

**ANGER
MANAGEMENT
WORKSHOP**

Anger Management Workshop

SUGGESTED AGENDA

Session 1

Theme: Introduction and Community Building

Introduction of Leaders

Opening Talk - Goals, Outline of Workshop, Expectations, Housekeeping, Meals, Hospitality

Introduction of Participants - Name and why you wanted to take this workshop

Adjective Name Game

Light & Lively

Concentric Circles

The way anger was handled in my family was...

A time my anger got me into trouble was...

A way I have used my anger constructively is...

A childhood experience where I felt hurt was...

A childhood experience where I felt acknowledged and affirmed was...

Evaluation

Session 2

Theme: Awareness of Anger

Agenda Review

Gathering: "A time my anger had serious consequences for me was..."

Guided Visualization One - Walk on the beach from the Carefronting Exercise

Rights and Equity - "I have a right!" from the Carefronting Exercise

Light & Lively

Brainstorm on Anger - From Roots of Anger Exercise 1A - Post signs: GOOD, NEUTRAL, BAD

Getting in Touch Exercise: Anger

Anger Thermometer Talk

Your Brain on Anger Talk

Evaluation

Session 3

Theme: Sources of Anger

Agenda Review

Gathering: "Something that really upsets me is..."

Buttons Exercise

Brainstorm on Roots of Anger - From Roots of Anger Exercise 1B

Anger Overview Talk

Light & Lively

Personality Bullseye Talk

Anger Iceberg Talk

Anger Iceberg Exercise in small groups - From Roots of Anger Exercise 2

Evaluation

Session 4

Theme: Response to my Own Anger and Dealing with Other People's Anger

Agenda Review

Stress Levels Talk

Gathering: "The way I lower my stress level is..."

Response to Anger Talk or Brainstorm

Listening to a Conflict Exercise

Light & Lively

Whip: "A way I deal with other people's anger is..."

Brainstorm on Dealing with Other's Anger

Transforming Anger - Joyce's Story

Evaluation

Session 5

Theme: Grudges and Forgiveness

Agenda Review

Gathering: "A grudge I'm having difficulty letting go of is..."

Addiction to Grudges Exercise

Light & Lively

Anger and Forgiveness Flow Chart Talk

Anatomy of an Apology Exercise

Evaluation

Session 6

Theme: Closure

Agenda Review

Guided Visualization Two - Walk on the beach from the Carefronting Exercise

Reflection Exercise

Written Evaluation of Workshop

Unanswered Questions

Certificates

Closing Circle

Session 2 - Awareness of Anger

Guided Visualization 1 *from Nancy Nothhelfer's Carefronting Exercise*

Introduction:

1. Tell group to find a comfortable position, relaxed, feet on the floor and to try to clear your heads of everything but the awareness of your own body. Close your eyes, be comfortable, be aware of breathing, breathe deeply to slow count of 4-2-4 (inhale, hold, exhale).
2. Say (slowly): 'You are walking by yourself, there is no one else around, it is a warm, sunny day, you are feeling good. In the far distance, you see someone approaching whom you care about and with whom you have unfinished business or an unresolved conflict . . . What are your thoughts, assumptions? . . . How do you feel? . . . As you come face to face, what do you say or do? (Pause for at least 10 seconds) . . . How does the other person respond? . . . (Again pause for 10 seconds) You each continue on your way. Be aware of how you feel . . . When you are ready, return to the room.'
3. Put people in groups of three. For two minutes, each may share as she chooses:
 - What happened? and
 - How satisfied did you feel as you passed on.?(Write these questions on newsprint for guidance of group in sharing.)

Rights and Equity *from Nancy Nothhelfer's Carefronting Exercise*

Introduction: In this exercise we are going to look at why carefronting is often difficult and what keeps us from carefronting in our relationships with others.

1. Put group in pairs by counting off half the group and then starting again with the other half. Put them into two lines, and try to separate the pairs from one another as large a distance as can be done.
2. Have the Ones stand with arms folded, expressionless. The twos stand facing the ones, keeping eye contact. The twos are to shake their fists at their partners, saying, 'I have a right' over and over, until the sentence finishes itself. Do not program yourself ahead of time. Let the "right" you are claiming come out of your depths and surprise you. And then demand the right with authority. It may be an irrational "right." That's OK. It need not be logical nor make sense.
2. Reverse roles.
3. While facing each other, have the partners take turns finishing the observation : "What that was like for me . . ."
4. Ask the ones: "Now think of the 'right' that you just expressed. Imagine that your partner is someone who stands in the way of that right. Find a way to say with authority, 'I have a right to . . . and you are standing in the way of my right by . . .'"
5. Reverse roles.
6. Return the pairs to a large group circle. Process with the following questions:
 - Is my "right" (discovered in the exercise) a universal right, or is it individual to me?
 - What is the difference between assertiveness and aggressiveness?
 - What keeps us from expressing our rights assertively rather than aggressively?
 - Unfinished "business" or issues in our past often make us bring anger to the table when we try to expressing what we believe to be our "rights." What other emotions or conditions does anger mask?
 - How can we free ourselves to be who we are? To do what we aspire to? To be free to love without fear?
 - What TP guide(s) might help us to take this path?

Rights and Equity continued

Additional Questions if you want to get into a general discussion (these could be used if you want to use parts 1-3 in one session and follow up in another session):

- What is the difference between saying “I have the right to” and “I have the power to”?
- What is the difference between assertiveness and aggressiveness?
- What is the difference between what I need and what I want?

Brainstorm: Feelings About Anger *from Nic Fine’s Exploring the Roots of Anger*

1. Put up three signs in different parts of the room. Then ask participants to stand under the sign that is closest to their feelings about anger.



2. Put up three sheets of newsprint. Ask participants to explain why they chose their sign and how they feel about anger.

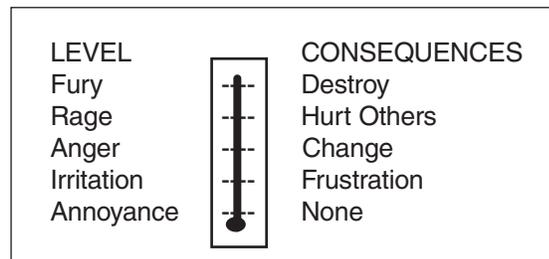
3. Back in the large group compare the lists and then discuss

- Feelings about anger
- Situations creating anger
- Actions resulting from anger

Getting in Touch with Anger Exercise *see page 10*

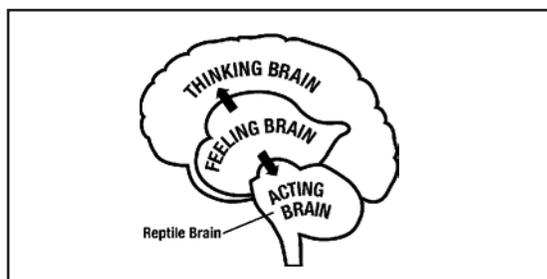
Anger Thermometer Talk *from John Shuford*

Present diagram on levels of anger and discuss stages in escalation of anger.



- Anger is a secondary emotion
- What is important is what you do with it
- If you are angry about something in the past, that is not anger, it is a resentment or grudge

Your Brain on Anger: *from Margaret Lechner*



- Emotions are felt in the feeling brain. When we are in control we are in touch with our thinking brain. When we are out of control we are only in touch with our acting brain. Our acting brain does not feel, it only acts.

Helpful Quotes: *from John Shuford*

- Hurt people hurt others
- Long term anger = Resentment
- “Resentment is emotional cancer”
- “Resentment is like holding hot coals in your hand and trying to decide where to throw it.”
- “Resentment and grudges are like letting other people rent space in your head.”
- “Resentment is like taking poison and hoping that the other person will die.”
- “I imagine one of the reasons people cling to their hates so stubbornly is because they sense, once hate is gone, they will be forced to deal with pain.” *James Baldwin*

Session 3 - Sources of Anger

Buttons Exercise *see page 11*

Brainstorm: Roots of Anger *from Nic Fine's Exploring the Roots of Anger 1-B*

1. On top of a fresh sheet of newsprint, draw a tree and trunk and label it “Anger.” Ask participants to identify the main roots that feed the “anger.” Then draw the root, labeling it with the words or phrases given.

Sources of Anger Talk *from John Shuford*

Anger is the result of two factors; a stressor and trigger thoughts.

- Stressor – a real or perceived stress, threat or loss to our body, property, self-esteem, values or control [don’t get what we want].
- Trigger Thoughts about a stressor or its impact on us, which ignite a hostile response.

Basic Needs – We frequently get angry when there is a threat to our basic needs, which are:

- Need to survive: food, safety, shelter
- Need for connection: fulfilled by loving, sharing and cooperating with others.
- Need for meaning in life: fulfilled by achieving, being recognized and respected.
- Need for control or power over one’s life: fulfilled by having/making choices in life.
- Need for fun: fulfilled by laughing and playing.

Anger comes from:

- the past – reminds you of past event/experience/person.
- the present – a reaction to a real or perceived violation.
- the future – an imagined or anticipated violation expected to occur.

Some important dynamics of anger are:

- We become more angry when we are stressed and our body resources are down.
- We are rarely ever angry for the reasons we think.
- We often become angry when we see a trait in others we can’t stand in ourselves.
- Underneath many current angers are old disappointments, traumas and triggers.
- We get angry when a current event brings up an old unresolved situation from our past.
- We often feel strong emotion when a situation has a similar content, words or energy that we have felt before.

Personality Bullseye Talk *from Nancy Nothhelfer*

Present diagram on and discuss layers.

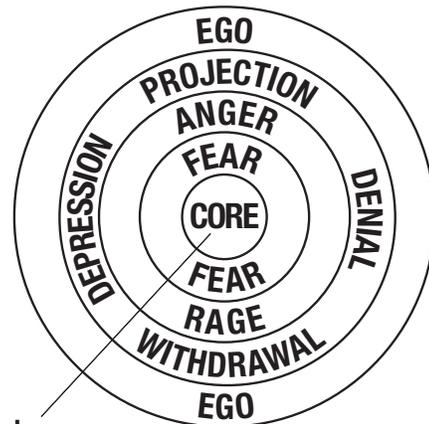
The core is the source of love and caring. It is the part of my personality that enables me to connect with others and with my inner sources of power. It is the source of Transforming Power.

However, when I am in my core, I have a tendency to feel vulnerable. As a result I often cover my positive core with fear.

But, since I feel weak and powerless when I am fearful I cover up my fear with anger. Anger enables me to feel powerful.

But, since I don't like to go around angry all the time, I cover up my anger with defense mechanisms. For example, if I am angry at you, I project that anger onto you and say, "I'm not angry at you but you're angry at me." Denial, depression and withdrawal are other defense mechanisms.

And then, I cover it all up with my ego, which is the image I present to the world



Love,
Caring, Honesty, Spiritual Feelings, Unity,
Kindness, Empathy, Transforming Power

The Anger Iceberg *from John Shuford and Nic Fine*

Present the diagram and discuss the feelings that underlie the anger.

1. Divide the participants into small groups of three or four.
2. Pass out index cards and pencils. Ask each participant to think of a particular situation about which they are feeling angry (one from the past will do if there is no current situation). Have them record their responses on index cards
3. Share the idea that anger and hurt are two sides of the same coin.
4. Ask each participant to share what they are angry about.
5. Then ask them to look at the hurt feelings under the anger. For example, "I felt hurt because no one valued my opinion."
6. Now ask them to identify the unmet needs under the hurt feelings that they experienced. For example, "I needed to be respected by my colleagues."
7. Now ask for people to identify the hidden fear under their needs. For example, "I feared the they would never respect me."
8. Gather in the large group and process the exercise.



Nic Fine comments, "We found that the exercise helped us to discover the hurt, needs and feared underlying a personal experience of anger. We could make a start by

expressing other emotions, rather than sticking with the anger. We thought it was an important step in facing the anger of others to understand what lies beneath our own anger. We could respond to the hurt, needs and fears of the other person rather than focusing on the anger.

Session 4 - Responses to Anger

Stress Levels Talk *from John Shuford*

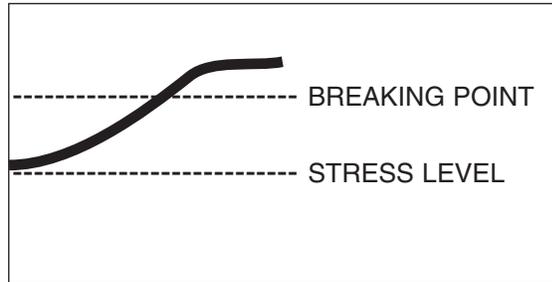


Diagram A

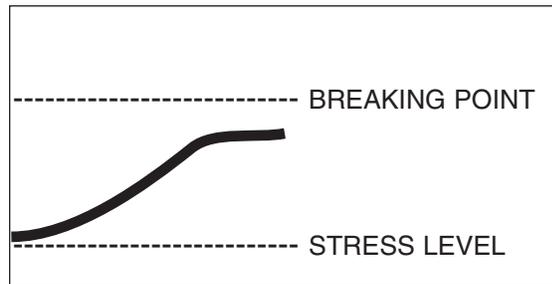


Diagram B

Show Diagram A above and discuss ways that minor stresses may build up until we reach a breaking point. The event that triggers the breaking point may not be major but produces a major response.

Then show diagram B. Lowering stress levels may help to keep anger from reaching the breaking point. After the talk, use a gathering on methods the participants use to lower their stress levels.

Responses to Anger Rap *from John Shuford*

Response Alternatives

1. Express/Explode – Does not reduce stress, creates feeling of power, releases endorphins
2. Suppress Anger – May increase stress, creates sense of frustration, creates feeling of powerlessness
3. Defuse – Releases tension but does not change cause of anger
4. Transform – Change your relationship with what caused the anger

Then discuss feelings and needs underlying anger.

Listening to a Conflict Exercise *See page 12*

A brainstorm and small group discussion to improve listening skills in an emotionally charged situation.

Dealing with other people's anger

Start with a gathering or brainstorm on ways to deal with other people's anger.

Dealing with other People's Anger Talk *from John Shuford*

After a brainstorm on ways of dealing with the anger of others, you may want to summarize the comments from the brainstorm and then make a few suggestions on how to deal with the anger of others.

Suggestions for dealing with other's anger:

- Don't take it personally
- Validate the other person's feelings
- Calm the other person by modeling calmness yourself
- Acknowledge your responsibility
- Hurt people hurt other people
- Help the other person save face

This could be followed by role plays on dealing with anger

Understanding the Anger of Others *from Nic Fine's Exploring the Roots of Anger Session 3*

Post the Anger Iceberg chart and ask the participants to use it as a guide.

1. Divide into small groups.
2. Ask participants to think of a time when they faced someone else's anger. Then ask them to imagine what the hurt, unmet needs and fears of the other person might have been. Have then share these experiences in the small group.
3. Now have people practice the things they might say in particular situations to de-escalate the tension and let the other person know that we want to understand the feelings behind the anger. Ask the groups to support and encourage each other in finding those responses which could communicate compassion when tempers are running high.
4. Gather into the large groups and process the exercise.
Did this exercise help in understanding the anger of others?
What are some responses that helped to defuse the anger?

Transforming Anger Story

Joyce works as a psychotherapist at a hospital.

She had a supervisor who was very critical of the staff members and she was constantly changing he mind about the instructions that she gave the staff. As a result, staff members were constantly complaining, some were quitting, and there was a great deal of turnover on the staff.

Joyce decided that instead of getting angry and fighting with her supervisor, she would define the problem in a different way. She changed her perception as follows:

She is constantly changing her mind	—>	She is a spontaneous person
She is critical of the staff	—>	She has high standards

Joyce does individual therapy and leads therapy groups. She often takes cases that the other therapists do not want. Her clients seem to be feeling better and they seem to be making progress. They like having Joyce as their therapist. Joyce was confident in her ability as a therapist

At her last annual evaluation by her supervisor said, "Joyce, I think your problem is that you are basically incompetent."

Instead of getting angry and defensive, Joyce replied, "That's really not a problem for me."

Joyce's supervisor was left speechless by her response.

Joyce's supervisor gave her an excellent evaluation and a raise. A month later, her supervisor resigned as a result of pressure from the management.

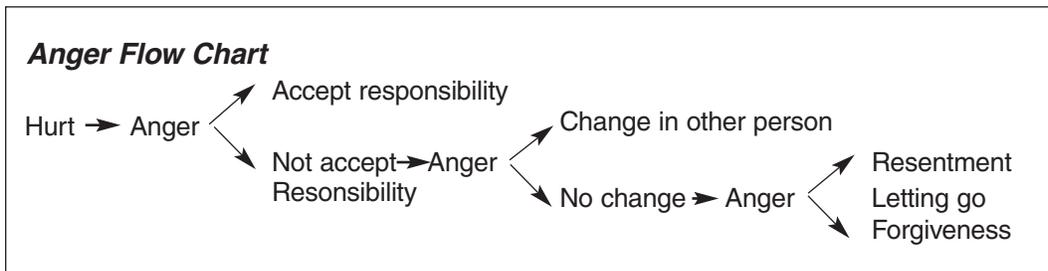
Session 5 - Grudges and Forgiveness

Forgiveness

The final hope in anger management is to reach a level of forgiveness. This may not be possible with all conflicts.

Put up the anger flow chart shown below and discuss options.

Anger Flow Chart *from John Shuford*



Then follow up with an exercise such as:

Addiction to Grudges Exercise *see page 13*

Anatomy of an Apology Exercise *(Optional) see page 16*

Session 6 - Closure

Guided Visualization 2 *from Nancy Nothhelfer's Carefronting Exercise*

Introduction:

1. Tell group to find a comfortable position, relaxed, feet on the floor and to try to clear your heads of everything but the awareness of your own body. Close your eyes, be comfortable, be aware of breathing, breathe deeply to slow count of 4-2-4 (inhale, hold, exhale).
2. Say (slowly): 'You are walking by yourself, there is no one else around, it is a warm, sunny day, you are feeling good. In the far distance, you see someone approaching whom you care about and with whom you have unfinished business or an unresolved conflict . . . What are your thoughts, assumptions? . . . How do you feel? . . . As you come face to face, what do you say or do? (Pause for at least 10 seconds) . . . How does the other person respond? . . . (Again pause for 10 seconds) You each continue on your way. Be aware of how you feel . . . When you are ready, return to the room.'
3. Put people in the same group of three as before.
 - What happened differently?
 - How satisfied did you feel as you passed on.?

Getting in Touch With Anger Exercise

Becoming more aware of anger

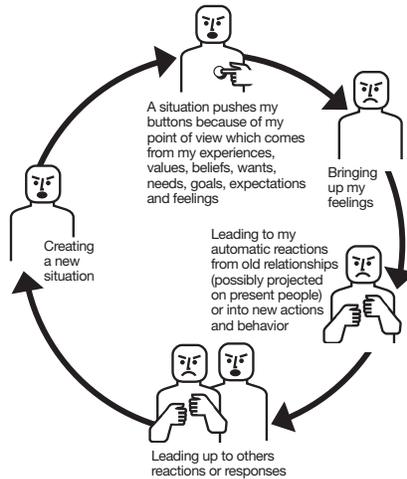
- Objectives:** To help participants explore and share their sources of anger.
- Materials:** Four cards or 4 x 6 slips of paper per person, a pencil or pen and a strip of masking tape for each person.
- Questions:** Post the following questions on newsprint:
1. I feel angry when...
 2. I feel my anger is...
 3. When I feel other people's anger directed at me, I feel...
 4. I feel that other people's anger is usually...
- Sequence:**
1. Distribute the four cards, writing instruments and strip of tape to participants. Ask the participants to write each of the four questions at the top of a card or paper and then complete the sentence with the first response that occurs to them. They should not censor or modify the response. Ask them to write clearly so others can read.
 2. When the participants have completed all their cards or slips of paper, ask them to tape the slips to their chest.
 3. When everyone has taped the cards to his or her chest, ask the group to stand up and walk around the room, and read each other's response. This should be done in complete silence.
 4. After everyone has had an opportunity to read the cards of the other participants, ask the group to return to the large circle to discuss their responses.
- Process:**
1. Was it easy or difficult to share these feelings about anger?
 2. When you read the responses of others, did you learn anything new about dealing with your own anger?
 3. Did you learn anything new about dealing with the anger of others?
 4. Did you learn anything about managing anger in the exercise?
 5. What does this exercise have to do with alternatives to violence?

Buttons Exercise

Becoming more aware of anger

Objectives: To help participants become more aware of situations that “push their buttons” so that they “lose their cool” or “are out of control.” To discover ways that we can calm ourselves in these situations and learn other options.

Materials: Buttons Circle Poster



- Sequence:**
1. Form small groups of three or four people. Ask participants to share a situation that “pushes their buttons.” Allow 10 to 15 minutes for this.
 2. Explain the Buttons Circle poster. Mention that probably most people shared a situation and the feeling connected with it. For example, “If people start to tell me what a great time they had when they got drunk, I get angry.”
 3. But why? What lies between the situation and the anger? It’s my “point of view.” I value not getting wasted myself. Also, my brother’s an alcoholic and I hate it when he tells supposedly funny “war stories.” It’s my old experiences. Underneath my anger, I’m sure that there’s hurt and fear.
 4. Back in small groups, have people consider what in their “point of view” comes between their situation and their feelings. Allow about 10 minutes.
 5. After each person has shared his or her situation and feelings, ask other members of the group to suggest ways to calm or defuse their “buttons.”
 6. Return to the large group and ask participants to share solutions.

- Process:**
1. What insights did you gain?
 2. Are these methods to defuse your “buttons’ helpful in real life?
 3. What does this have to do with anger management?
 4. What does this have to do with alternatives to violence?

Listening to a Conflict Exercise

Dealing with emotional conflicts

- Objectives:** To improve listening skills in an emotionally charged situation.
- Brainstorm:** Post a sheet of newsprint with the heading, "Social Issues." Ask the participants to brainstorm social issues dividing our society today. This may include issues such as: abortion, the War in Iraq, gun control, legalization of marijuana, the death penalty, gay marriage, gang membership, assisted suicide, legalization of prostitution, etc.
- Small Groups:** After at least a dozen issues have been listed in the brainstorm, go down the issues one by one and ask for participants who are "pro" on the issue to raise their hands. Then ask for participants who are "con" on the issue to raise their hands. Form pairs of the "pros" and "cons."
- Participants may choose to take roles that they do not support in real life if they wish. After all the participants are in pairs, explain the rules for the discussion:
- Discussion** The guidelines for the discussion are as follows:
- Guidelines:**
1. Each person must paraphrase the points that his partner has made before speaking about their own point of view.
 2. Speakers must use "I Messages" as they express their point of view.
 3. Each person may speak up to two minutes.
 4. The listener may not interrupt the speaker unless the speaker uses "You Messages."
 5. Look for the underlying issues from the Anger Iceberg including the feelings, needs and fears.
- Process:** After the pairs have had about 10 minutes to discuss the issue, gather in the large group and process the exercise.
1. Did you gain any insight about their partner's point of view?
 2. Did you find any common ground?
 3. Were you really able to listen to their partner without thinking of how to reply or judging their partner's point of view?
 4. Did you feel any anger or defensiveness in the discussion?
 5. Did you learn anything about managing anger in the exercise?
 6. What does this exercise have to do with alternatives to violence?

Addiction to Grudges Exercise

Why we don't forgive.

Objectives: The mini-workshop will explore ways of getting rid of grudges and ending the blocks to forgiveness

Introduction: We have all been taught to forgive. Our parents taught us to forgive; Jesus taught us to forgive; St. Francis of Assisi taught us to forgive; Gandhi taught us to forgive; Dr. Martin Luther King, Jr. taught us to forgive. We have all heard this message ten thousand times.

We know how good it feels to be forgiven and to give up the guilt and anger. We all want to be forgiven for our mistakes.

So why do we find it so hard to forgive? Why don't we want to forgive others?

Before we can forgive someone, we must get rid of our grudges. Grudges are certainly a major ingredient of the violence we read about every day, such as, Ted Kazinski, The Columbine Massacre, the Virginia Tech Massacre. Grudges are an ingredient of most gang violence and drive by shootings. It is a key issue in family violence and stalking cases. I believe that grudges are an important issue to cover in AVP. The inside facilitators at Sing Sing believe that this is a core issue that needs to be covered in Advanced Workshops.

Gathering: Start with the gathering: "A grudge that I find it difficult to let go of is..." Then ask participants to write down one of their grudges in a slip of paper.

Grudges are a very sensitive area. It seemed that it was nearly impossible to come through the criminal justice system without developing some grudges. Grudges at lawyers, prosecutors, judges, witnesses who testified against them, fellow defendants and many more. Some may have even been incarcerated as the result of their grudges.

Brainstorm: Next brainstorm the "Ways that holding onto grudges hurts us." This may include everything from "high blood pressure" and "ulcers" to "dumping anger on my family and those who I love" and "getting more time."

Then ask the question, "If grudges create all these negative effects, why do we want to hang onto them rather than forgive?"

Hanging on: Why we hang onto grudges: Then begin to look at some of the reasons we hang onto grudges:

- 1. We believe that letting go of grudges and forgiving someone is a sign of weakness.** We might have to give up our tough, macho attitude and tell the truth. In fact, forgiving someone is really a sign of strength. I think you will find that it is usually the strongest and most mature individuals that are the first to forgive.
- 2. Letting go of grudges and forgiving someone means that we have to give up being a victim.** Sometimes we like to feel sorry for ourselves. This is a very human reaction. We may also want people to sympathize with us because we have been hurt or oppressed. Children often feel like victims when dealing with the adult world. But we are adults now and need to give up our childish ways. Taking responsibility for myself and forgiving others is the path to personal strength.
- 3. Letting go grudges and forgiving someone means we have to give up our anger.** Anger can be addictive. Anger may help us to feel powerful. Our anger may intimidate others. But we all know anger is not good for our emotional and physical health. Forgiveness is the step to inner health.

4. Letting go of grudges and forgiving someone means we have to give up our desire for revenge. When we have been hurt, we often feel put down and disrespected. It is a natural urge to want to get back at the person who hurt us in an effort to put ourselves up. However, we all know that instead of correcting the balance, we may initiate a cycle of revenge which can escalate. Forgiveness is the tool to break the cycle of revenge.

5. Letting go of grudges and forgiving someone means we have to give up our attitude of self righteousness. For many of us it is important to be "good" and "righteous" and to oppose anything we see as "wrong" or "evil." In some ways, it may be hard for us to maintain our position as being a "righteous" person unless there are "bad" people out there that we can oppose. In fact, we may need to hang on to the "bad" people out there as a way to maintain our feelings as being "righteous" Forgiving someone may mean that we need to give up our self righteousness and start being honest and real. Then the people we are in conflict with can become honest and real also.

Small Group

Discussion: Then divide into small groups. Ask participants to get out their slips of paper and share the grudge they would like to let go of. Then discuss these five reasons why people hang onto grudges and what they can do to get rid of their grudge.

Large Group

Processing: Then assemble as a large group and process the exercise.

- Were people able to let go of their grudges?
- What did they find was blocking their letting go?
- What are some things that people can do to get rid of their addiction to grudges?

At the end of the discussion we found that the real problem with grudges is that they become addictive and we often hang on to them for dear life.

Comments: The Addiction to Grudges Exercise may be used as an important introduction to the subject of forgiveness, especially in Advanced Workshops. There are many AVP exercises on forgiveness that might follow grudges. The "Forgiveness Circle and Forgiveness Exercise focus on forgiving yourself. The Magic Carpet Exercise can provide a powerful experience in being forgiven. The Carefronting Exercise deals with differences and the difficult task of forgiving others.

Forgiveness is the ultimate goal when conflicts arise and when people have been hurt. It is the last step in the conflict resolution process. It is certainly an important aspect of our workshops.

Learning forgiveness in our personal lives will make us stronger people. We can then share our ideas to help those in our workshop lead more peaceful lives also.

Addiction to Grudges

Why we hang onto grudges: Some of the reasons we hang onto grudges:

- 1. We believe that letting go of grudges and forgiving someone is a sign of weakness.** We might have to give up our tough, macho attitude and tell the truth. In fact, forgiving someone is really a sign of strength. I think you will find that it is usually the strongest and most mature individuals that are the first to forgive.
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The Anatomy of an Apology Exercise

Introductory

Talk

What is a genuine apology? This was a question on the lips of the nation as the President apologized for his behavior with Monica Lewinski. Did we believe Bill Clinton? Was he telling the truth? Did he regret his mistakes? Are we convinced that he will change his behavior?

An apology or the lack of an apology can create a national crisis. The nation is focusing on the anatomy of an apology.

There was another national crisis in 1974 when Congress was considering the impeachment of President Nixon. In President Nixon's resignation address he said:

"I deeply regret any injuries that may have been done in the course of events that led to this decision. I would say only that if some of my judgments were wrong, and some were wrong, they were made in what I believed at the time to be in the best interest of the nation."

This "apology" was a failure. Nowhere in his speech did he say that he regretted his actions nor did he express how his actions had hurt others.

Another example of a failed apology is Senator Packwood's speech after he was accused sexually harassing at least a dozen women:

"I am apologizing for the conduct that it was alleged that I did."

This "apology" did not specify what he had done that was wrong, he took no responsibility for his own actions nor the harm that he caused to more than a dozen women who were his dedicated employees. It was not accepted as a sincere apology.

In contrast, the apology of Richard Clark before the 9-11 Commission had a much different effect. After all the other government witnesses had denied any responsibility for the tragedy, Richard Clark, turned his back on the committee and faced the audience which included many of the victims of the 9-11 tragedy. He then looked them in the eye and said, "I failed you; we all failed you!"

This was a meaningful apology because he acknowledged the way 9-11 had hurt people, he took personal responsibility for it, and expressed deep regret for his failure to prevent the tragedy. The apology respected the dignity of the victims of 9-11 increased the public respect and good intentions of Richard Clark.

An apology is called for when a person values a relationship. The purpose of an apology is to repair or restore a relationship with an individual, a group or even a nation.

There has been a great deal of focus on forgiveness in AVP with a variety of forgiveness exercises and an Advanced Workshop on Forgiveness. True forgiveness may require an apology.

The Anatomy of an Apology

Some of the elements of a genuine apology are:

1. The apology must acknowledge responsibility. The person making the apology needs to take responsibility for having done something wrong. It is an effort to right the balance between the offender and the offended. For example, saying, "I'm sorry that you're upset by what I said." is not taking responsibility for your actions and blames the other person for the upset.
2. The apology must be specific. It names the mistake that caused the harm. It is more than saying, "I'm sorry for what I did." It identifies the error that you've made. Generalities will not do.
3. The apology must express how the mistake hurt the other person. It should let the other person know that you understand their feelings. It should express some empathy for the other person. "I understand you were really worried that something might have happened to me when I was an hour late for dinner."
4. The apology may involve regret and guilt. The apology needs to express remorse. A real apology involves pain, suffering and soul-searching regret. It may express your concern that your mistake may have jeopardized your relationship and that you value the relationship.
5. The apology must express a willingness to change behavior. It lets others know that the mistake will not occur again. Sometimes some sort of restitution is called for. One way of handling this would be to say, "Let me know if there is anything I can do." Or if you broke something of value, you can offer to replace it.
6. If the offense was made publicly the apology should be public also. It is not fair to offend somebody publicly and then make an apology in private.

Most of all, an apology is a willingness to let go of the ego and treat another person with respect. It is an expression of honesty. It is a sign of strength rather than a sign of weakness.

Anger Overview Summary

Anger is the result of two factors; a stressor and trigger thoughts.

- Stressor – a real or perceived stress, threat or loss to our body, property, self-esteem, values or control [don't get what we want].
- Trigger Thoughts about a stressor or its impact on us, which ignite a hostile response.

Basic Needs – We frequently get angry when there is a threat to our basic needs, which are:

- Need to survive: food, safety, shelter
- Need for connection: fulfilled by loving, sharing and cooperating with others.
- Need for meaning in life: fulfilled by achieving, being recognized and respected.
- Need for control or power over one's life: fulfilled by having/making choices in life.
- Need for fun: fulfilled by laughing and playing.

Anger comes from:

- the past – reminds you of past event/experience/person.
- the present – a reaction to a real or perceived violation.
- the future – an imagined or anticipated violation expected to occur. Sent: Sunday, May 20, 2007 10:57 PM

Some important dynamics of anger are:

- We become more angry when we are stressed and our body resources are down.
- We are rarely ever angry for the reasons we think.
- We often become angry when we see a trait in others we can't stand in ourselves.
- Underneath many current angers are old disappointments, traumas and triggers.
- We get angry when a current event brings up an old unresolved situation from our past.
- We often feel strong emotion when a situation has a similar content, words or energy that we have felt before.

Ways of dealing with our own anger:

- Suppress it – Symptoms of repressed anger are: hypersensitivity; inflexibility; fear of rejection, conflict, abandonment, and disclosing feelings; over achievement and over control.
- Express it [explode] – Momentary release, which temporarily reduces tension but does not reduce overall stress.
- Defuse it – Reduces tension and stress momentarily, but does not deal with cause of anger.
- Transform it – Change your relationship to the cause of your anger so it will not have the same effect on you next time. This can be done by the following: prayer, meditation, talk to someone about it, talk to the person with whom you are angry and, finally, self-talk.

Dealing with others' anger:

- Don't take it personally [their anger is their responsibility].
- Acknowledge your responsibility [for your emotions and actions].
- Remember, "Hurt people hurt people."
- Calm the other person: model calmness, talk about it [rather than ignore it], listen openly, show understanding, reassure them and help them save face.

Anger Iceberg



People generally get angry because of a fear that is the result of a real or perceived stress, threat or loss to one or more of their basic needs.

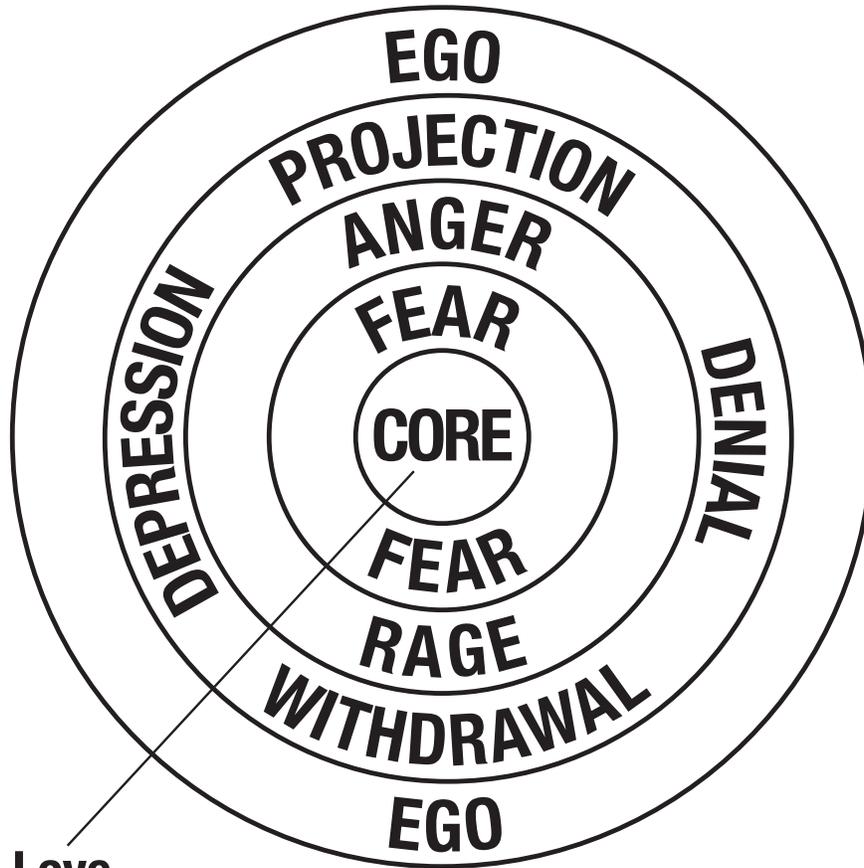
Examples of feeling emotions are:

- Frustration, loss, alienation, alone
- Stressed, confused, anxious, guilt
- Fear of being disrespected or embarrassed
- Fear of loss or pain
- Fear of being taken advantage of
- Fear of being out of control
- Fear of being ineffective
- Fear of not getting basic needs met
- Fear of being helpless
- Fear of values being disrespected

Basic Needs are:

- Need to Survive: food, safety, shelter.
- Need for Connection: fulfilled by loving, sharing, cooperating with others, and a sense of belonging.
- Need for Meaning in Life: fulfilled by achieving, accomplishing and being recognized and respected.
- Need for Control and Power over one's life: fulfilled by having and making choices.
- Need for Fun: fulfilled by laughing and playing

PERSONALITY STRUCTURE



**Love,
Caring, Honesty, Spiritual Feelings, Unity,
Kindness, Empathy, Transforming Power**

- The core is the source of love and caring. It is the part of my personality that enables me to connect with others and with my inner sources of power. It is the source of Transforming Power.
- However, when I am in my core, I have a tendency to feel vulnerable. As a result I often cover my positive core with fear.
- But, since I feel weak and powerless when I am fearful, I cover up my fear with anger. Anger enables me to feel powerful.
- But, since I don't like to go around angry all the time, I cover up my anger with defense mechanisms. For example, if I am angry at you, I project that anger onto you and say, "I'm not angry at you but you're angry at me." Denial, depression and withdrawal are other defense mechanisms.
- And then, I cover it all up with my ego, which is the image I present to the world