

# Session 5 WHAT DO WE DO WHEN WE ARE ANGRY

## INTRODUCING THE SESSION

Welcome to Session Five of the Healthy Homes Parenting Program for Parents and Adolescents! In this session, we will be talking about managing anger and solving problems. Like in the last session, the adolescents and parents are in different groups for the core lesson. In Session Five, parents and adolescents will be taught that

- Feeling stressed and angry is part of life
- We can learn to manage our reactions to feeling stressed and angry
- Managing our anger will make us feel better

Remind participants that what they say in the sessions remains confidential.

In this week's session, we will talk about stress and anger. It builds on the last week's session when we spoke about managing emotions.

Anger is a normal human emotion that most of us experience but it can be a strong and harmful emotion if not managed well. Not only does it affect those who are feeling the emotion but it can be destructive to other people too when expressed negatively. Anger can range from mild annoyance to violent outbursts which can be damaging to family relationships. Home environments where anger and stress are not managed well tend to affect the way family members relate. Often times when people relate in this way at home, they also recreate this environment outside the home with their friends – at school and at work. Damaged family relations can cause people to seek out anything to help them cope with the effects.

Adults and children most times turn to alcohol and drugs or other self-destructive behaviors which affect their overall quality of life. In this session, we learn ways in which anger and stress can be better managed in the home.

## SESSION 5 PREPARATIONS & OUTLINE

Goal of the session	In this session parents and adolescents learn about how to manage anger in an effective way. Especially for parents, sometimes it can be difficult and frustrating when dealing with difficult adolescent behaviors. It is important that both parents and adolescents develop strategies that will help them respond to situations that make them angry in a more effective and non-aggressive way.
Core Principles	<ul style="list-style-type: none"><li>▪ Managing our anger helps us to control aggressive reactions towards a situation.</li><li>▪ Learning to manage our stress and anger can improve our situation and help us feel better</li></ul>
Training materials & resources	<ul style="list-style-type: none"><li>▪ Flip chart, paper, pens, markers, prestik</li><li>▪ Attendance register</li><li>▪ Name tag materials</li><li>▪ Printed copies of Session Illustration "Amai is sick positive"</li></ul>
Venue Preparations:	<ul style="list-style-type: none"><li>▪ Make sure that the workshop venue is clean.</li><li>▪ Set up chairs where the participants will sit in a circle</li><li>▪ Prepare all the materials that you will use during the group session</li></ul>

COMPONENT	TIME	ACTIVITIES	
Welcome & Session Preparation	40 mins	<ul style="list-style-type: none"> <li>Facilitators take attendance.</li> <li>Participants settle down</li> <li>Welcome, thank everyone for coming and praise time keeping</li> <li>Home activity discussion</li> </ul>	
Session overview for the day	30 mins	<ul style="list-style-type: none"> <li>Framing the day</li> <li>Song: Aipepeta</li> <li>Physical exercise</li> </ul>	
Core Lesson	60 mins	<u>PARENTS SESSION</u> <ul style="list-style-type: none"> <li>Negative Role play : Amai is sick</li> <li>Discussion about negative role play</li> <li>Positive role play: Amai is sick</li> <li>Discussion about positive role play</li> <li>Energizer: "Pizza Hut"</li> <li>Taking a pause</li> </ul>	<u>ADOLESCENTS SESSION</u> <ul style="list-style-type: none"> <li>Negative Role play: The Test</li> <li>Discussion about negative role play</li> <li>Positive role play: The Test</li> <li>Discussion about positive role play</li> <li>Energizer: "Pizza Hut"</li> <li>Taking a pause</li> </ul>
Session Close	20 mins	<ul style="list-style-type: none"> <li>Preparing for Home Activity</li> <li><u>Home activity for the week</u> <ul style="list-style-type: none"> <li>◆ <b>When you feel stressed or angry, practice the skills you have chosen.</b></li> <li>◆ <b>Visit your Healthy Homes Friend at least once a week</b></li> <li>◆ <b>Complete a physical exercise once a day</b></li> </ul> </li> <li>Today's session review</li> <li>Reminder of next session date and thank &amp; close</li> <li>Make sure you leave the room in order</li> <li>Share your observations in facilitator report</li> </ul>	

## 1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

## 1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today in one word.

## 1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behavior – including providing praise!

## 1.4 HOME ACTIVITY DISCUSSION

Facilitators lead a discussion about the previous week's home activity.

As a reminder, last week participants were asked to try to comment on their emotions and ask their parent/adolescent about theirs. They also tried out the Healthy Homes Friend system last week, so we'd love to hear about their experiences! **Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:**

- Brainstorm solutions with participants
- Practice applying the solution.
- Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use **Who? What? Where? Why? When? How?**

Always give big praise and applause to everyone brave enough to share.



## 2.1 FRAMING THE DAY

In Session Five, we continue thinking and talking about emotions. We know that it can be challenging to manage the demands of life whether as a parent or as an adolescent. And sometimes we encounter situations or people that make us angry or upset. Stress or anger resulting from life's difficulties, such as challenges at school, relational problems we have at home and at school with friends and family and even worries about the future. You may have experienced a situation or behavior that you see as being unfair, hurtful, or in some other way 'wrong'. Whatever the reason may be, it is important that we find constructive ways to relieve and manage stress and anger. Adolescents often get overwhelmed by life experiences especially when they feel like the situation or problem is outside their control.

That is why it is important for them to learn means of coping with the stresses that they face. It is also equally important that adolescents, especially young women, are protected from violent forms of anger applied by other people where they may be forced into sex against their will. This places them at high risk of acquiring HIV. It is a sad reality that such experiences happen in our communities and sometimes even in our homes. We will talk more about this in a later session, for now let's talk about how we can manage how respond to stressful experiences.

## Key points of Session Five

- This session specifically focuses on “negative” emotions such as stress and anger. Can you think of other negative emotions?
- It’s important to understand that these emotions are not bad and shouldn’t be ignored. Everybody experiences stress and anger sometimes.
- What is important to manage what we do and say when we feel stressed and angry.
- We use this session to help participants come up with and practice ways of dealing with these emotions and expressing them in non-violent ways.

## 2.2 SONG & EXERCISE

### SONG: AIPEPETA

Leader: Aipepeta, Aipepeta  
Response: Aipepeta  
Leader: I pick the ball  
Response: I pick the ball  
Leader: Aipepeta  
Response: Aipepeta  
Leader: I put it here  
Leader: Aipepeta  
Response: Aipepeta

(Repeat)

*Add the same movements from Session Four!*

### PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session.

*Remind parents and adolescents to do the physical exercise every morning!*

## GROUP DIVIDES FOR CORE LESSON

## Core Lesson for Parents: WAYS OF COPING WITH ANGER AND STRESS (45 minutes)

### 3.1 ROLE PLAY: Amai is sick (NEGATIVE)

*Remember last time Amai was sick and decided to go to the clinic. When she went there she found out that she had tuberculosis. She is sitting in her room, looking and feeling stressed. Luyando walks in.*

**Luyando:** "Hi Amai, you don't look well, is there anything wrong? What did they say at the clinic?"

**Amai (becomes angry):** "Get out of my room, you come and ask silly questions, huh! Who told you to come into my room! Who are you to ask that question? Silly child."

**Luyando (scared):** "I am sorry, I didn't mean to make you angry, I was just asking."

**Amai (shouting):** "Next time you should not ask me things that don't concern you! GET OUT!"

*Luyando runs out of the room, crying.*

### 3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions to ask regarding the role play:

- Why does respond to Luyando's question the way she does?
- How does Luyando feel about her mother's reaction?
- Does 's anger help her to feel better?
- What are the ways that could deal with her stress that would be better for both her and Luyando?
- Can you think of a time this happened that you were stressed and angry and you expressed yourself in a similar way?

*During this discussion, one facilitator can write down participants' suggestions while the other can guide the discussion.*

#### **Ways of Coping with Anger and Stress:**

*This should be a guided discussion led initially by the facilitator. We saw how acted when she was angry. Let's think about how we act when we get angry.*

- What do anger and stress mean to you?
- Have you ever experienced any of these emotions?

Get into pairs to talk about these questions:

- What do we do when we get stressed and angry?
- Why might it be good for us to learn how to cope with stress and anger?



**Need some help getting the discussion going? Participants could talk about a time that they were stressed or angry and acted out in a violent way with their teen. They could also talk about what bad things happen when you get violent because you are stressed or angry**

### 3.3 ROLE-PLAY: Amai is sick (POSITIVE)

*Remember last time Amai was sick and decided to go to the clinic. When she went there she found out that she had tuberculosis. She is sitting in her room, looking and feeling stressed. Luyando walks in.*

**Luyando:** "Hi Amai, you don't look well, is there anything wrong? What did they say at the clinic?"

**Amai (sighs):** "They found out that I have tuberculosis."

**Luyando (worried):** "Oh no! That sounds bad! Tuberculosis! Should I worry?"

**Amai:** "Don't you worry too, Luyando – it will only make everything feel worse."

**Luyando:** "Ok, well, I understand why you look worried, Amai... But you know what? My teacher also had tuberculosis and she's now healthy again! (smiling) I think you are going to be fine like my teacher, Amai."

**Amai:** "Yes, the nurses at the clinic told me and other women that we will be fine. I need to look after ourselves, eat healthy and make sure I take my medication every day."

*Luyando looks at her mother and they both smile and look more relaxed.*

**Amai:** "It's always nice to talk to you my girl, every time we talk I feel better and stronger. Come, let's do something fun together. Do you want to listen to some music?"

**Luyando (smiling):** "Yes, let's listen to your favourite song."

### 3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Questions to ask participants:

- How does Amai deal with her stress?
- How does it affect Luyando?
- How does Luyando's reaction to her mother's stress feel for Luyando? And for Amai?

In this role-play Amai dealt with her stress very differently than in the first role-play, where we saw her get angry and shout.

- What are some of the better ways to respond to a stressful situation than with anger?
- Can anybody remember any of the coping skills we talked about in other sessions?
- Can you think of any skills that might be helpful in a stressful situation like the one we saw in the role-play?

Remember that all parents and adolescents experience stress and anger and that all relationships sometimes have conflict – it's a normal part of life. But there are different ways of dealing with anger.

### 3.5 ACTIVITY: REHEARSING FOR LIFE

**OLD TOOLS: BEING AWARE OF FEELINGS, BREATHING AND TALKING**



*Some of the issues participants might mention include:*

**Being aware of anger:** Learning to identify our feelings before we react is a good starting point.

**Breathing:** The breathing exercises we practiced this week and last week help us to stay calm and remind us that whatever we are feeling is okay.

**Talking:** Positive conversations with our parents/adolescents can help reduce stress.

### **NEW TOOL: CHANGING NEGATIVE TO POSITIVE THOUGHTS**

This activity gives participants a new way to stay calm and deal with anger and frustration. It helps us to catch negative thoughts before they become too big, and turn them into positive thoughts that are more helpful!

### **How to change negative to positive thoughts?**

1. Participants share what happens to them when something is frustrating. E.g.: I found out I was HIV positive.

2. Participants share some of the negative thoughts and feelings that come up in a situation like this. E.g.: This means I am sick and will not be able to lead a normal life.

*Facilitators write these on one half of a flipchart.*

3. Facilitators ask participants to change the negative thoughts and feelings into positive thoughts that can help them during stressful situations. E.g.: I am going to be fine if I take good care of myself, take my medication and get support and advice from the clinic. My family will also help to support me.

*Write these on a flipchart as well.*

**Rehearsing for Life:** Now that we know a few different ways that we can deal with and anger, let's practice.

### **GUIDELINES: Facilitating Rehearsing for Life:**

1. Participants pair up and "practice" telling each other they have Tuberculosis.
2. One person starts by telling their partner how they feel about the fact they have Tuberculosis.
3. Practice thinking and then telling your partner a positive thought that might help to make the negative situation feel less stressful.
4. Change places!

## **Core Lesson for Adolescents: WAYS OF COPING WITH ANGER AND STRESS**

### **3.1 ROLE PLAY: The Test (NEGATIVE)**

*Atate, Amai, Mutinta and Michelo are at the dinner table. They have just finished eating. Mutinta and her brother Michelo got their final reports today at school. Michelo has failed and Mutinta has passed.*

**Atate:** "Mhh! Children now it's time for me and your amai to see how did you do at school."

**Amai:** "Yes, I can't wait to see your reports my children."

*Mutinta runs to get hers, Michelo walks slowly, with his head down, to fetch his. They both give their reports to their atate.*

**Mutinta** (smiling, pushes her report into her atate's hands): "Dad! Look! I passed!"

*Atate looks at Mutinta's report and smiles.*

*Atate frowns as he looks at Michelo's report first.*

**Atate:** "And this Michelo? Do you know how much I pay towards your fees and you waste my money like this!"

**Michelo** (angry and shouting): "I hate school! I want to drop out anyway, I am a man I will take care of myself I don't need school"

*Michelo storms out.*

## 3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions to ask after the role play:

- How does Michelo feel about his school grades?
- How does Michelo feel about the fact that Mutinta has passed?
- Is Michelo afraid about how his atate will react?
- What could Michelo do to make it easier for him to show bad school grades to his family?

Let's talk a little bit about how we deal with anger:

- What do we do when we get stressed and angry?
- Why might it be good for us to learn how to cope with stress and anger?

*One facilitator writes down discussion points on a flipchart.*

Participants should then be encouraged to think about a time that they were stressed or angry and acted out in a violent way.

They should talk about what bad things happen when you get violent because you are stressed or angry.

## 3.3 ROLE PLAY: The test (POSITIVE)

*Atate, Amai, Mutinta and Michelo are at the dinner table. They have just finished eating. Mutinta and her brother Michelo got their final reports today at school. Michelo has failed and Mutinta has passed.*

**Atate:** "Mhh! Children now it's time for me and your amai to see how did you do at school."

**Amai:** "Yes, I can't wait to see your reports my children."

*Mutinta runs to get hers, Michelo walks slowly, with his head down, to fetch his. They both give their reports to their atate.*

*Atate frowns as he looks at Michelo's report first.*

**Mutinta** (smiling, pushes her report into her atate's hands): "Dad! Look! I passed!"



*Atate looks at Mutinta's report and smiles.*

**Michelo** (*takes a deep breath*): "Mutinta, hold on a second, he was looking at my report."

**Michelo** (*addressing his atate*): "I know you will be disappointed, and I am too. I felt really scared about showing you my report. I know I can do better at school, it's just that I feel like I don't get it sometimes."

**Atate**: "I know you are doing your best, Michelo. We'll have to put our heads together and think of how we can help. You are so clever, after all! Mutinta, congratulations on a great report. You are both doing your best, and I am proud of my children for this."

## 3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

### Questions regarding the role play

- How does Michelo deal with his stress?
- How does Atate's reaction to Michelo stress feel for Michelo?
- How did the Atate's response help Michelo deal with the stress he had?

*During this discussion, one facilitator can write down participant's suggestions while the other can guide the discussion and make suggestions.*

All parents and adolescents experience stress and anger and all relationships sometimes have conflict – it's a normal part of life, and there are ways of dealing with anger.

Now that we've seen Michelo handle his stress at showing his atate his report in two different ways, let's think about some of the better ways to respond to a stressful situation.

Let's start by reviewing some of the coping skills we have talked about so far in previous sessions.

## 3.5 ACTIVITY: REHEARSING FOR LIFE

### OLD TOOLS: BEING AWARE OF FEELINGS, BREATHING AND TALKING

*Some of the issues participants might mention include:*

**Being aware of anger:** Learning to identify our feelings before we react is a good starting point.

**Breathing:** The breathing exercises we practiced this week and last week help us to stay calm and remind us that whatever we are feeling is okay.

**Talking:** Positive conversations with our parents/adolescents can help reduce stress.

### NEW TOOL: CHANGING NEGATIVE TO POSITIVE THOUGHTS

This activity gives participants a new way to stay calm and deal with anger and frustration. It helps us to catch negative thoughts before they become too big, and turn them into positive thoughts that are more helpful!

#### How to change negative to positive thoughts?

1. Participants share what happens to them when something is frustrating. E.g.: I keep failing math.
2. Participants share some of the negative thoughts and feelings that come up in a situation like this. E.g.: This means I am stupid and will not be able to lead a normal life.  
*Facilitators write these on one half of a flipchart.*
3. Facilitators ask participants to change the negative thoughts and feelings into positive thoughts that can help them during stressful situations.

E.g.: I am going to be fine if I keep working at it and get support and advice from my teacher. My family will also help to support me.

Now that we know a few different ways that we can deal with stress and anger, let's practice.

## 3.6 ACTIVITY: Tell the Chair

Place chair in the middle of the discussion circle.

Instead of watching a positive role-play, we are going to take turns pretend to be Michelo in role-play we just saw.

We will use the following scenarios on how to help use practice how to manage stress and anger in a controlled way.

*Facilitator models activity:*

- Tell the chair why Michelo is angry!
- Start with how Michelo feels and what he would like to change, and why.
- Make a suggestion about what would make the situation better for Michelo.

*Participants volunteer to try "being Michelo" one by one.*

## GROUP COMES BACK TOGETHER

## 3.7 ENERGISER

## ENERGISER: PIZZA HUT

This call and response song should be accompanied by actions – one for each restaurant! – that are copied by participants. You can change the names to local restaurants.

Leader: "I said a Pizza Hut!"  
Participants: "A Pizza Hut!" (repeat action)  
Leader: "Hungry Lion and a Pizza Hut!"  
Participants: "Hungry Lion and a Pizza Hut!"  
Leader: "Debonairs..."  
Participants: "Debonairs..."  
Leader: "and Naaaaandos"  
Participants: "and Naaaaandos"  
Leader: "Hungry Lion and a Pizza Hut!"  
Participants: "Hungry Lion and a Pizza Hut!"

## 3.8 TAKING A PAUSE

**Taking a Pause** is a tool we learnt last week. Participants can use this to help them deal with stress. Facilitators lead the group in the **Taking a Pause** activity.

Afterwards, ask the participants how this activity might help them cope with anger and frustration.



## 4.1 HOME ACTIVITY

### HOME ACTIVITY: TAKE A PAUSE, NOTICE YOUR FEELINGS!

When you feel stressed or angry, practice one of the skills we talked about during the session (being aware of our emotions, breathing, talking, changing negative into positive thoughts).

## VISIT YOUR HEALTHY HOMES FRIEND AT LEAST ONCE A WEEK

Try to remember what coping strategy worked well and not so well for you and talk about that with your Healthy Homes Friend.

## COMPLETE A PHYSICAL EXERCISE ONCE A DAY

Participants can either use the physical exercise we did at the beginning of the session, or they can invent their own.

## 4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

*Let participants repeat the core principles after the facilitator:*

- Feeling stressed and angry is part of life
- We can learn to manage our reactions to feeling stressed and angry
- Managing our anger will make us feel better

*Use the illustration from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.*

## 4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

In the next session, we build on what we have done today with how to deal with stress and anger. We will look at different ways to solve problems and develop peaceful solutions.

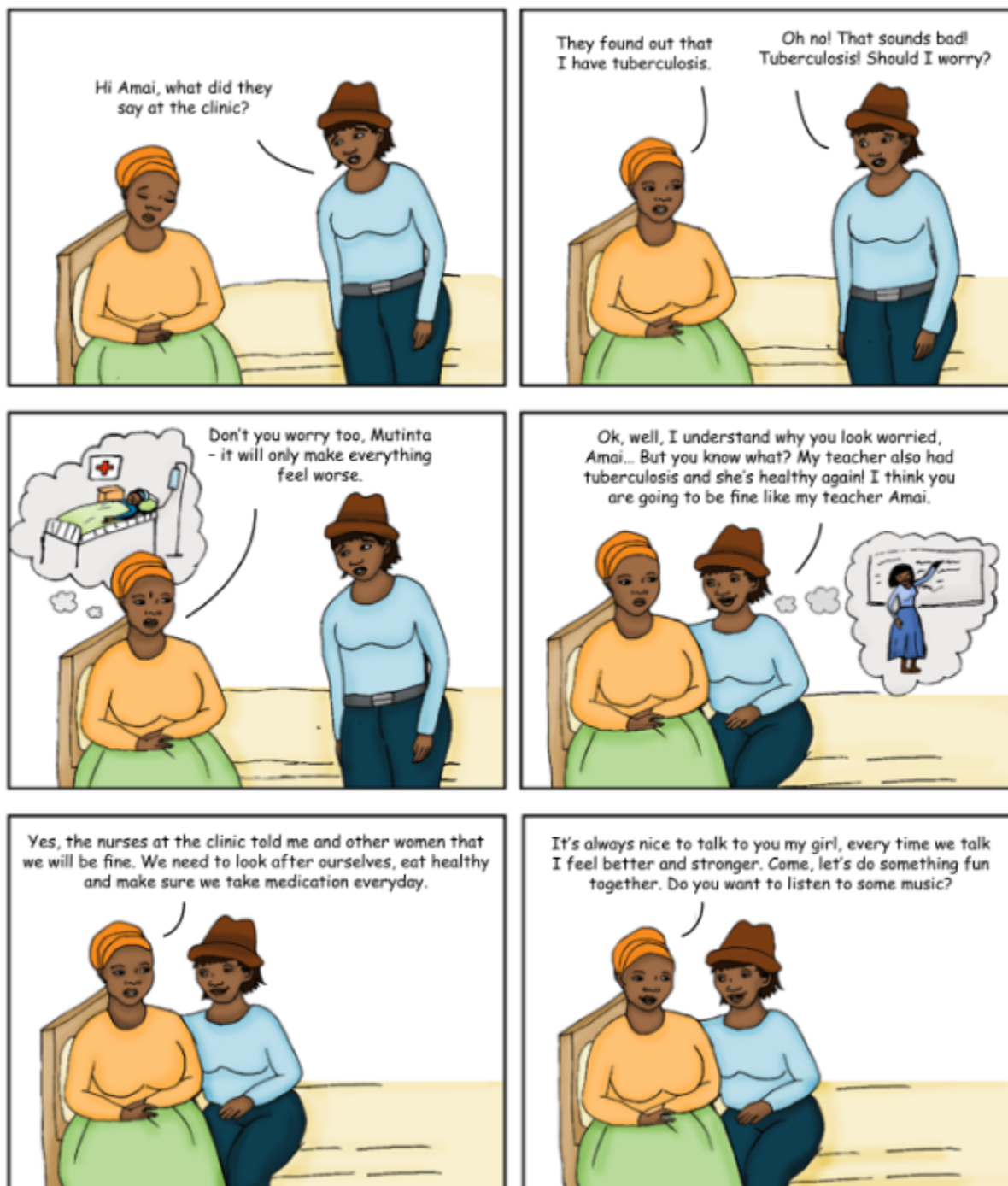
But before then, remember to do your home activity! *Facilitators remind participants about time and location of next session.*

## 4.4 THANK AND PRAISE PARTICIPANTS

Invite one of the participants to close the session with a song.

# Handout: ILLUSTRATION FOR SESSION 5

Amai is sick (positive)...





# Healthy Homes Parenting Program HOME VISITS

Guardian's Name \_\_\_\_\_  
Adolescent's Name \_\_\_\_\_  
Date \_\_\_\_\_ Group \_\_\_\_\_  
Facilitator's Name \_\_\_\_\_

## Session Five: WHAT DO WE DO WHEN WE ARE ANGRY?

**Goal:** Managing anger and solving problems

**Overview:** In Session Five, participants continue thinking and talking about emotions.

This session specifically focuses on “negative” emotions such as stress and anger.

- Everybody experiences stress and anger sometimes.
- What needs to be managed is what we do and say when we feel them.

**Illustration:** Amai is sick (positive)

**Core Lesson:** What do anger and stress mean to you? Have you ever experienced these emotions? Let's think about how we act when we get angry:

- What do we do when we get stressed and angry?
- Why might it be good for us to learn how to cope with stress and anger?
- Can you think of any skills that might be helpful in a stressful situation like the in the illustration?

Remember being aware of anger, breathing, and talking?). Another helpful trick is to change negative into positive thoughts:

Share what happens to you when something is frustrating or stressful. Share the negative thoughts and feelings that come up in a situation like this.

Change the negative thoughts into positive thoughts that can help during stressful situations.

Try it out using an example of a time something made you feel stressed out or frustrated.

**Home activity:** When you feel stressed or angry, practice one of the skills we talked about (being aware of our emotions, breathing, talking, changing negative thoughts).

**Attending sessions** can be difficult. Is there anything we can do to help you attend sessions? *It is important to have a non-blaming attitude about attendance!*

Did any other members of the household participate in this Home Visit? Who?