUSSION:**

What This Means to Me

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SESSION EIGHTEEN

# Creating Change

Goals:

- To envision a changed society
- To introduce the Spirals of Transformation

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# Session Eighteen

3 ACTIVITIES

- Health, Harmon, and Wholeness
- Your Spirals
- DVD of *What I Want My Words To Do To You*
- Optional: Yoga

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## ACTIVITY:

### SUPPORTS NEEDED FOR HEALTH, HARMONY AND WHOLENESS

Conditions to be Developed	Personal and Professional	Institutional and Community	Cultural Values and Beliefs
Physical health			
Sexual vibrancy			
Community connection			
Emotional health			
Embracing life			

[Covington & Doshier, 1994]

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**ACTIVITY** (CONT.):  
SUPPORTS NEEDED FOR HEALTH, HARMONY AND WHOLENESS

Conditions to be Developed	Personal and Professional	Institutional and Community	Cultural Values and Beliefs
Honoring children			
Feeling supported			
Equality			
Nurturance			

(Covington & Dasher, 1994)

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**ACTIVITY** (CONT.):  
SUPPORTS NEEDED FOR HEALTH, HARMONY AND WHOLENESS

Conditions to be Developed	Personal and Professional	Institutional and Community	Cultural Values and Beliefs
Physical health	Exercise regularly	Health care for all	
Sexual vibrancy		Sex education throughout lifetime	Sex is positive
Community connection	Connect with leaders in your community; become a leader in your community	Services designed to serve the specific needs of populations	
Emotional health		Mental health services available	

(Covington & Dasher, 1994)

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**ACTIVITY** (CONT.):  
SUPPORTS NEEDED FOR HEALTH, HARMONY AND WHOLENESS

Conditions to be Developed	Personal and Professional	Institutional and Community	Cultural Values and Beliefs
Honoring children	Treating children with respect	Programs on parenting young children and teens	
Feeling supported			
Equality		Equal pay across race, gender, etc.	
Nurturance	Using self-soothing techniques regularly		You deserve to take care of yourself

(Covington & Dasher, 1994)

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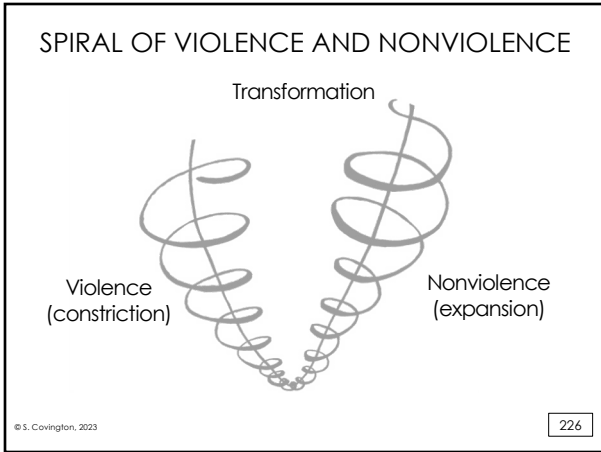
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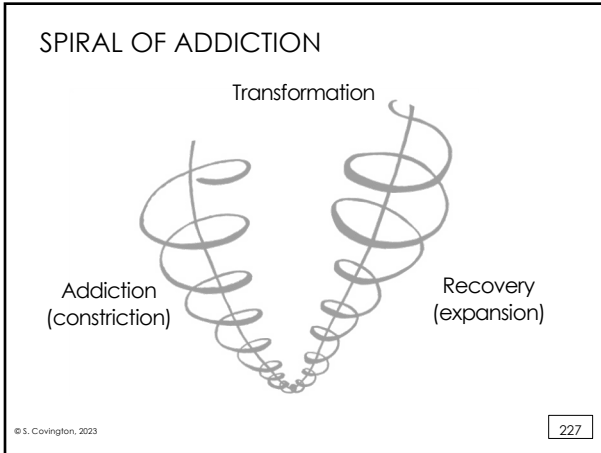
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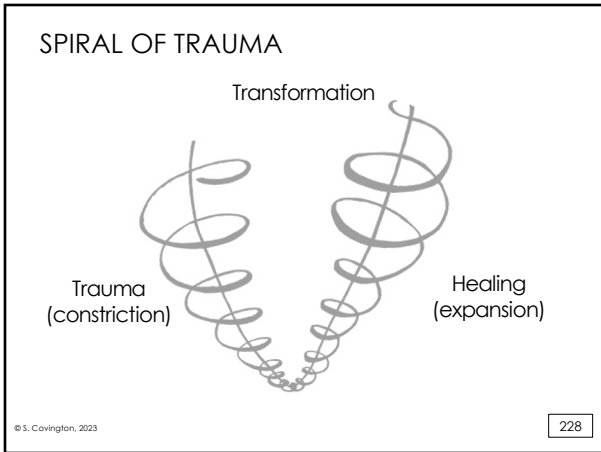
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ACTIVITY:

*What I Want My Words To Do To You*

Positive Change

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SELF-SOOTHING ACTIVITY:  
TWISTED BRANCHES (YOGA POSE)



Cross the arms in front of the chest, resting the crossed hands on the shoulders in what looks like a self-hug. Then cross the upper arms by resting the elbow of one arm in a soft elbow crease of the opposite arm.

(Machelle Lee, [www.machellelee.com](http://www.machellelee.com))

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SESSION NINETEEN

Transforming Our Lives

Goals:

- To visualize personal transformation
- To discuss remorse and making amends

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## Session Nineteen

3 ACTIVITIES

- Visualization
- Making Amends Role Play
- Forgiveness

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### ACTIVITY:

Visualization

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### DISCUSSION:

Process of Transformation

Why do I want to stop behavior that harms others?

- When did I begin to make a genuine commitment to stop harmful behavior?
- What have I realized at this time?
- What opened my eyes to what I was doing?

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PROCESS OF TRANSFORMATION (CONT.)

What is important to me?

- What kinds of relationships do I want to have with people?
- What do I really want to offer or give in these relationships?
- What kinds of ways do I want to relate to others in these relationships?

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PROCESS OF TRANSFORMATION (CONT.)

What is important to me (cont.)?

- Where has my harmful behavior been leading my relationships?
- What have I been losing that is important to me?

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PROCESS OF TRANSFORMATION (CONT.)

What does it mean to be here?

- What did it take to attend these sessions?  
What was I up against?
- What was it like to speak out in the group?
- What was it like listening to others speak out?

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PROCESS OF TRANSFORMATION (CONT.)

What does it mean to be here (cont.)?

- How was this different from other settings where women are together?
- What qualities do I need to find in myself?
- What qualities am I noticing in others?

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ACTIVITY:

- Making Amends
- Forgiveness

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SESSION TWENTY  
Honoring Ourselves and  
Our Community

Goals:

- To reflect on our experiences together
- To say goodbye

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## Session Twenty

3 ACTIVITIES

ORID

Appreciation

Become the Change You Want to See

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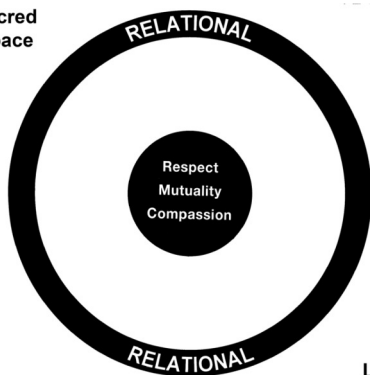
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Sacred  
Space



(Covington and Doshier 2000)

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### ARE YOU BECOMING THE PERSON YOU WANT TO BE?

- "How are you becoming the person you want to be?"
- "How are you demonstrating this to yourself?"
- "How are you contributing in your relationships?"
- "What are you offering others?"
- "How are you showing love, respect, and compassion?"
- "Are you also giving these to yourself?"

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ACTIVITY:

ORID

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ORID

- Objective
- Reflective
- Interpretive
- Decisive

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ACTIVITY:

Appreciation

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ACTIVITY:

Becoming the Change

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*We must become the change we want to see in the world.*

~ unknown

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