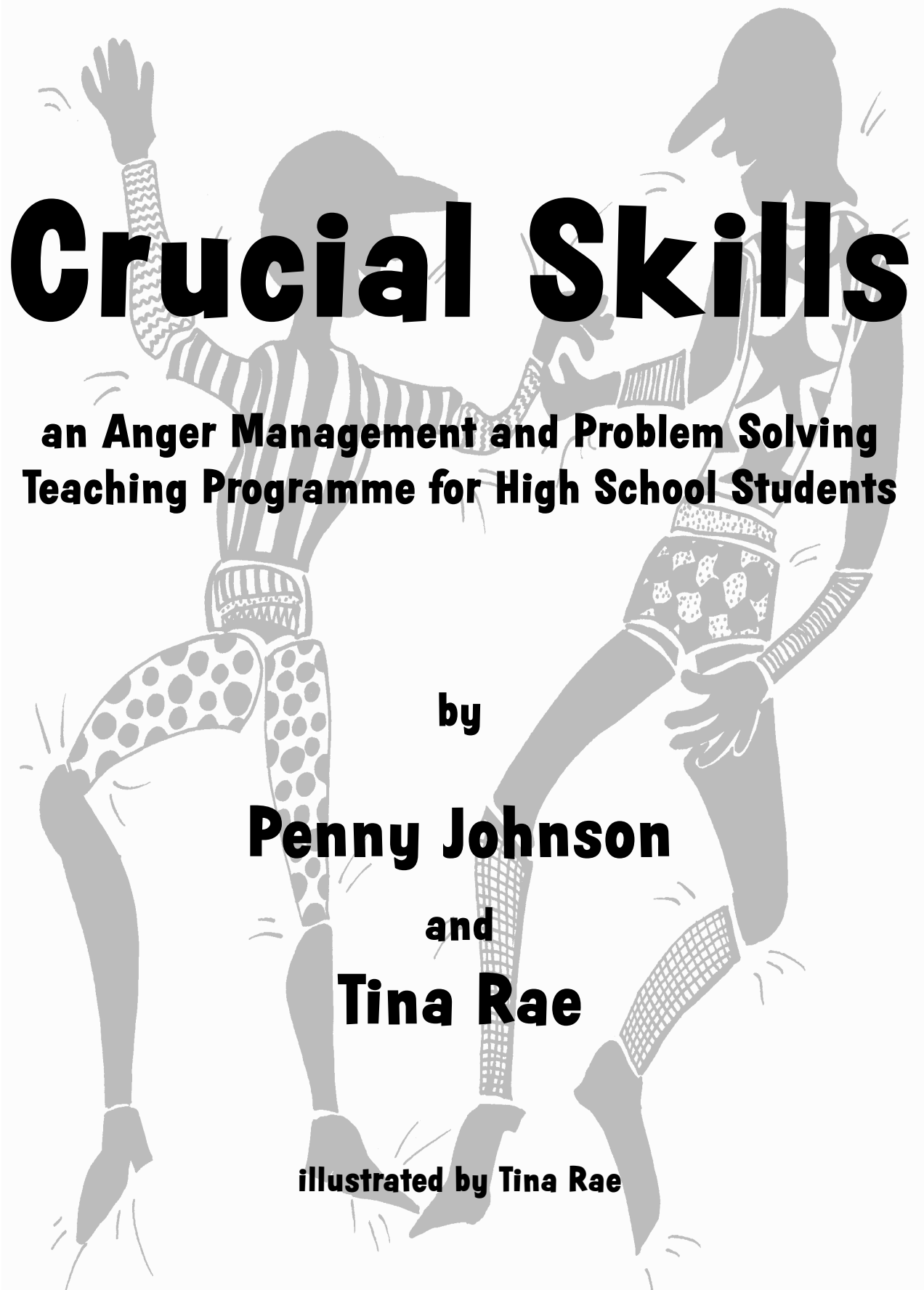




Crucial Skills

**an Anger Management and Problem Solving
Teaching Programme for High School Students**

by

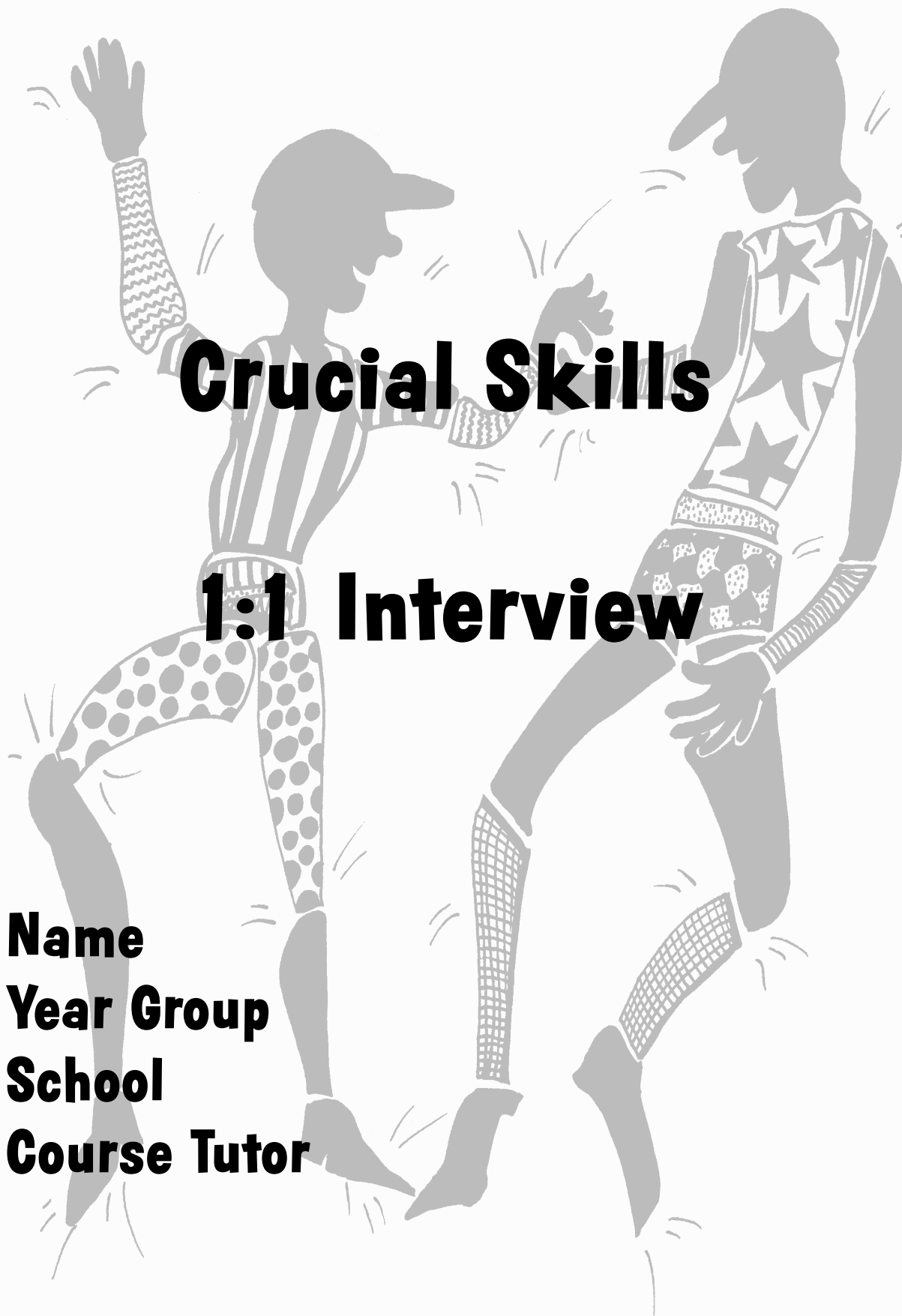
Penny Johnson

and

Tina Rae

illustrated by Tina Rae





Crucial Skills

1:1 Interview

Name

Year Group

School

Course Tutor

Part 1

a) What is currently going well for you at school? Why?

b) What is currently not going quite so well at school? Why?

c) What is currently going well at home? Why?

d) What is not going quite so well at home? Why?

e) What do you think might help you at school?

f) What do you think might help you at home?

Part 2

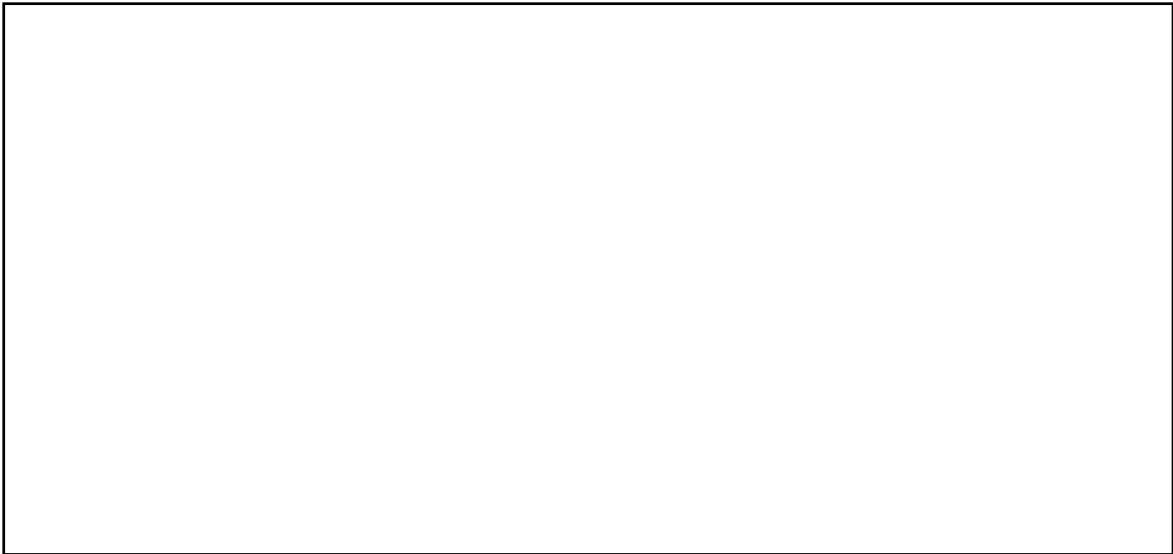
a) The Miracle Question

Imagine that you go to bed tonight and a miracle happens - someone or something waves a magic wand over you and all your problems and difficulties are solved.

You wake up to a 'Perfect Day' at home and at school.

What is different? Have a THINK. How does your day begin and then go on?

Talk through what happens on this miraculous day.



What is different to a 'usual' day? Let's think back and list the differences.

Usual Day	Miraculous Day
•	
•	
•	
•	
•	
•	
•	
•	

Part 3

The Scaling Activity

Name: _____

Year Group: _____

School: _____

Mark where you are now.



I am at point

What have you done to get as far as that?

I have done these things:

-
-
-
-
-

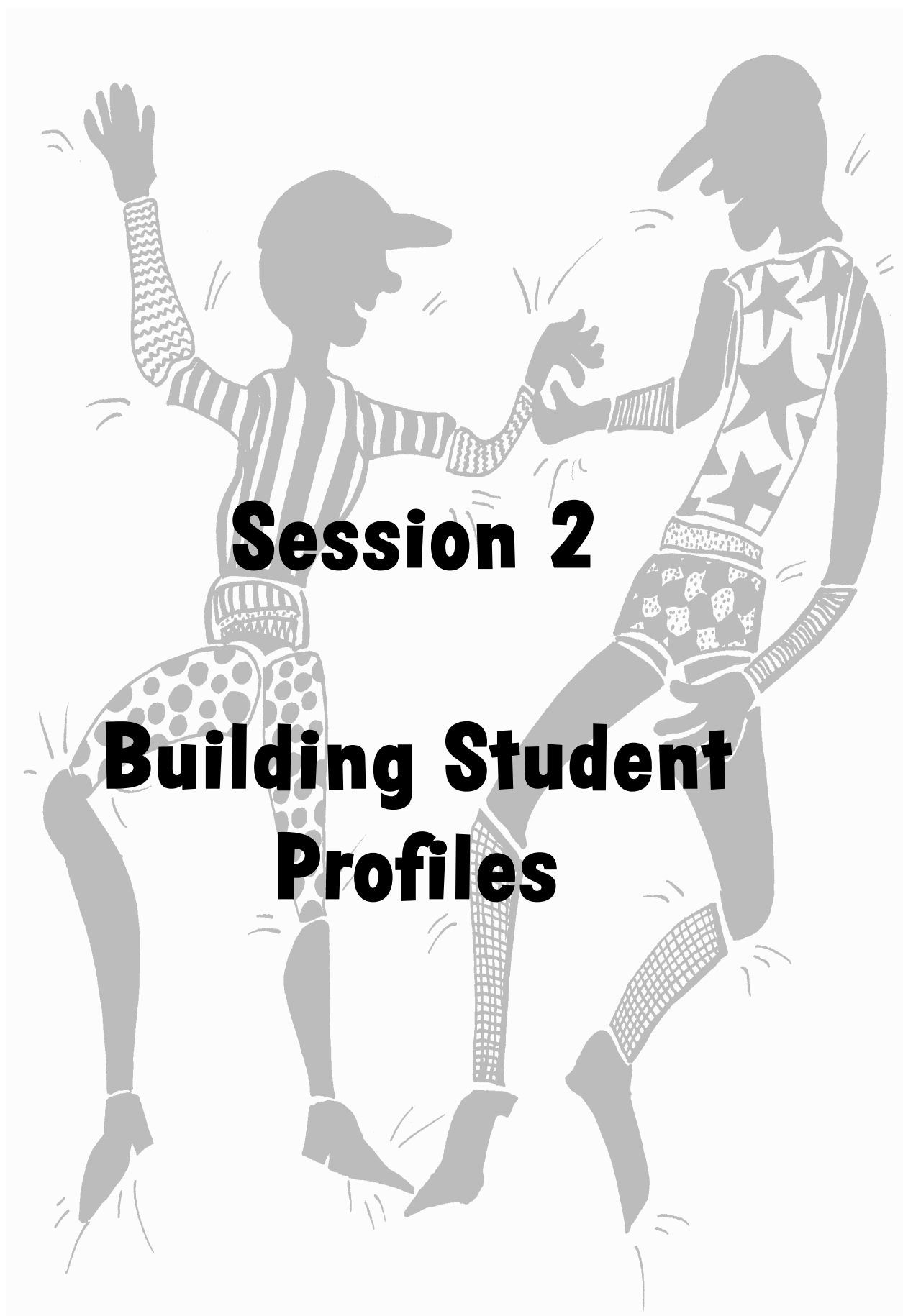
Where would you like to be?

I would like to reach point...

How can you get there?

My targets to reach that point are:

- ⇒
- ⇒
- ⇒
- ⇒
- ⇒

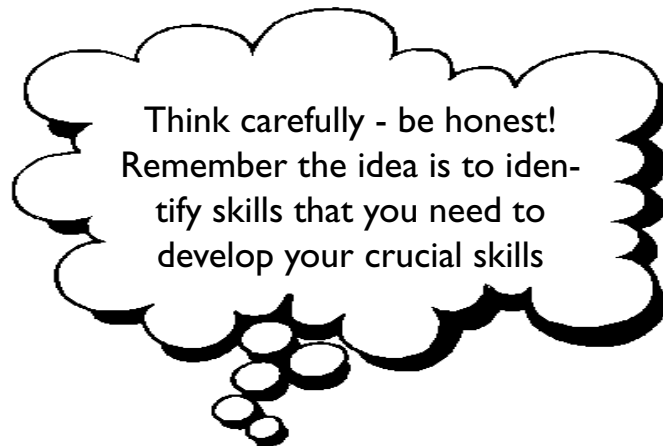


Session 2

Building Student Profiles

Crucial Skills Questionnaire

Your attitudes



Rate Yourself Part 1

How do you think you are doing at the moment in the following subject areas? (Rate yourself out of 10 marks: 1 = poor and 10 = brilliant).

	Working in class	Homework	Getting on with peers	Getting on with teacher
English				
Science				
Technology				
Maths				
R.E.				
Geography				
Art				
History				
Business Studies				
Media Studies				
P.E.				

Part 2

Rate Yourself Out of 10

Punctuality

1	2	3	4	5	6	7	8	9	10
Poor					Brilliant				

Attendance

1	2	3	4	5	6	7	8	9	10
Poor					Brilliant				

Getting on with
others (social skills)

1	2	3	4	5	6	7	8	9	10
Poor					Brilliant				

Attitude towards self
(self esteem/confidence)

1	2	3	4	5	6	7	8	9	10
Poor					Brilliant				

Attitude towards
School

1	2	3	4	5	6	7	8	9	10
Poor					Brilliant				

Behaviour towards
other pupils

1	2	3	4	5	6	7	8	9	10
Poor					Brilliant				

Attitude towards
home life/situation

1	2	3	4	5	6	7	8	9	10
Poor					Brilliant				

How do you think your
behaviour compares to
others in your year group?

1	2	3	4	5	6	7	8	9	10
Worse			Average				Better		

Part 3

Anger Management/Problem Solving

- 1 How often do you get into trouble in school? (make an estimate/guess for one week)

- 2 In which lessons do you generally tend to get into trouble?

- 3 Why do you think this is?

- 4 What do you currently try and do in order to avoid getting into trouble?

- 5 Is there anything else that you can think of which might help you to stay out of trouble?

6 How can you help yourself?

7 How often do you tend to get into trouble out of school? (make an estimate/guess for 1 week)

8 What sort of things/situations cause you most difficulty?
Why?

9 What do you do to try and help yourself in such situations?

10 What generally makes you feel angry? (give as many examples as you can).

11 What do you tend to do/ how do you tend to react to others when you feel angry?

12 What do you think that you can do to help yourself in such situations?

13 Is there anyone else who might help you?

14 What do you think you might get out of this particular course?

15 What kinds of skills do you think that you need to develop in order to increase your current ratings?



Mark a cross on the number you currently feel most represents how you feel about your life and how you are coping both in and out of school.

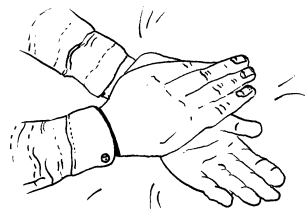
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 **Bad** **Medium**  **Fantastic** 

Then complete the following:

I gave myself _____ because I feel _____

Look to the Future Set Your Targets



I would like to be on number _____ on the scale.

In order to get there I will need to:

1. _____
2. _____
3. _____
4. _____

I will review these targets with my course leader on completion of this course.

Signed _____

Date _____

Summary Profile

Name _____

Problem Areas

◇

◇

◇

◇

Triggers

◇

◇

◇

◇

Current Strategies for Managing

◇

◇

◇

◇

Current Targets

◇

◇

◇

◇

Summary Profile

Name Alexia Marsh

Problem Areas

- ◇ science Attitude towards teachers
- ◇ Punctuality
- ◇ Attitude towards school
- ◇ Behaviour in school

Triggers

- ◇ People disrespecting my mother
- ◇ People shouting
- ◇
- ◇

Current Strategies for Managing

- ◇ keep my mouth shut.
- ◇ set myself targets
- ◇ count to 10
- ◇ Think before I take my actions

Current Targets

- ◇ Get to school on time
- ◇ calm myself down
- ◇
- ◇

Summary Profile

Name Christopher Grant

Problem Areas

- ◇ English
- ◇ Science
- ◇ Attitude towards self
- ◇ Attitude towards home/life situation

Triggers

- ◇ People looking for trouble with me, mainly trying to get me into trouble
- ◇ Teachers judging me before the lesson and just thinking that I will be bad
- ◇
- ◇

Current Strategies for Managing

- ◇ I am trying to explain to them how I feel, mainly just hope they understand and not judge me
- ◇ Keep my feelings to myself and not show my anger
- ◇
- ◇

Current Targets

- ◇ Concentrate
- ◇ Give 100% to lessons
- ◇ Try to get along with the teachers
- ◇ Try stopping being bad and mucking around

Summary Profile

Name Yusuf Mohamed

Problem Areas

- ◇ Homework
- ◇ Confidence
- ◇ Aggression
- ◇

Triggers

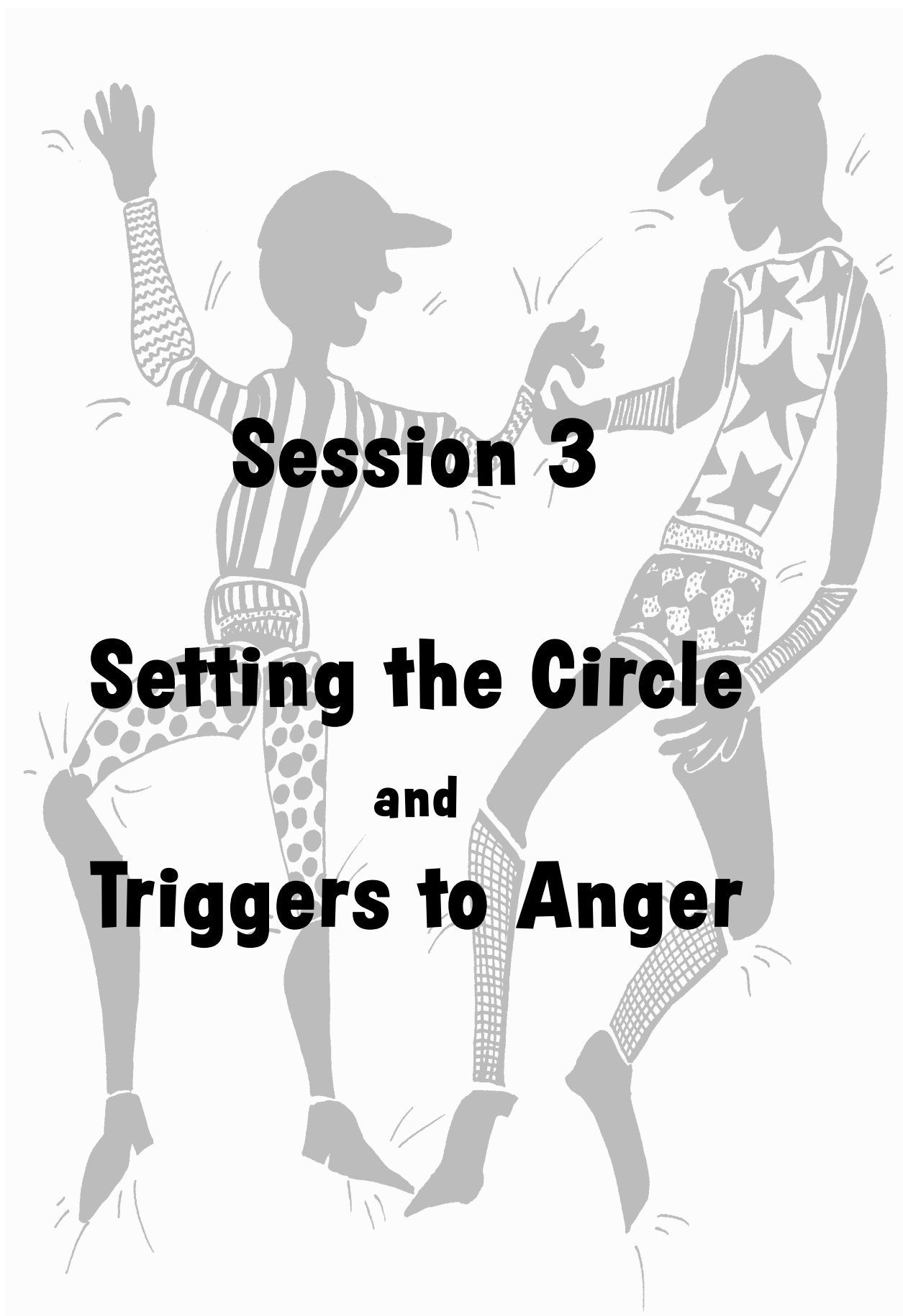
- ◇ Being on my own
- ◇ Losing my homework book
- ◇
- ◇

Current Strategies for Managing

- ◇ Pretending I don't care
- ◇ Keeping silent
- ◇
- ◇

Current Targets

- ◇ Ask for help from tutor
- ◇ Join homework club
- ◇
- ◇



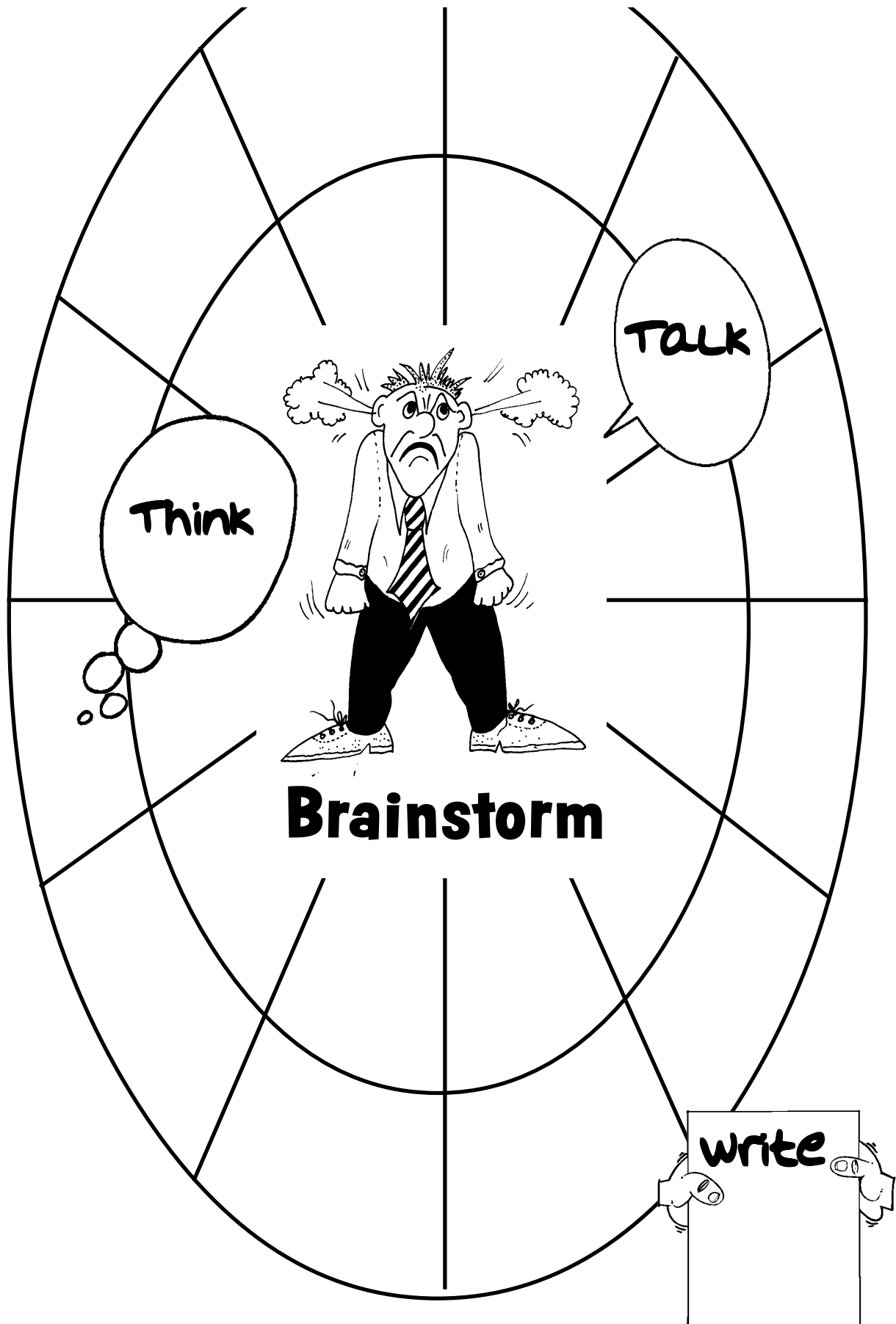
Session 3

Setting the Circle

and

Triggers to Anger

What Makes Me Angry?



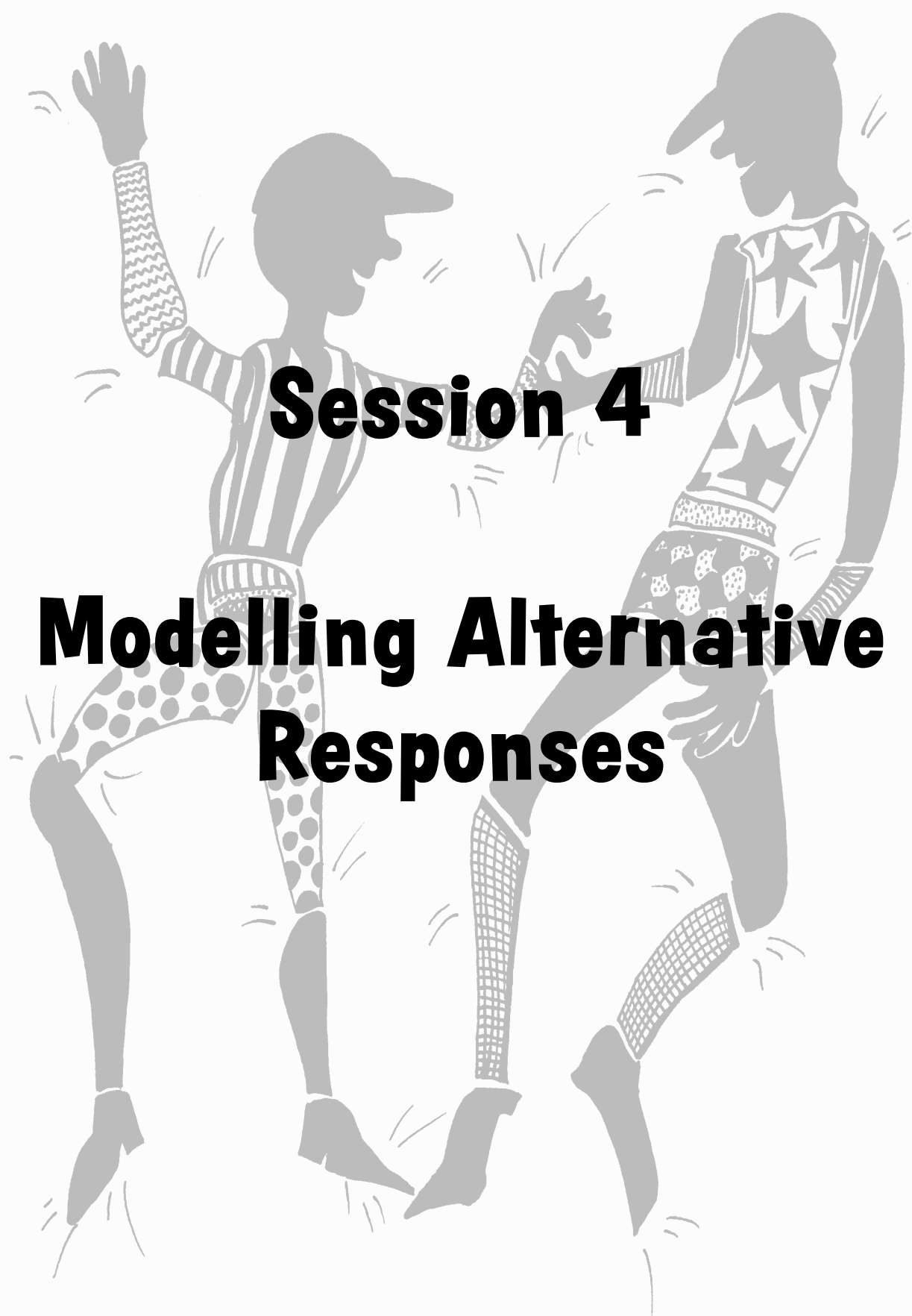
Example of Circle Rules



- ◆ **Everyone is allowed and encouraged to have their say.**
- ◆ **Everyone should respect and listen to each other.**
- ◆ **No one should ridicule another student.**
- ◆ **What we say in the circle is confidential so no shouting off about it!**
- ◆ **Everyone should try and help each other by building on our ideas and working out the best solutions and ways forward.**

Our Circle Rules





Session 4

Modelling Alternative Responses

**Things to Observe
LOOK, THINK & REFLECT**

**Crucial Skills - Session 4
Course tutors' Role Play**



Scene 1

What went wrong?

Why did the student in the first scene "blow it"?

Why did the teacher react in such an angry manner?

What do you think the CONSEQUENCES will be?

Scene 2

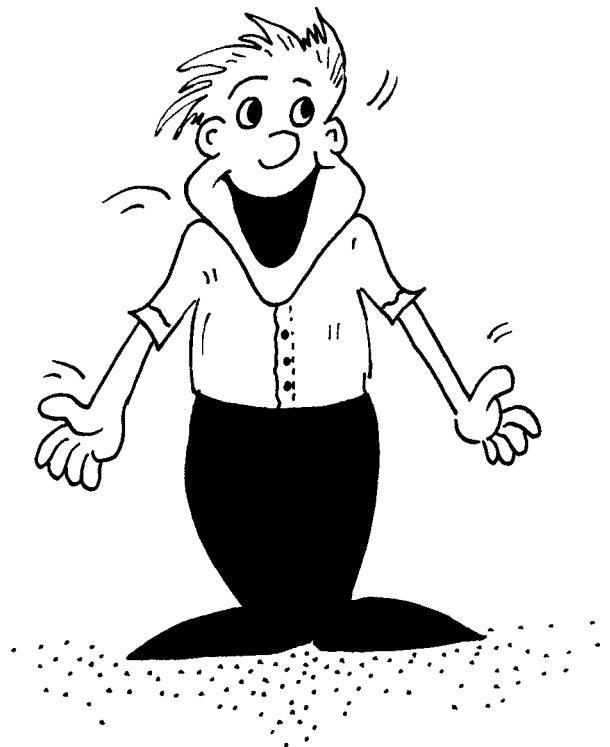
What was different?

What did the student do to calm the situation?

How did this make the teacher react?

Was it "easy" for the student to calm down?

How did he/she manage to do this?



Example - Things That Students Say That Make Them Feel Angry

- When I do homework and no one else does and they don't get into trouble
- When I get homework
- When teachers put my name before me
- When I finish with a girl
- When I finish my work and the teachers give me even more
- When someone 'grasses me up'
- When I am playing football and I get fouled
- When I get the blame for something I didn't do
- When I am not allowed out
- When I get a detention and the teacher says you can do all this in detention
- When someone messes about with me
- People are rude about what race you are
- When people 'cuss' my family and friends
- If people don't look the same as others and they get 'cussed'
- When people 'cuss' the clothes other people wear because they are jealous
- When people say you did something you didn't do
- When people hit you for no reason at all
- When people fight for no reason and one of them gets hurt
- When people give me dirty looks for no reason
- Discrimination
- I get 'cussed' because I am fat
- People try to trip you up
- When young kids get picked on by older kids
- When I get told off for something I didn't do
- When teachers tell me to shut up or that I am dumb and I can't say it back
- It makes me angry when I am bored
- When the teachers pay more attention to the 'boffins'
- When I have to do everything at home and my brother/sister doesn't
- When teachers think that people who do good work can't be bad
- When teachers say something bad to me and I say something bad to them
and I get a detention
- When the teacher starts shouting at me for something I didn't do
- When people blame anything on me
- When a teacher picks on me for doing something little
- Taking the blame for my brother/sister
- When nobody listens to me
- When my brother starts crying when I am watching TV.

Example PROBLEM CARD

I get angry when

I arrive Late for Lessons and the teacher shouts at me

and doesn't give me a chance to speak.

Think! How do you currently deal with this?

I shout back and kick my chair or sometimes I walk out

of the Lesson.



How could you deal with this more positively?

Not shout back

Sit down quietly

Apologise for being Late

Act out the situation and devise both a positive and negative way of dealing with it.

PROBLEM CARD

I get angry when

Think! How do you currently deal with this?



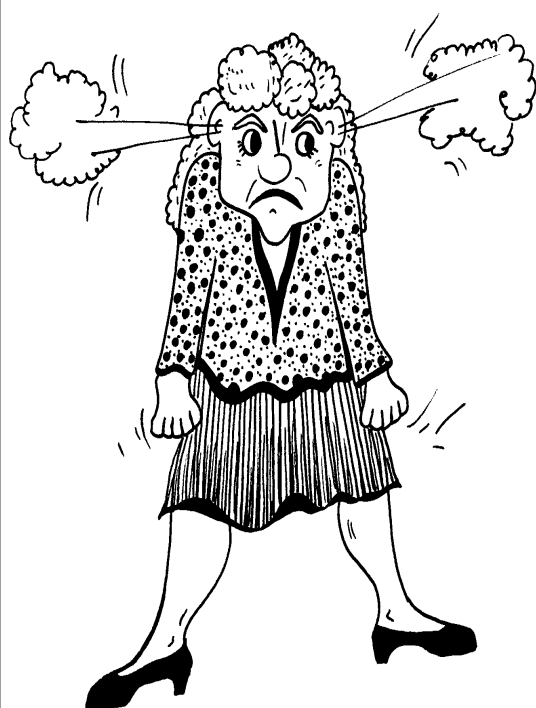
How could you deal with this more positively?

Act out the situation and devise both a positive and negative way of dealing with it.

PROBLEM CARD

I get angry when

Think! How do you currently deal with this?



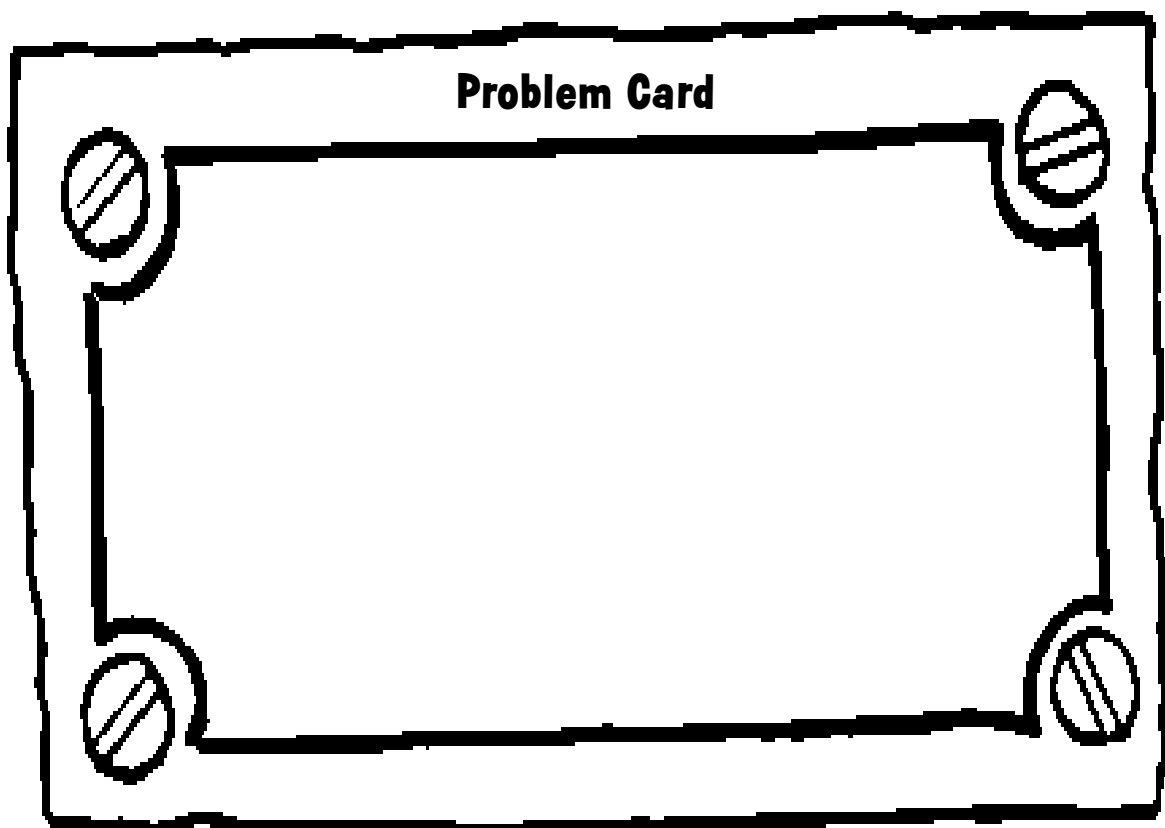
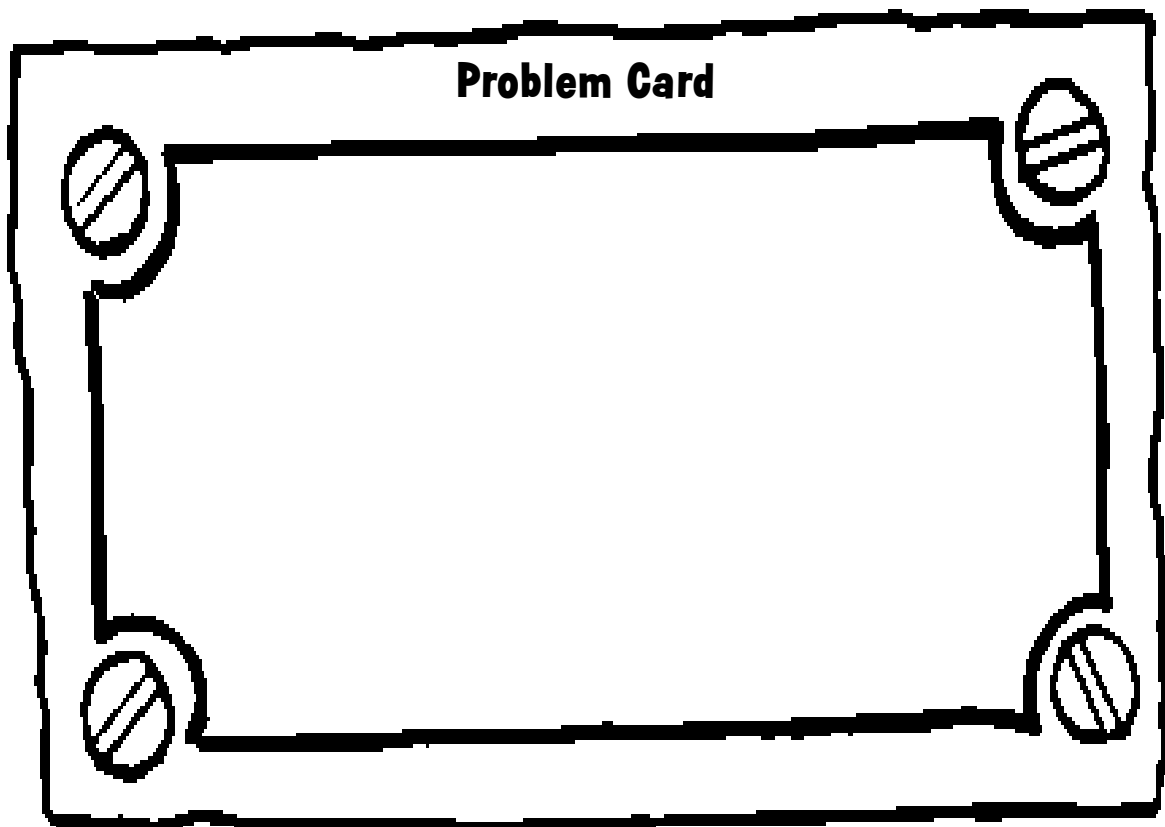
How could you deal with this more positively?

Act out the situation and devise both a positive and negative way of dealing with it.



A list of Situations for the Problem card

- ◆ **When a new teacher knows of me being a "bad kid" and they don't treat you how they treat the rest of the class.**
- ◆ **When people cuss/insult me.**
- ◆ **When people judge me without knowing me.**
- ◆ **People not seeing things from my point of view.**
- ◆ **The pressure of doing something I don't want to do.**
- ◆ **When people have something against me and they want to put me down.**
- ◆ **When I am doing well and people know that, but they want me to do bad.**
- ◆ **When the teacher makes little things into big things.**



Comments Sheet

Think about the differences

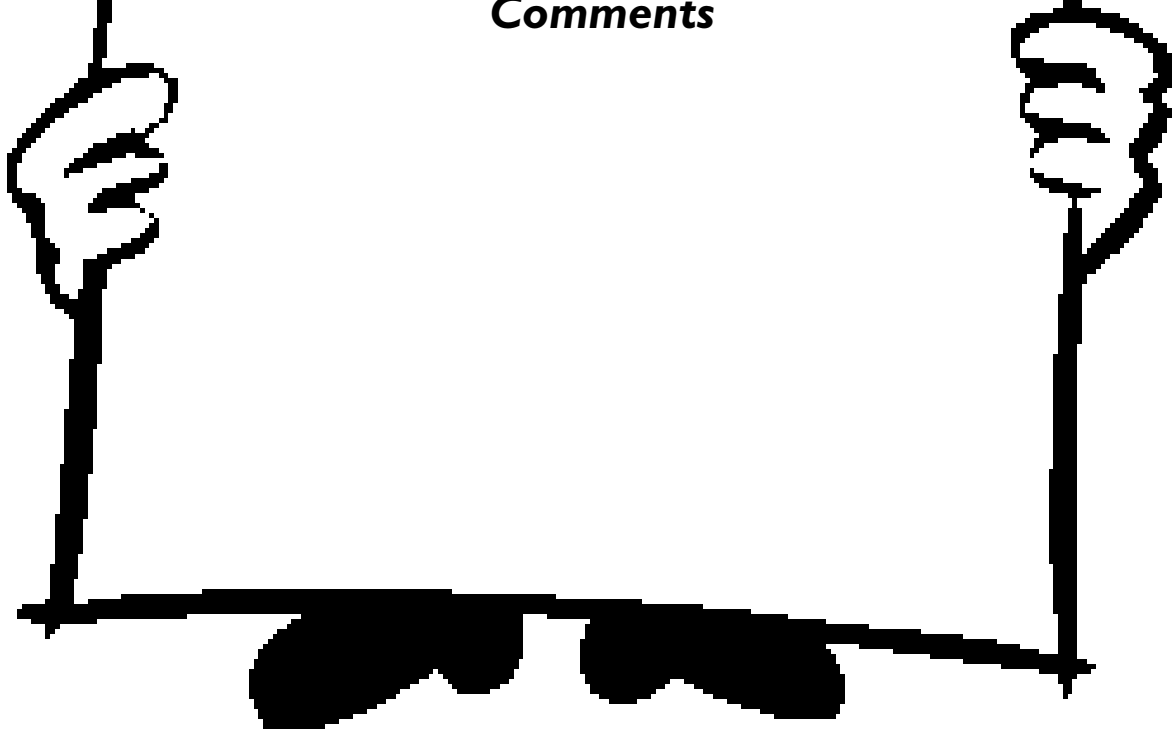
Scene 1

- ◆ Why did this situation get out of hand?
- ◆ What did the student do? Why?
- ◆ What was the 'point of conflict' i.e. the moment when the situation just got too hot?

Scene 2

- ◆ How did the student react differently in the second scene?
- ◆ What impact did the student's behaviour have on the teacher?
- ◆ How do you think the student managed to control his/her angry feelings?
- ◆ Did the 'actors' LISTEN to each other more in Scene 1 or Scene 2? Did this help? Why?

Comments



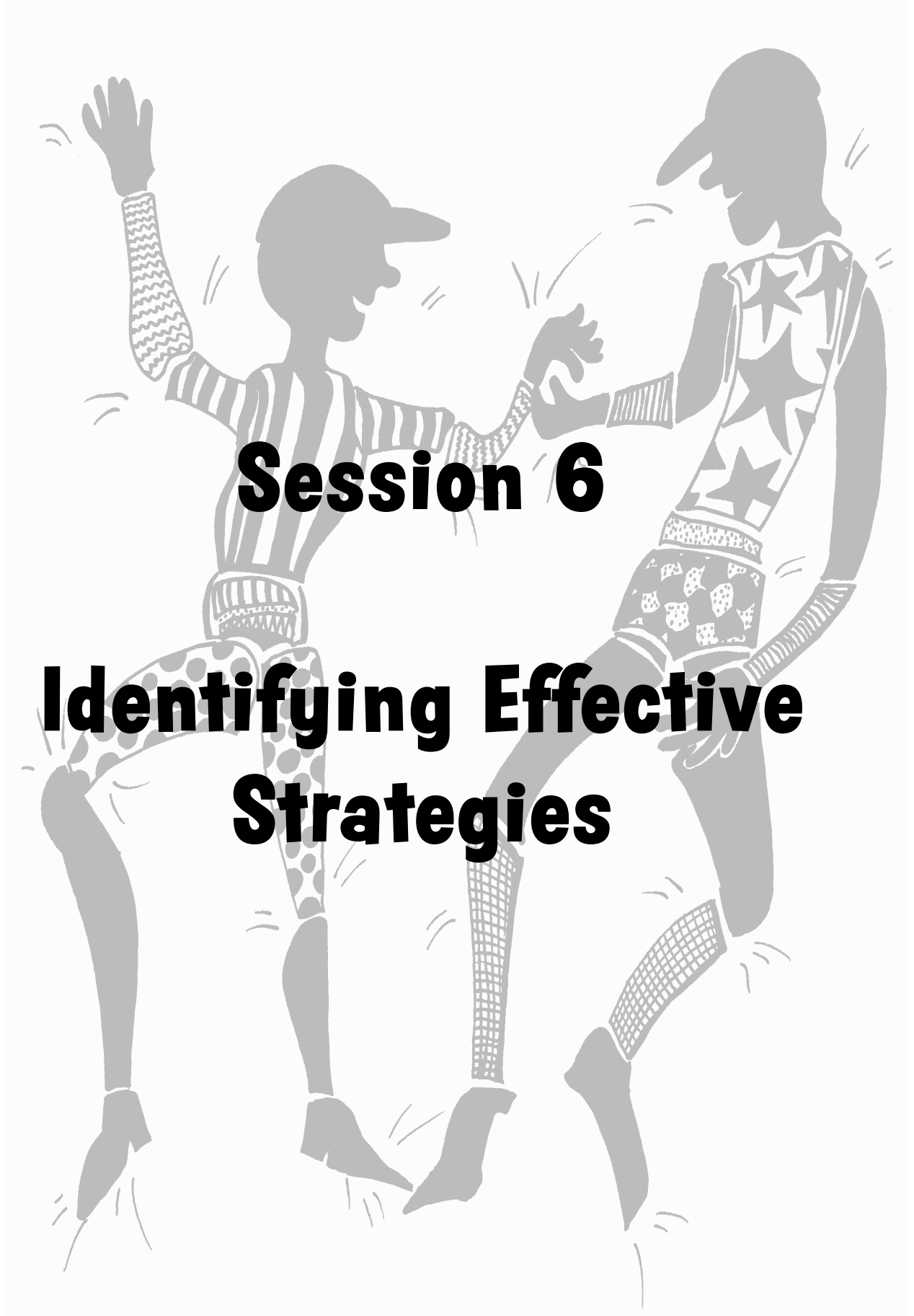
Example - The Group is Good

Because...

- ◆ Talking is a powerful tool.
- ◆ We can share problems when we talk.

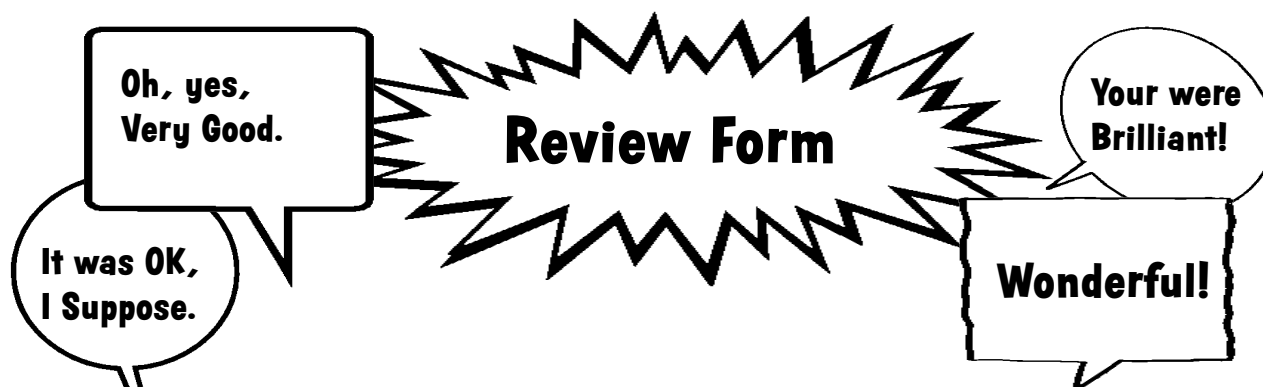


- ◆ If we stop, think and talk then we might not hit out.
- ◆ Talking about a problem reduces stress.
- ◆ We can support each other to find solutions.
- ◆ We can build friendships and make each other feel okay.
- ◆ We can reflect on our feelings and behaviours.
- ◆ We can help each other to cope with problems and anger by sharing ideas.
- ◆ We can help each other to change and be successful.
- ◆ We can help each other to feel happy.



Session 6

Identifying Effective Strategies



Comments	Scene 1 Tick / Cross	Scene 2 Tick / Cross
Student was doing the wrong thing at the start.		
Student answered the teacher back.		
Student was rude to the teacher.		
Student broke the school rules.		
Student was 'showing off' to appear big in front of classmates.		
Teacher got angry as a result of student's behaviour.		
Teacher shouted.		
Teacher went 'over the top'.		
Student listened to the teacher.		
Teacher listened to the student.		
The consequences were okay.		
The consequences were bad.		

Names of Actors

Name of Reviewer

Date

Personal Strategies Sheet

Session 6

How Do I Cope With



***Feeling Angry?
Think! What are my Strategies?***

- ◆
- ◆
- ◆
- ◆
- ◆

Which do I use the most?

In which situations do I need to make use of this strategy?

Why does it seem to work for me?

Personal Strategies Sheet

Session 6

How Do I Cope With



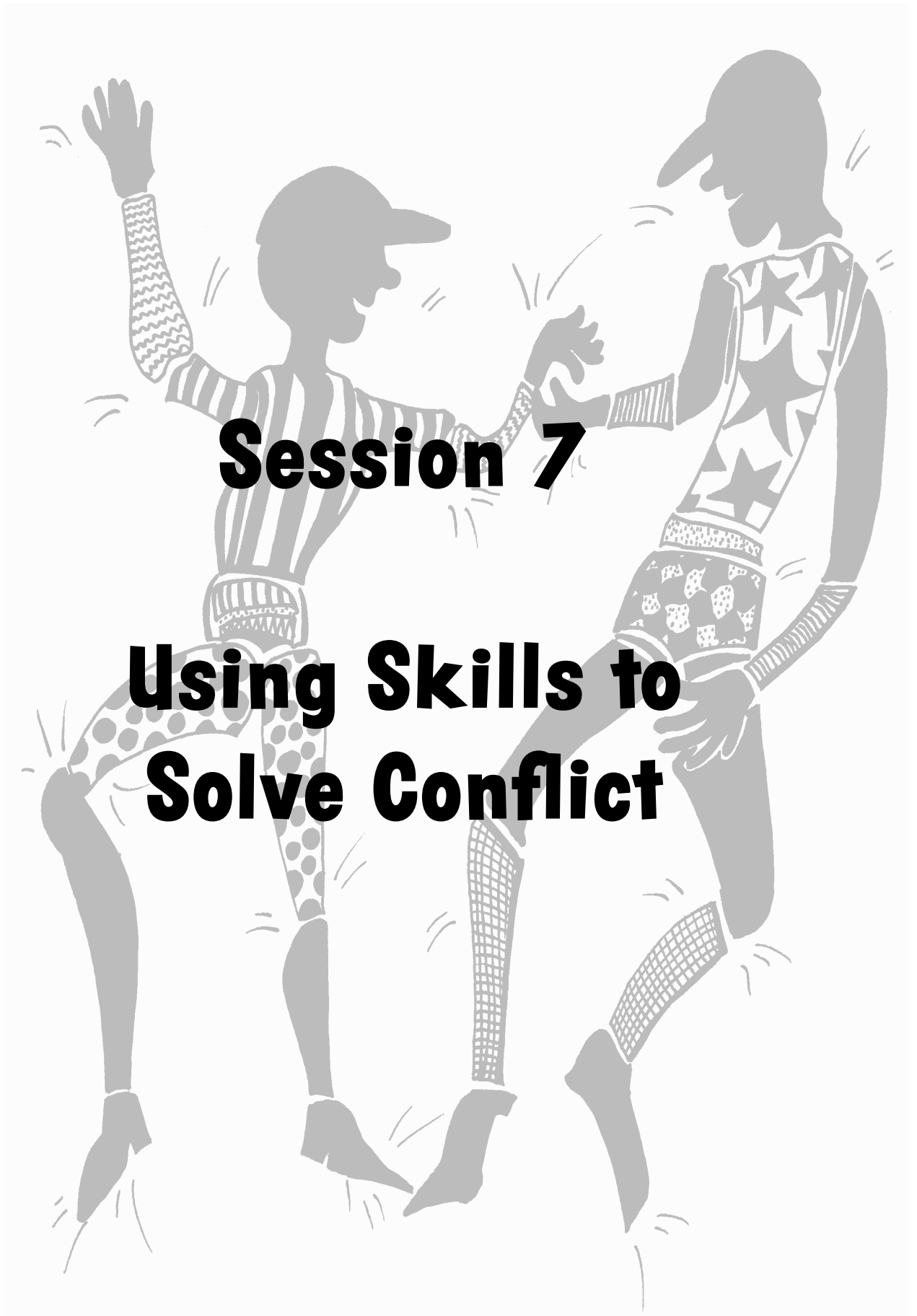
*Feeling Angry?
Think! What are my Strategies?*

- ◆
- ◆
- ◆
- ◆
- ◆

Which do I use the most?

In which situations do I need to make use of this strategy?

Why does it seem to work for me?



Session 7

Using Skills to Solve Conflict

Our Group's Anger Management Strategies

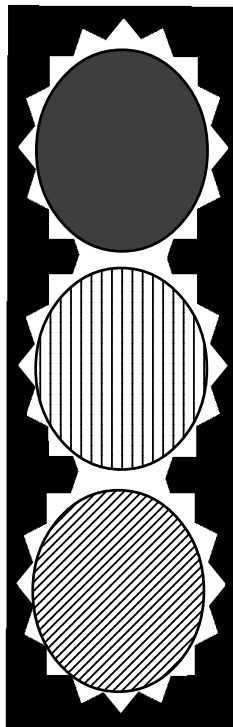
Names of Students:

Names of Tutors

Date Recorded

- ◆ We can
- ◆ We can
- ◆ We can
- ◆ We can
- ◆ We can
- ◆ We can
- ◆ We can
- ◆ We can
- ◆ We can

Anger Management Strategies
Stepped Approaches
Positive Thinking and Self Talk

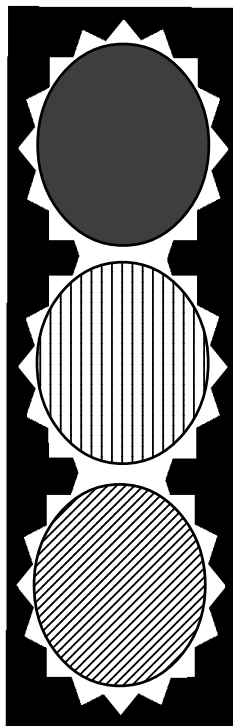


Strategy 1

Say it! What is the problem?

**PLAN What can I do to sort it out?
Who can help me?**

Think! How do I feel?



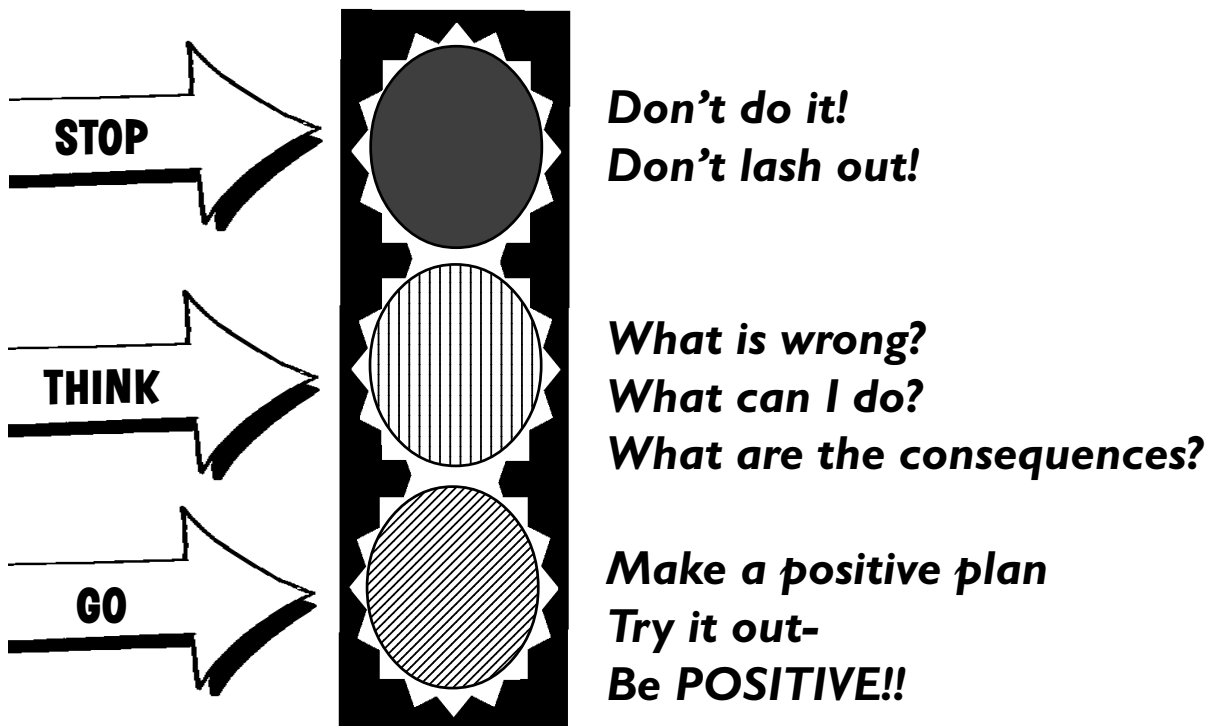
Strategy 2

STOP - What is the problem?

HOLD THE HANDS - don't lash out.

**WALK AWAY get out of the situation.
Go somewhere quiet & cool off.**

Strategy 3



Strategy 4



A Problem to Solve

Dear Daniel,

can you help me? I'm so fed up. I'm in trouble all the time at school and it's got so bad that Mr. Harvey (Head of Year) has said one more chance and then I'll be excluded for good. I've already had 3 exclusions and Mum's giving me grief about it at home.

She said she's fed up and it's all my fault. She doesn't understand how I get so angry and wound up. All the teachers apart from two of them just don't give me a chance. They put my name before me all the time and show me up and make a fool of me.

Sometimes it gets so bad that I just shout back and then I make it worse. I feel like I've no way out because of my reputation. I want to get on but I just feel so angry and I'm worried that they won't give me a chance.

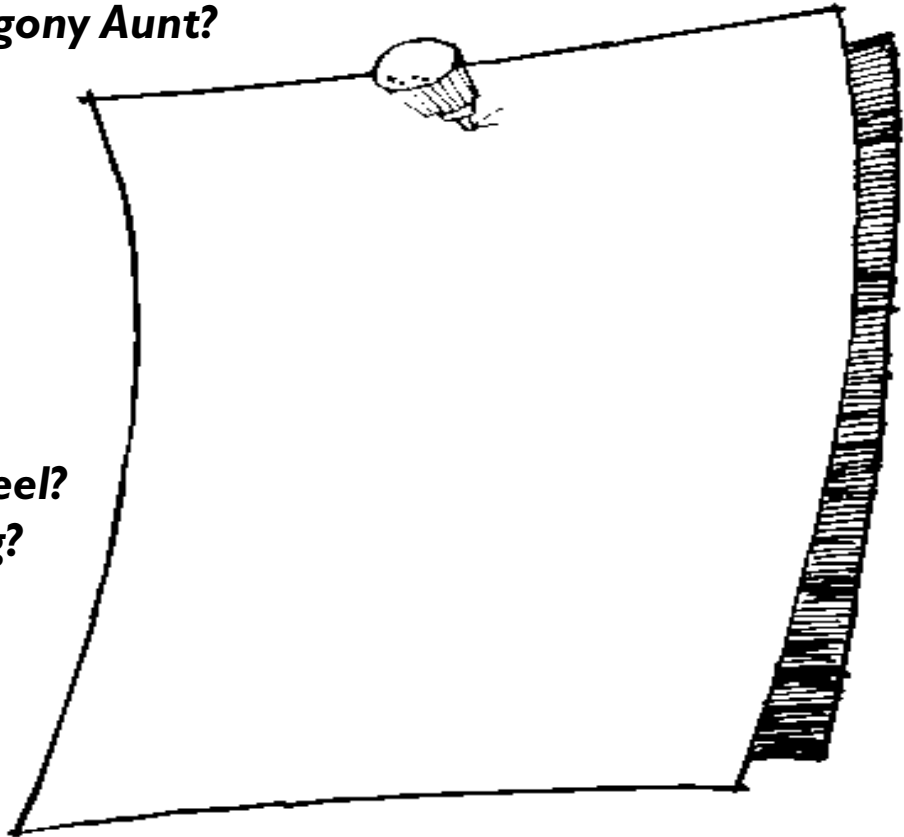
can you help me?

Yours, Mel.

A Personal Problem Sheet

What problem would you write about to an Agony Aunt?

THINK!
How do you feel?
What is wrong?



Look back and re-read your problem.

Can you think about some of the self-help strategies that we've talked about on the course?

Can you work out some solutions/ideas for coping and list them?

I could:



- ◆
- ◆
- ◆
- ◆
- ◆

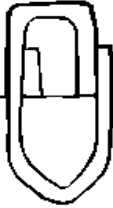




I get angry when people make racist comments to me.



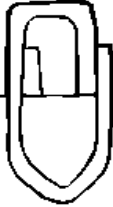
I get angry when teachers blame me for doing something bad in the lesson and it wasn't me.



I get angry when the teacher tries to make me look stupid in front of the class.



I get angry when Mum believes the teacher and believes her when it wasn't my fault.



I get angry when the teacher doesn't explain the work properly and I can't do it because I don't understand it.



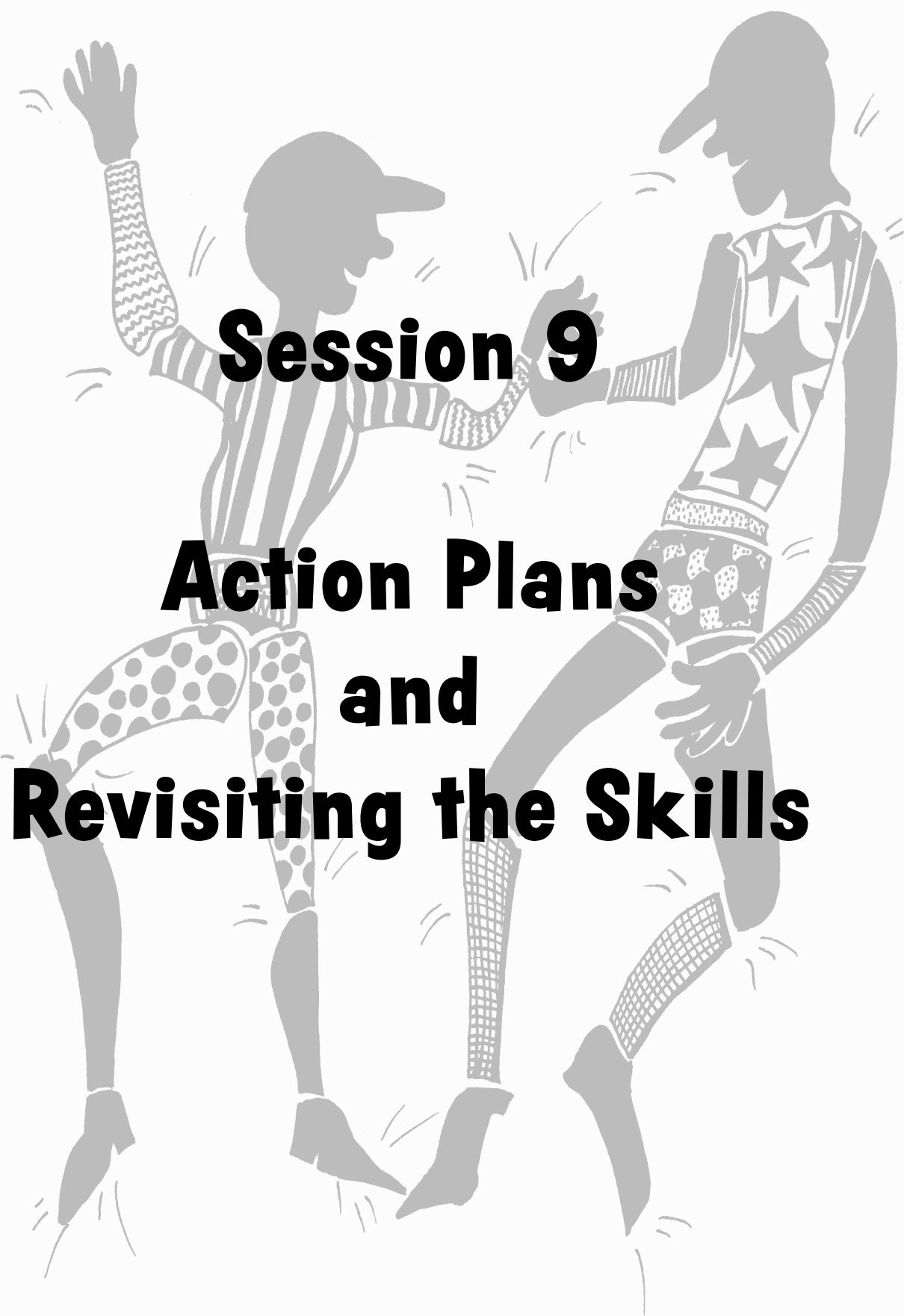
I get angry when people in my family leave me out of things.



I get angry when the work is too hard for me and I feel dumb.



I get angry when no one in my family has the time to listen to me or help me.



CRUCIAL SKILLS CHECKLIST



Name _____

Date _____

Look carefully! Think!

What skills do you think the student was using in the scene?

Use the Tick boxes. Make any additional comments at the end of the form.

I think that _____ was:

- ☐ Ignoring the problem/comments/other person.
- ☐ Walking away physically.
- ☐ Walking away mentally.
- ☐ Using relaxing technique e.g. deep breathing.
- ☐ Using a traffic light method.
- ☐ Using other stepped approach to coping with anger.
- ☐ Using 'Positive' thinking.
- ☐ Using assertion e.g. putting 'back' the anger onto the other person.
- ☐ Listening to and considering what the other person was saying.
- ☐ Thinking about the consequences.
- ☐ Stopping and thinking before.
- ☐ Responding calmly.
- ☐ Thinking of something better/more positive.
- ☐ Not worrying about what others might think, e.g. other students.
- ☐ Stopping to plan and think ahead.
- ☐ Acting 'in control'.

Other Strategies/Ideas

Case History

Can you help?
Read and Think

Case Notes

- ◇ In trouble with Maths teacher, Year 7 for shouting out in class and not sitting down and doing his work.
- ◇ Sent to HOY for hitting another boy in the Lunch Hall. Carlos reported that the other boy said he was a monkey and started to cuss his family and was making racist comments. The other boy also said that Carlos' Mum was an AIDs carrier. Both boys were suspended for 2 days.
- ◇ Put on report at the start of Year 8 because he had been so disruptive in both Maths and Science. Carlos said that the work was too hard for him but staff felt that he was just being lazy and needed to start concentrating.
- ◇ HOY phoned Mrs. Wright (Mum) to inform her that Carlos was significantly behind in his Maths and Science homework.
- ◇ Carlos swore at the Maths teacher and left the room without permission. He was given a double detention.
- ◇ 2 incidents reported of Carlos hurting 2 Year 7 boys in the playground. Carlos said that these 2 boys had called him 'dumb' when they walked past him in the corridor. The other boys denied this. Carlos was given a new report card and Mum was phoned. Mum was angry with Carlos but said she did not know what was wrong.
- ◇ 3 day exclusion for swearing at HOY.



Name of Student

carlos wright

D.o.B. 2.1.86

Year Group 8

School Barton Grange School

Action Plan

Name

Date

Year Group

School

Identifying the main areas of difficulty.

What needs to change first?

What should _____'s Targets be?

1. _____

2. _____

3. _____

4. _____

What strategies/resources does _____ need in order to achieve these targets?

*

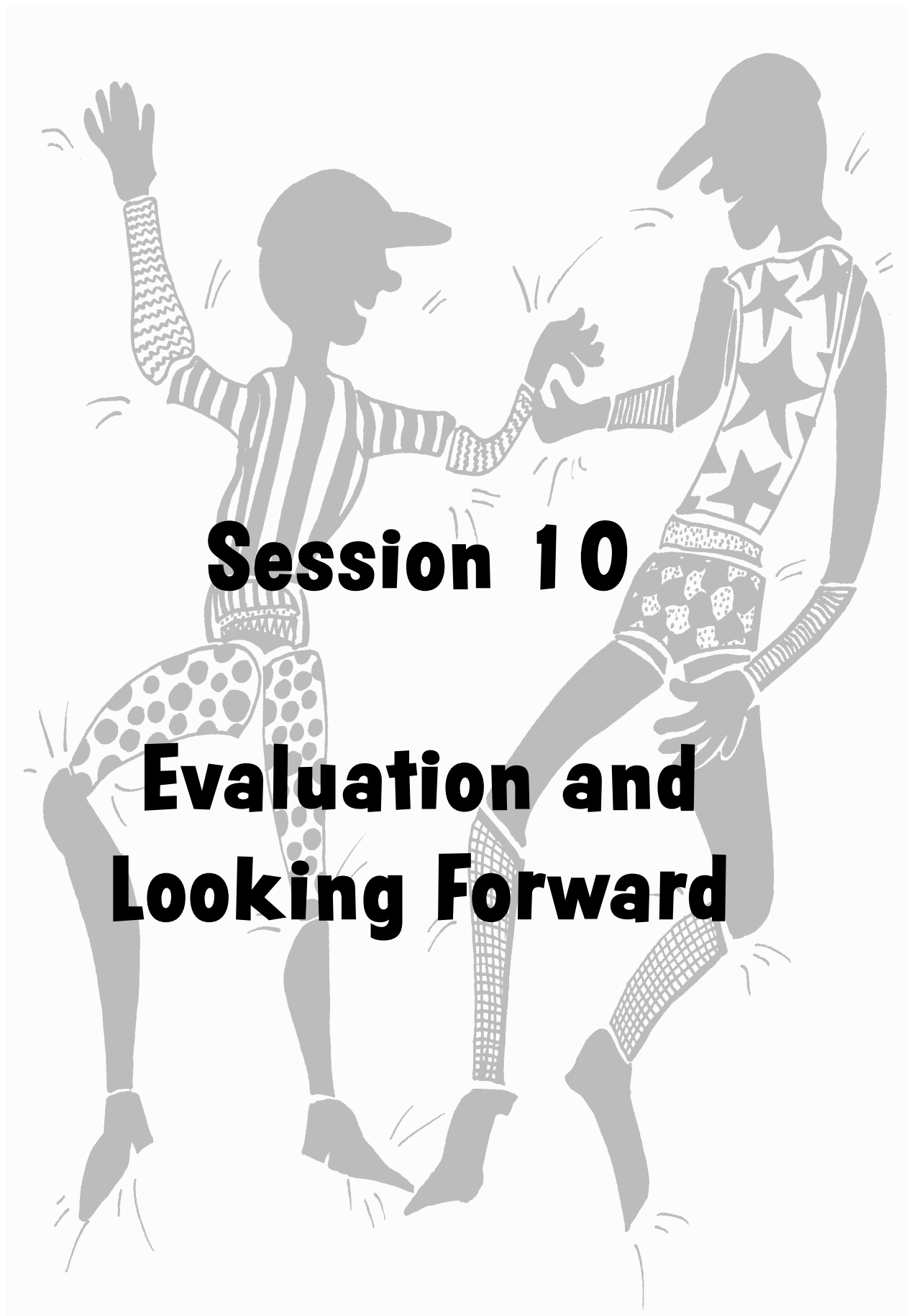
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When should this Action Plan be reviewed?

What changes should occur in _____'s behaviour between then and now?



Session 10

Evaluation and Looking Forward

Crucial Skills Evaluation Form

Name _____

Year Group _____

D.o.B. _____

Date Course Started _____

School _____

Date Evaluation for Completed _____



Section 1 - Ratings

Give a mark out of 10 for the following aspects of the course.

Mark the scale with an arrow. 1 = poor and 10 = brilliant.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7  8 ____ 9 ____ 10

Enjoyable

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Useful to me

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Made a difference to how I feel about myself - more positive

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Made a difference to how I feel about others - peers

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Made a difference to how I feel about teachers

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Helped me to help myself stay out of trouble

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Helped me to identify problems and cope better

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Helped me to control my anger

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Helped me to think of the consequences

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Helped me to develop new ways to cope with problems

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Shown me that I can change and help others to change

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Shown me that talk is powerful and can help

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Helped me to improve my behaviour

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Helped to change others' opinion of me - teachers/family

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Helped me to work out a way forward and believe that I can succeed

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10

Section 2 - Skills Learned

Tick the box if you agree with the statement.

I have learned to:

☐ Walk away physically

☐ Walk away mentally

☐ Ignore the problem / comment/ other person

☐ Use relaxation - deep breathing, counting etc.

☐ Use 'Stepped approaches' to solve problems

☐ Use a 'traffic light' method to solve a problem





- ☐ Use positive thinking
- ☐ Listen to others better
- ☐ Value and respect myself
- ☐ Value and respect others
- ☐ Act 'in control'
- ☐ Use assertive thinking - direct angry feeling back / outwards
- ☐ Think more about the consequences of my behaviour
- ☐ Stop and think before I speak and act
- ☐ Respond quietly when others are shouting
- ☐ Less worried about what other people think of me
- ☐ Understand how I can make others feel good or bad
- ☐ Accept everyone has a right to an opinion, even if I don't agree
- ☐ Make use of support in school to help myself cope
- ☐ Stop focusing only on the problem
- ☐ Develop solutions to my problems

Section 3 - Identifying Changes

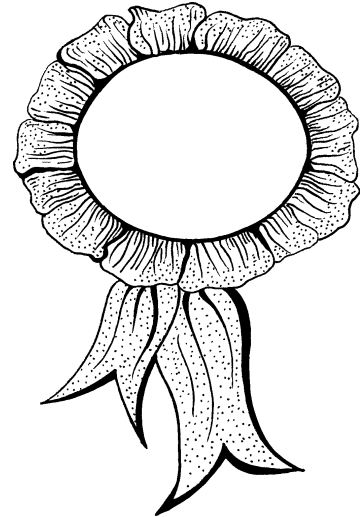
Did I meet my targets? Yes / No

Say why

How did I change?

What changed around me?

Did others change to help me?



Section 4 - Planning Future Courses

How do you think we can improve this course?

Please give your suggestions and ideas.

What activities could we include in future courses?

What could we miss out?

What other skills could students learn?

**Thank you for your contribution You have completed the course
Well Done!**

Individual Action Plan

Name _____

Date _____

My progress so far:

Areas still to be improved:

⇒

⇒

⇒

My new targets:

⇒

⇒

⇒

⇒

Strategies and resources to achieve the new targets:

⇒

⇒

⇒

⇒

I will know if I have been successful if the following things happen:

⇒

⇒

⇒

⇒

I will evaluate the success

with _____

on _____



**Follow on Work
and
Mentoring Form**

Mentoring Scheme

Name

Tutor Group

Date of Meeting

Weekly
Record
Form

Pupil Weekly Rating /10

Pupil's Views

How has this week been (good things and bad things)

Did you have any difficulties? How were they dealt with? Could you have done anything differently?

Reviewing Targets - Pupil and Mentor comments

Have targets been achieved? What support has been offered?

Targets for the coming week: Pupil and Mentor to agree:

*

*

*

*

Next meeting

date

time

Next week I would like to achieve a score of /10

Weekly feedback call to parents/carers

Date/time of next call