

## **Unit 4 Groupwork - a Cognitive Behavioural Approach**

### **Suggested outline for six sessions**

Each session should start with an icebreaker and, in sessions 2-6, with collection and discussion of homework.

#### **Session 1**

- Introduction and rationale
- Teach variety of techniques to assist anger management/self control
- Increase self-awareness and personal power
- Group rules
- Behavioural interviews
- Pupil evaluation forms
- Introduction of hassle log / behaviour diary
- Homework – completion of hassle log.

#### **Session 2**

- Antecedents, Behaviour, Consequence (ABC)
- Introduce concept of triggers
- Relaxation (deep breathing)
- Introduce assertive technique 'broken record' (with role play)
- Homework – hassle log, practise relaxation

#### **Session 3**

- Recap rules
- Recap of broken record and introduction of fogging (role play)
- Introduction of self-instruction training 'reminders'. Give personal example and get examples from group. Discuss why they are useful.
- Homework – hassle log, write down the most useful reminder

#### **Session 4**

- Applying reminders (role play)
- Review of techniques outlined so far: basic relaxation, assertiveness, reminders.
- More relaxation (visualisation)
- Homework – hassle log.

### **Session 5**

- Introduce thinking ahead – If I (behaviour now) then (negative consequence)
- Brainstorm negative consequences
- Identify own personal negative consequences
- Re-framing the situation – written task
- Homework – reframe a situation in the hassle log

### **Session 6**

- Discussion of anger spoilers
- Re-iteration of all the techniques
- Interviews with pupils to determine what they find most useful
- Socialising to end group.

## Hassle log

Keep a note of conflicts. Before you write, think about what happened just before the conflict (antecedent), what you actually did (behaviour) and what happened as a result of your behaviour (consequence).

**Antecedent**

**Behaviour**

**Consequence**

How angry were you?

1	2	3	4	5
<i>not at all</i>	<i>a little</i>	<i>simmering</i>	<i>heated</i>	<i>boiling mad</i>

How did you cope?

1	2	3	4	5
<i>nice and cool</i>	<i>kept the head</i>	<i>warming up</i>	<i>got mad</i>	<i>lost it</i>

## Anger Management Feedback

During the group, we discussed the following techniques for helping us to control our anger. Please keep this sheet as a reminder. You can highlight or tick the ones that you find most helpful.

### Relaxation

- *Deep breathing* (breathe in your favourite colour and breathe out a nasty colour)
- *Visualisation* (close your eyes and think of a place where you feel really calm, remember to use all your senses, what does it look like, what sounds are there, what can you smell, what can you taste, what can you feel?)

### Self instruction training

- *Reminders* - write yours here:

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- *Thinking ahead procedure* 'If I (misbehave) now the (negative consequence) will be.....'

### Assertiveness

- *Fogging* - retaliate with humour, put them off the scent by agreeing - 'Yes, I *am* mad.'
- *Broken record* - stay calm, repeat in a monotone, *don't* raise your voice, e.g. 'Can I have my pencil back please? Can I have my pencil back please? Can I.....'

### Becoming aware

- *Know what your triggers are.* Write them here

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- *Re-frame the situation.* Don't always see it with angry feelings.
- *Know the physiological signs that you are becoming angry.* Does your heart beat faster, do you clench your fists? Write them here:

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### Anger spoilers

- Counting to 10, saying the alphabet backwards, taking exercise, turtle technique, walking away, being charming, punching a pillow..... Which ones work for you? Write them here:

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## Activities for Unit 4 - Cognitive Behavioural Techniques

### Activity 1 Relaxation

The facilitator should demonstrate visualisation to all participants. If there is sufficient time then participants could be allowed to take a more active part and design their own visualisation

### Activity 2 Anger spoilers

An anger spoiler is a mini strategy that you can use to stop anger building up or get out of control.

Think of a time when you were in a situation which might have made you angry but you stayed calm. Now answer the following questions:

- What was it that was different about that episode which allowed you to remain in control?
- What did you do to keep yourself calm?

Discuss this with your group before noting down as many anger spoilers as you can think of.

Work in a group of 3-4. Think of the last time you were really angry and managed to control it. What did you do that helped you control your anger or calmed you down?

### Activity 3 Setting up a group

1. You are about to work with a group of young people on anger management. What do you think are the most important considerations in setting up such a group? Some aspects you might like to think about include age, gender and ability. What else might be important?
2. Using the handout on *cognitive behavioural techniques*, plan an introductory session for your group.